

PSHE/RSH

Progression- Medium Term Plan

Statutory content highlighted in the colour for each topic

Science curriculum - in brown

EYFS	Autumn			Spring			Summer		
Core Themes	Relationships			Health and Wellbeing			Living in the Wider World		
Topics	Family and Friendships	Safe Relationships	Respecting ourselves and others	Physical health and Mental Wellbeing	Growing and changing	Keeping Safe	Belonging to a Community	Media literacy and digital resilience	Money and Work
<p>Many aspects of the PSHE and RSHE curriculum are intrinsic to the Early Years and are aimed at supporting the whole child. In Early Years we continually respond to the needs and interests of children and many themes and topics are naturally covered through developmental progress across each term. Much of the curriculum in these areas is covered through ongoing relationships, routines, boundaries and effective provision throughout the Early Years environment. Current and cohesive adult and child led planning enables children to learn and develop these skills across the natural Early Years areas of learning. We will ensure that we will include in our medium term planning adult led activities that support the PSHE and RSHE themes throughout each of the terms- see long term plan for developmental bands from nursery to reception.</p>									

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Topics	Family and Friendships	Safe Relationships	Respecting Ourselves and Others	Physical health and Mental Wellbeing	Growing and Changing	Keeping Safe	Belonging to a community	Media literacy and digital resilience	Money and Work
Year 1	Recognising feelings in self and others;	Secrets and keeping safe; special people in	Respecting similarities and differences in	What helps keep bodies healthy; hygiene routines,	Recognise what they are good at (what makes	Keeping safe around household	Group and class rules; everybody is unique in some	Using the internet and digital devices;	Where money comes from; how to use

	sharing feelings; conventions of courtesy and	their lives; the importance of family and friendships	others; respecting family diversity; sharing views	food and exercise, sun safety	them unique and special); setting goals. change and loss	products; how to respond to adults you don't know; how to ask	ways and the same in others; looking after the local environment (cross	communicating online	money-saving and spending money
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	manners (seeking permission)		and ideas		and how it feels	for help if worried about something. How rules and age restrictions help us; keeping safe online	project with year 2)		
Year 2	Behaviour; bodies and feelings can be hurt; feeling lonely and getting help	Listening to others and playing co-operatively; appropriate and inappropriate touch; teasing and bullying; managing secrets; resisting pressure Recognising what they are good at; setting goals	The importance of respecting similarities and differences in others; sharing views and ideas	Healthy choices, why sleep is important, keeping teeth healthy; different feelings; managing feelings	Growing; changing (human development from birth to old age) and being more independent; correct names for body parts (including external genitalia); your body belongs to you	Keeping safe in different situations(people can behave differently online); how to ask for help if they are worried about something (how to recognise situations and how to seek advice) ; privacy in different contexts (what privacy means) Risk and safety at home; what to do in an emergency	Group and class rules; respecting their own and other's needs; groups and communities they belong to; people who work in the community; getting help in an emergency; looking after the local environment (cross project with year 1)	The internet in everyday life; online content and information	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved

Year 3	Recognising feelings in others; responding to how others are feeling	Importance of positive, healthy, stable relationships and friendships (online and offline); how to maintain friendship; actions affect ourselves and others; working collaboratively ; what makes a family- features	Personal boundaries; safely responding to others; the impact of hurtful behaviour; recognising types of bullying and responding to bullying (how to get help) - this includes cyber bullying	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals; personal strength and achievements; managing and reframing setbacks Describing feelings; conflicting feelings and how to manage	School rules on health and safety (including rules for keeping safe online); basic emergency aid; people who help them stay healthy and safe; risks and hazards- safety in the local environment and unfamiliar places	The values of rule and laws: rights, freedom and responsibilities Discuss and debate health and wellbeing issues. Being part of a community and who works in the community	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals Enterprise; what it means; developing skills in enterprise (cross project with year 6)
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Year 4	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	of family life Benefits of healthy relationships/ friendships; acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers; importance of self-respect and requirements to respect others	How to keep safe in the local area and online (appropriate boundaries); people who help them stay healthy and safe (asking for help and reporting feeling unsafe and abuse)	Listen and respond effectively to people; share points of view; respecting differences and similarities- discussing difference sensitively	feelings Recognise what they are good at; setting goals. Key facts about the changing body and puberty - physical and emotional changes (human development from birth to old age) facts about menstrual cycle and menstrual wellbeing Changes that happen in life and feelings associated with change	What makes a balanced lifestyle and making choices; oral hygiene and dental care; drugs common to everyday life; hygiene and germs	What makes a community: shared responsibilities Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world Sustainability of the environment across the world	How data is shared and used	Role of money; managing money (saving and budgeting); what is meant by interest and loan
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Year 5	Responding to feelings in others; managing friendships and peer influence	Actions have consequences; working collaboratively; negotiation and compromise; giving feedback; seeking permission; characteristics of healthy family life/ friendships	Responding respectfully to a wide range of people; recognising prejudice and discrimination; listening to others; raise concern and challenge	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; healthy sleep habits; different influences on food; skills to make choices; vacations, immunisation and allergies	Recognising what they are good at; setting goals; aspirations; personal identity; individuality and different qualities Intensity of feelings; managing complex feelings.	Strategies for managing personal safety (where to get help and advice) in the local environment; what to do in an emergency; first aid	Different rights; responsibilities and duties; protecting the environment, compassion towards others Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; antisocial behaviour; respecting and resolving	Online safety- including sharing images, mobile phone safety and how information is used and shared; how information is targeted; different media types- their role and impact	Identifying job interests and aspirations; what influences carer choices; workplace stereotypes; importance of finance in people's lives; being a critical consumer; looking after money;
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					Coping with change and transition; bereavement and grief		difference		interest; loan; debt; management of money; tax
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<p>Year 6</p>	<p>Confidentiality and when to break a confidence; managing dares; recognising and managing pressure; consent in different situations</p>	<p>Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed, loving relationships; marriage and civil partnership as a legally recognised commitment</p> <p>Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p>	<p>Respecting others and respecting others points of view; including discussing topical issues; listening to others; raise concerns and challenge</p> <p>What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying</p>	<p>What effects mental health and how to take care of it; manage change-loss and bereavement; managing time online; images in the media and reality; how this can affect how people feel; risks and effects of drugs – law and media</p>	<p>Recognising what they are good at; setting goals; aspirations.</p> <p>Changes at puberty-recap from previous years (human development from birth to old age); human reproduction (how a baby is conceived and born); roles and responsibilities of parents</p>	<p>Independence; increased responsibility; keeping safe (personal information); influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); responsible for their health and safety; where to get help and advice</p>	<p>Discus and debate health and wellbeing issues.</p> <p>Human rights; the rights of the child; cultural practise and British law.</p> <p>Being part of a community; groups that support communities. How resources are allocated; effect of this on individuals, communities and environment.</p>	<p>Evaluating media sources; sharing things online; how to critically consider online content</p>	<p>Influences and attitudes to money; money and financial risks</p> <p>Enterprise; what it means; developing skills in enterprise</p> <p>(cross project with year 3)</p>
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