

# SITHNEY SCHOOL



PSHE rolling programme: This programme of study will be taught over 2 years at KS2 to accommodate our dual year group classes.

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing			Living in the Wider World			Relationships		
Topics	Healthy Lifestyles Year A	Growing and Changing Year A	Keeping Safe Year B	Rights and Responsibilities Year B	Environment Year A	Money Year A	Feelings and emotions Year B	Healthy Relationships Aspects taught in Year and Year B	Valuing difference Year B
<b>F1</b> Each year	<b>I belong</b> (0-3) Feel strong enough to express a range of emotions. (3-4) Become more outgoing with unfamiliar people	<b>Super Me</b> (0-3) Establish their sense of self Play with increasing confidence (3-4) Show more confidence in social situations	<b>My Marvellous Mind</b> (0-3) Increasing able to talk and manage emotions (3-4) Develop a sense of responsibility	<b>It's good to share</b> (0-3) Begin to 'effortful' control Engage with others (3-4) Play with other children	<b>Look what I can do</b> (0-3) Grow in independence (3-4) Develop appropriate ways to be assertive	<b>Yes I can</b> (0-3) Thrive as the develop self-assurance (3-4) Help to find solutions	<b>How I feel</b> (0-3) Safely explore emotions and talk in more elaborate ways. (3-4) Talk about feelings using words	<b>Fabulous Friends</b> (0-3) Develop friendships (3-4) Begin to understand how others are feeling Talk with other to solve conflict	<b>Changing me</b> (0-3) Notice and ask questions about difference (3-4) Incitingly follow rules and understand importance
<b>F2</b> Each year	<b>I belong</b> Identify and moderate their own feelings socially and emotionally.	<b>Super Me</b> See themselves as a valuable individual	<b>My Marvellous Mind</b> Manage their own needs	<b>It's good to share</b> Think about the perspectives of others	<b>Look what I can do</b> Manage own needs	<b>Yes I can</b> Show resilience and perseverance in the face of challenge.	<b>How I feel</b> Express their feelings and consider the feelings of others.	<b>Fabulous Friends</b> Build constructive and respectful relationships.	<b>Changing me</b> Identify and moderate their own feelings socially and emotionally.
<b>Year 1</b>	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 2)</i>	Where money comes from; how to use money -saving and spending money	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas
<b>Year 2</b>	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 1)</i>	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas

<b>Year 3</b>	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. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise ( <i>CROSS YEAR-GROUP PROJECT WITH YEAR 6</i> )	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying
<b>Year 4</b>	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	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	Role of money; managing money (saving and budgeting); what is meant by inter	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view
<b>Year 5</b>	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge
<b>Year 6</b>	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty ( <i>recap Y4</i> ); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying