



Kingsfield PSHE Overview



Ready, Respectful, Safe

Respect, Confidence, Resilience, Kindness, Enthusiasm, Aspiration

Curriculum links to school values in blue italics. Trips and visits in green italics. Diverse curriculum aspects in orange italics.

Year One	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<p>Myself and my relationships: Beginning and Belonging <i>Linked to the values of confidence and kindness</i> Keeping safe Welcoming others New situations Building relationships Adults who can help</p> <p><i>Text: Someone Just Like You</i></p>	<p>Myself and My Relationships: My Emotions <i>Linked to the value of resilience</i> Feelings and causes Emotions Being impulsive Asking for help Changing my mood Being assertive</p>	<p>Healthy and Safer Lifestyles: Managing safety and risks <i>Linked to the value of confidence</i> Risky situations Risk emotions Personal information and who can help What to do when lost Safe situations</p> <p><i>Visit to school from fire service and police</i></p>	<p>Healthy and Safer Lifestyles: Relationships and Sex Education <i>Linked to the value of respect; respect for your body</i> Body parts What can my body do? My body, my responsibility Keeping clean Good hygiene</p> <p><i>Visit to school from doctor, nurse or dentist</i></p>	<p>Healthy and Safer Lifestyles: Personal Safety <i>Linked to the value of confidence</i> Trusted adults and friends Rules and why they are needed My body belongs to me Secrets and worries What to do if someone is unkind</p>	<p>Economic Wellbeing: Financial Capabilities <i>Linked to the value of confidence</i> Where money comes from, where it is kept and what it is used for. Needs and wants What does my family use money for? Working with money. What is charity?</p>
Year Two	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<p>Myself and My Relationships: Families and Friends <i>Linked to the value of kindness</i> Qualities of a good friend How to keep friends My qualities and why I am special My special people Different families</p> <p><i>A focus on diverse families. Text: A Superfamily Like Ours</i></p>	<p>Citizenship: Diversity and Communities <i>Linked to the value of respect; respect for all members of the community</i> Identities Families, traditions, cultures and beliefs Which groups do I belong to? Stereotypes My community Caring for animals in the community</p> <p><i>Visit to school from Woodgreen Animal Shelter</i></p>	<p>Citizenship Working Together Rights, Rules and Responsibilities <i>Linked to the value of aspiration; responsibilities within school</i> Who cares for me? Jobs at home and school Rules and safety The School Council Communication skills</p> <p><i>Visit from School Council</i></p>	<p>Healthy and Safer Lifestyles Drug Education Healthy Lifestyles <i>Linked to the value of respect; respect for my body</i> What I put in my body Medicines, injections and immunisations Feeling better without medicine Harmful substances Staying safe</p>	<p>Healthy and Safer Lifestyles Digital Lifestyles <i>Linked to the value of confidence; being confident online</i> Technology and the internet – benefits Being online – identity, behaviour and risks Contacting friends and family safely online Upsetting online content and how to report it Changing technology</p>	<p>Myself and My Relationships Managing Change <i>Linked to the value of aspiration</i> Growing up: changing skills and responsibilities Changing achievements Changes of choice and changes that are not. Emotions during change Strategies to cope with change</p>



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		<i>A focus on traditions, cultures and beliefs within the community.</i>				
Year Three	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Myself and my Relationships: Beginning and Belonging Family and Friends <i>Linked to the value of confidence</i> Contributing to school life. Building relationships and helping new people. Qualities of a good friend. Managing friendship problems. People who are special to me. Different families. <i>A focus on diverse families</i> <i>Text: Is That Your Mama?</i>	Healthy and Safer Lifestyles: Digital Lifestyles Communicating safely online. How does liking and trusting someone online differ? Rules for being safe online. Reporting concerns. Age restrictions. <i>Take part in online safety webinar.</i>	Myself and My Relationships: Managing Change <i>Linked to the value of resilience</i> Changes I might experience. Emotions, loss and change. Strategies to support change. People who can support me. Planned changes.	Healthy and Safer Lifestyles: Relationships and Sex Education (Bodies) Male and female body parts. How body parts can change and when to talk about this. How to keep myself clean. How illness spreads. Reducing the spread of germs.	Healthy and Safer Lifestyles: Healthy Lifestyles <i>Linked to the value of aspiration</i> Making healthy choices. Exercise, nutrition and physical and mental health. Food and energy. Healthy meals. Cleaning teeth. Sleep.	Healthy and Safer Lifestyles: Personal Safety Feelings and warning signs. Trusted friends, adults, and their qualities. My support. School rules. Physical contact. Secrets and worries. Online safety.
Year Four	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Myself and My Relationships: My Emotions <i>Linked to the value of confidence</i> Emotions – comfortable and uncomfortable. Mental health and well-being.	Citizenship Diversity and Communities. <i>Linked to the value of respect</i> Understand a sense of identity is built through perceived similarities and differences.	Myself and My Relationships: Anti-bullying Understand that friendship difficulties may or may not be bullying. Understand the different types of bullying and the	Economic Wellbeing Financial Capability <i>Linked to the value of confidence</i> Know there are different ways to gain money. Know how to keep money safe.	Healthy and Safer Lifestyles: Drug Education Know the different types of drugs, how they enter and effect their bodies. Understand the essential use of	Healthy and Safer Lifestyles: Relationships and Sex Education (human lifecycle) Know the stages of the human lifecycle. Know that a baby begins when a male



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	<p>Emotions and how they affect my interactions. Over reactions. Strategies to move past uncomfortable emotions. Being assertive.</p>	<p>Understand how personal characteristics can affect behaviour, identify and choices. Know that families are made up in a variety of ways. Know what stereotypes are. Know some of the roles of people who support their community and how they support people with different needs. <i>Visit to Church/Food bank.</i> <i>A focus on diverse families and communities</i></p>	<p>associated characteristics. Understand how bullying can occur. Understand the roles in bullying. Understand school procedures to prevent bullying.</p>	<p>Know there are different ways to pay for things and they have consequences. Know that individuals and families choose to manage money in different ways. Understand issues relating to poverty.</p>	<p>medicines and who administers them. Understand the basic principles of immunisation and their personal experience. Know safety rules for medicines. Know how to act if harmful substances are found.</p>	<p>seed and female egg joins together. Know their current responsibilities and how these will change in the future. Know the wider responsibilities that their families have for the physical and emotional wellbeing of babies and children.</p>
Year Five	<p>Autumn A Myself and My Relationships: Family and Friends Anti-bullying <i>Linked to the value of confidence</i> Know strategies for building relationships. Know strategies for building relationships. Know how to seek support. Know the difference between friendship difficulties and bullying.</p>	<p>Autumn B Healthy and Safer Lifestyles: Digital Lifestyles Know how they use the internet. Know how to safety contact friends and family. Know how information and data is shared online. Know how to be safe online.</p>	<p>Spring A Healthy and Safer Lifestyles: Personal Safety Know where support and advice can be gained. Know how to respond safely to adults in real life and online contexts. Know acceptable boundaries. Know the importance of permission in all relationships.</p>	<p>Spring B Myself and My Relationships: Family and Friends <i>Linked to the value of respect</i> Know who is in their network of people who are special to them. Understand the relationships they have. Know that there are a diverse range of family</p>	<p>Summer A Healthy and Safer Lifestyles: Drug Education Know the different categories for drugs including legal and illegal. Know where to get advice and support. Know who is part of their network of support is. Know the effects legal and illegal drugs can</p>	<p>Summer B Healthy and Safer Lifestyles: Relationships and Sex Education Know, label and describe the function of male and female sexual parts. Know appropriate terminology for sexual parts. Know the physical changes that take place at puberty.</p>



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	<p>Know the different ways bullies can work (power imbalance, manipulation and exclusion). Know personal circumstances can lead to becoming a bully or a target of bullying.</p>	<p>Know who is part of your network of support.</p> <p><i>Take part in online safety webinar.</i></p>	<p>Appropriate and inappropriate or unsafe physical and other contact. Know about privacy and the implications for adults and children.</p>	<p>patterns within the school community. Know who is part of their network of support.</p> <p><i>A focus on diverse families and communities</i></p>	<p>have on people's lives- positive and negative.</p>	<p>Know about personal hygiene linked to puberty. Understand safe routines to stop the spread of viruses and bacteria.</p>
Year Six	<p>Autumn A</p> <p>Citizenship: Working Together Diversity and Communities</p> <p><i>Linked to the value of respect</i></p> <p>Know their own identity and how identities can be made up. Know why people should be respectful to those with different lifestyles to themselves. Know the communities they belong to. Know how the media affects people nationally and them in their community.</p> <p><i>A focus on diverse families and communities</i></p>	<p>Autumn B</p> <p>Healthy and Safer Lifestyles: Managing Safety and Risk</p> <p><i>Linked to the value of confidence</i></p> <p>Know the positive and negatives involved in risk taking. Know and understand their growing responsibilities and increased risks. Know what to do in an emergency. Know strategies to reduce risk.</p>	<p>Spring A</p> <p>Citizenship: Rights, rule and responsibilities</p> <p>Know basic rights of children and adults and who is responsible for protecting these. Understand why rules and laws are needed in society. Know how to keep safe online and who to speak to if they are worried. Understand how democratic elections work at school and nationally and how people represent or act on behalf of others. Understand the role of councils, councillors, Parliament and MPs in our country.</p> <p><i>Visit to local MPs. Visit to council offices</i></p>	<p>Spring B</p> <p>Economic Wellbeing: Financial Capability</p> <p><i>Linked to the value of confidence</i></p> <p>Know the history of money, trade and currencies. Know different jobs require different skills and are paid differently. Know what is deduced from earnings and why. Know how the wider community is supported through tax and national insurance. Know the difference between essentials and desirable items. Know how to go about planning for the future including knowing about debt and saving.</p>	<p>Summer A</p> <p>Healthy and Safer Lifestyles: Relationships and Sex Education</p> <p>Know how human babies are conceived and born (including sexual reproduction and sexual intercourse). Name and label internal organs for males and females. Know the stages of fertilisation. Know that males and females go through puberty and what it involves. Know that families should be stable and caring ensuring children are safe and cared for.</p>	<p>Summer B</p> <p>Myself and my relationships: Managing Change</p> <p>Name situations that involve loss and change. Know that a range of changes will occur throughout their lifetime and that everyone manages changes differently. Know some strategies that they can use to support them with change.</p>



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