PSHE/RSHE Progression- Medium Term Plan

Statutory content highlighted in the colour for each topic Science curriculum – in brown

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| **EYFS** | **Autumn** | **Spring** | **Summer** |
| **Core****Themes** | **Relationships** | **Living in the Wider World** | **Health and Wellbeing** |
| **Topics** | **Family and Friendships** | **Safe Relationships** | **Respecting ourselves and others** | **Belonging to a Community** | **Media literacy and digital****resilience** | **Money and Work** | **Physical health and Mental****Wellbeing** | **Growing and changing** | **Keeping Safe** |
| 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 RSHEthemes throughout each of the terms- see long term plan for developmental bands from nursery to reception. |

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| **Year 1** | Recognisingfeelings in self | Secrets andkeeping safe; | Respectingsimilarities and | Group and classrules; everybody is | Using theinternet and | Where moneycomes from; | What helps keepbodies healthy; | Recognise whatthey are good | Keeping safearound |
|  | and others; | special people in | differences in | unique in some | digital devices; | how to use | hygiene routines, | at (what makes | household |
|  | sharing | their lives; the | others; | ways and the same | communicating | money-saving | food and | them unique | products; how to |
|  | feelings;conventions of | importance offamily and | respectingfamily diversity; | in others; lookingafter the local | online | and spendingmoney | exercise, sunsafety | and special);setting goals. | respond toadults you don’t |
|  | courtesy and | friendships | sharing views | environment **(cross** |  |  |  | change and loss | know; how to ask |

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|  | manners (seeking permission) |  | and ideas | **project with year 2)** |  |  |  | and how it feels | for help if worried about something. Howe rules and age restrictions helpus; keeping safe online |
| **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 | Group and class rules; respecting their own and other’s needs; groups and communities they belong to; people who work in thecommunity; 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 | 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 todo in an emergency |
| **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 afamily- features of family life  | Personal boundaries; safely responding to others; the impact of hurtful behaviour; recognising types of bullying and responding to bullying (how to get help) – this includescyber bullying | The values of rule and laws: rights, freedom and responsibilitiesDiscuss 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 goalsEnterprise; what it means; developing skills in enterprise**(cross project with year 6)** | 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 setbacksDescribing feelings; conflicting feelings andhow to manage feelings | 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 andunfamiliar places  |

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| **Year 4** | Keeping something confidential or secret; when to break a confidence; recognise and manage dares | 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) | What makes a community: shared responsibilitiesDiscuss and debate health and wellbeing issues.Appreciating difference and diversity in the UK and around the worldSustainability 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 | Listen and respond effectively to people; share points of view; respecting differences and similarities- discussing difference sensitively | 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 wellbeingChanges that happen in life and feelingsassociated with change | What makes a balanced lifestyle and making choices; oral hygiene and dental care; drugs common to everyday life; hygiene and germs |
| **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 | Different rights; responsibilities and duties; protecting the environment, compassion towards othersDiscuss and debate health and wellbeing issues.Rules and laws; changing rules and laws; antisocial behaviour; respecting and resolving difference. | 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 inpeople’s lives; being a critical consumer;looking after money; interest; loan; debt; management of money; tax | 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 qualitiesIntensity of feelings; manging complex feelings. Coping with change and transition;bereavement and grief | Strategies for managing personal safety (where to get help and advice) in the local environment; what to do in an emergency; first aid |

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| **Year 6** | Confidentiality and when to break a confidence; managing dares; recognising and managing pressure; consent in different situations | 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 commitmentAcceptable and unacceptable physical touch; personal boundaries and the right to privacy | Respecting others and respecting others points of view; including discussing topical issues; listening to others; raise concerns and challengeWhat makes people the same or different; recognising and challenging stereotypes; discrimination and bullying | Discus and debate health and wellbeing issues.Human rights; the rights of the child; cultural practise and British law.Being part of a community; groups that support communities. How resources are allocated; effect of this on individuals, communities and environment. | Evaluating media sources; sharing things online; how to critically consider online content | Influences and attitudes to money; money and financial risksEnterprise; what it means; developing skills in enterprise**(cross project with year 3)** | 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 | Recognising what they are good at; setting goals; aspirations.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 | 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 |