

## PSHE/RSE at Heelands School

### Intent

Here, at Heelands School, the aim of PSHE/RSE is to help children to acquire and develop knowledge and understanding of the world around them in order to help them develop as responsible young citizens. In an ever changing world, it is important that they are aware, to an age appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. PSHE is taught throughout the school in such a way as to reflect the overall aims, values, and ethos of the school. At Heelands, PSHE/RSE plays an important role, along with all other curriculum areas, particularly RE, in promoting the spiritual, moral, social, and cultural development of our children.

### Implementation

At Heelands, PSHE/RSE can be taught either as individual sessions over a period of a half term or in blocks where appropriate so that we can best meet the children's needs. The three core areas through which all aims are taught are: Health and Wellbeing, Relationships and Living in the Wider World (including Safeguarding, British values, Citizenship, Economic Wellbeing, Growth Mindsets and aspects of Careers education). The curriculum is progressive so that where possible the children are building on their previous skills and knowledge around a particular theme. These are taught to an appropriate level considering the age and needs of the children. Lessons involve class discussions, group activities and individual activities. Evidence of the work completed is gathered into topic books. As needed, support is provided to children when they find particular topics more challenging. Children are reminded in lessons that they can share any concerns with the adults, whether they arise from lessons or from something else.

### Impact

Our school values and inclusion of safeguarding within our curriculum is vital as first and foremost, we want our children to be safe and happy so that they can excel in all aspects of school life. Our PSHE/RSE curriculum provides them with a chance to reflect and learn about these crucial elements. Our children and staff value well-being, mental health and good citizenship. Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world.

## Heelands school PSHE/RSE long term overview

	<b>Autumn 1</b> <b>Relationships</b> Value: Friendship	<b>Autumn 2</b> <b>Relationships</b> Value: Respect	<b>Spring 1</b> <b>Living in the wider world</b> Value: Cooperation	<b>Spring 2</b> <b>Living in the wider world</b> Value: Self Belief	<b>Summer 1</b> <b>Health and Wellbeing</b> Value: Responsibility	<b>Summer 2</b> <b>Health and Wellbeing</b> Value: Challenge
<b>Foundation</b>  <small>These statements are not taught explicitly but are woven throughout the foundation stage curriculum</small>	<ul style="list-style-type: none"> <li>• Learning names of friends and teachers</li> <li>• Learning different places in the school</li> <li>• Establishing rules and routines</li> <li>• Sharing toys and equipment with others</li> </ul>	<ul style="list-style-type: none"> <li>• Joining in group activities and enjoying the company of others</li> <li>• Developing a greater awareness of self               <ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> </ul> </li> <li>• Expressing and managing feelings</li> <li>• Developing an awareness of boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting the needs of others</li> <li>• Greeting peers and familiar adults</li> <li>• Co-operative play with other children or adults</li> <li>• Developing a positive approach to new experiences</li> <li>• Making choices</li> <li>• Manners- saying please and thank you when reminded</li> <li>• Developing awareness of the feelings of others</li> </ul>		<ul style="list-style-type: none"> <li>• Children will be talking about the different kinds of relationships we have and what makes a good or bad relationship.</li> <li>• What makes me happy/sad?</li> <li>• How can I help make someone happy</li> </ul>	<ul style="list-style-type: none"> <li>• New beginnings</li> <li>• What have I learnt this year?</li> <li>• What will Year 1 be like?</li> <li>• Learning names of new class mates and new teacher</li> <li>• What will be the same/diff next year?</li> <li>• Adjusting behaviour to changes in routines</li> </ul>
<b>Year 1</b>	<b>Team</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Being Kind</li> <li>• Bullying</li> <li>• Informed Choices</li> <li>• Consequences</li> <li>• Recognise behaviour affects others</li> </ul>	<b>Be yourself</b> <ul style="list-style-type: none"> <li>• Unique</li> <li>• Feelings</li> <li>• Things I like</li> <li>• Uncomfortable feelings</li> <li>• Changes and loss</li> <li>• Speak up (share opinions)</li> </ul>	<b>Britain</b> <ul style="list-style-type: none"> <li>• Belonging</li> <li>• Groups</li> <li>• Consequences</li> <li>• What improves and harms the local environment</li> <li>• My country</li> <li>• Differences between people</li> <li>• Rights</li> <li>• Proud to be British</li> </ul>	<b>Money matters</b> <ul style="list-style-type: none"> <li>• Role Money Plays</li> <li>• What we use it for</li> <li>• Save or spend</li> <li>• Want or need</li> <li>• Look after it</li> <li>• Going shopping</li> </ul>	<b>It's my body</b> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• People who look after us</li> <li>• Secrets</li> <li>• Physical contact</li> <li>• Hurt (physically and emotionally)</li> <li>• Sleep</li> <li>• Healthy eating</li> <li>• Safety with medicines and chemicals at home</li> </ul>	<b>Aiming high</b> <ul style="list-style-type: none"> <li>• Growing and changing</li> <li>• Positive learners</li> <li>• Different job roles</li> <li>• Equality</li> <li>• Going for goals</li> <li>• Changes moving forward</li> </ul>
<b>Year 2</b>	<b>VIPs</b> <ul style="list-style-type: none"> <li>• Family, friends and care givers that look after us</li> <li>• Why families are important</li> <li>• Why friends are important</li> <li>• Disagreements</li> <li>• Working together</li> <li>• Showing you care</li> </ul>	<b>Growing up</b> <ul style="list-style-type: none"> <li>• Main body part</li> <li>• Respecting the bodies of others</li> <li>• Respecting the feelings of others</li> <li>• Understanding differences</li> <li>• How I have changed</li> <li>• Getting older</li> <li>• Feelings around change</li> </ul>	<b>Respecting rights</b> <ul style="list-style-type: none"> <li>• Peoples rights</li> <li>• Protecting our rights</li> <li>• Respecting others rights</li> <li>• Respecting differences</li> <li>• Being fair</li> <li>• Making a positive difference</li> </ul>	<b>One World</b> <ul style="list-style-type: none"> <li>• Cultural family differences</li> <li>• Home life differs around the world</li> <li>• School life differs around the world</li> <li>• Places differ around the world</li> <li>• How people use materials from the earth</li> <li>• Importance of looking after the world</li> </ul>	<b>Safety first</b> <ul style="list-style-type: none"> <li>• Who can help me</li> <li>• Staying safe at home</li> <li>• Staying safe outside</li> <li>• Staying safe online</li> <li>• The underwear rule</li> </ul>	<b>Think positive</b> <ul style="list-style-type: none"> <li>• Positive thoughts</li> <li>• Choices and consequences</li> <li>• Setting goals and planning to achieve</li> <li>• Discussing feelings</li> <li>• Being thankful</li> <li>• Being mindful</li> </ul>

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<b>Foundation</b>	<ul style="list-style-type: none"> <li>• Learning names of friends and teachers</li> <li>• Learning different places in the school</li> <li>• Establishing rules and routines</li> <li>• Sharing toys and equipment with others</li> </ul>	<ul style="list-style-type: none"> <li>• Joining in group activities and enjoying the company of others</li> <li>• Developing a greater awareness of self</li> <li>• Expressing likes and dislikes</li> <li>• Expressing and managing feelings</li> <li>• Developing an awareness of boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting the needs of others</li> <li>• Greeting peers and familiar adults</li> <li>• Co-operative play with other children or adults</li> <li>• Developing a positive approach to new experiences</li> <li>• Making choices</li> <li>• Manners- saying please and thank you when reminded</li> <li>• Developing awareness of the feelings of others</li> </ul>		<ul style="list-style-type: none"> <li>• Children will be talking about the different kinds of relationships we have and what makes a good or bad relationship.</li> <li>• What makes me happy/sad?</li> <li>• How can I help make someone happy</li> </ul>	<ul style="list-style-type: none"> <li>• New beginnings</li> <li>• What have I learnt this year?</li> <li>• What will Year 1 be like?</li> <li>• Learning names of new class mates and new teacher</li> <li>• What will be the same/diff next year?</li> <li>• Adjusting behaviour to changes in routines</li> </ul>
<b>Year 1</b>	<p style="text-align: center;"><b>Team</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>• show the teams they belong to through cutting out appropriate images</li> <li>• follow instructions and create a tower by applying good listening</li> <li>• use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others</li> <li>• work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary.</li> <li>• Work as a group to sort thoughts given into helpful and not-so-helpful thought categories.</li> <li>• Sort images of behaviours into good and not-so-good choices.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>• show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team</li> <li>• create a picture by using good listening to follow instructions</li> <li>• create a chain of kindness by thinking of their own idea of a way to be kind</li> <li>• draw or write ways to deal with teasing or bullying behaviour</li> <li>• sort thoughts given into helpful and not-so-helpful thought categories</li> <li>• draw a picture to show a time they made a good choice and to write what happened next.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>• take part in a discussion of the feelings of being in a team</li> <li>• design their own image to then describe to their partner who uses good listening skills to then draw the design</li> <li>• use scenario cards to discuss ways to show kindness in difficult scenarios</li> <li>• complete an activity sorting different behaviour into either teasing, bullying or joking behaviour</li> <li>• make posters to show helpful thoughts</li> <li>• identify the consequences of making good and not-so-good choices.</li> </ul>	<p style="text-align: center;"><b>Be yourself</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>• identify their own special traits and qualities</li> <li>• identify and name common feelings</li> <li>• select times and situations that make them feel happy</li> <li>• talk about what makes them feel unhappy or cross</li> <li>• explain how change and loss make them feel</li> <li>• understand the importance of sharing their thoughts and feelings.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>• say what makes them an individual</li> <li>• identify feelings from facial expressions and body language</li> <li>• talk confidently about what they like that makes them feel happy</li> <li>• explain how to manage feelings of anger and sadness</li> <li>• describe strategies to explain how change and loss can be dealt with positively</li> <li>• understand the importance of sharing their thoughts and feelings respectfully.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>• discuss the importance of individuality</li> <li>• identify and name a wide range of feelings</li> <li>• explain why their likes make them feel happy</li> <li>• help others manage any uncomfortable feelings they are experiencing</li> <li>• reflect on how they can support others going through change and loss</li> <li>• think about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others.</li> </ul> <p><b>Vocab: Skills, talents, gifts, qualities, confidence, interests, likes, emotional wellbeing, mental health, feelings, emotions, body language, facial expressions, happy, sad, angry, calm, worried, excited, nervous, like, enjoy, happiness, content, safe, secure, loved, disagree, speak, strategies, opinions, thoughts, voice, discussions, kind, loss, change, memories, precious, angry, unhappy, cross.</b></p>	<p style="text-align: center;"><b>Britain</b></p> <p><b>All children will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify groups and communities that they belong to</li> <li>• explain how to be a good neighbour</li> <li>• pick out things that harm and things that help a neighbourhood</li> <li>• describe what it is like to live in Britain</li> <li>• identify similarities and differences between British people</li> <li>• talk about what makes them feel proud of being British.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>• describe how they can help groups and communities they belong to</li> <li>• recognise choices can have negative and positive consequences</li> <li>• explain some consequences of negative and positive choices</li> <li>• talk about why helping their neighbourhood is important</li> <li>• describe different aspects of living in Britain</li> <li>• give reasons why it is important to have differences</li> <li>• identify famous British people, places and events</li> <li>• explain what famous British people, places and events tell them about being British.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>• talk about the benefits of helping a community</li> <li>• describe how other people are affected by choices they make</li> <li>• give more detailed reasons why it is important to help their neighbourhood</li> <li>• describe how they can make all people feel happy and welcome</li> <li>• begin to understand the idea of respect</li> <li>• identify that people have different opinions.</li> </ul> <p><b>Vocab: Community, belong, help, respect, share, listen, local area, neighbour, helpful, choice, choose, consequence, Neighbourhood, environment, harm, responsibility, natural,</b></p>	<p style="text-align: center;"><b>Money matters</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>• discuss things they can buy in the shops</li> <li>• talk about different sources that money can come from</li> <li>• identify things they want</li> <li>• identify things they need</li> <li>• talk about ways we can keep track of what we spend</li> <li>• discuss ways they can keep money safe</li> <li>• talk about ways they keep their belongings safe.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>• explain ways we can save money</li> <li>• identify why it is important to keep money safe</li> <li>• explain why it is important to keep our belongings safe</li> <li>• discuss ways we can keep track of money we spend.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify what influences what we buy</li> <li>• talk about prioritising what we buy, thinking about things we need before things we want</li> <li>• discuss advertisements and offers that try to influence what we buy</li> <li>• talk about the importance of keeping track of what we spend.</li> </ul> <p><b>Vocab: Money, employment, work, job, payment, wages, spending, saving, spend, want, need, important, possessions, necessity, necessary, budget, safe, look after, care, belongings, careful, buy, shopping, offer, value, shops, items, goods, list, advertising.</b></p>	<p style="text-align: center;"><b>It's my body</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>• explain how much sleep they need</li> <li>• discuss why exercise is good for them</li> <li>• understand they can choose what happens to their bodies</li> <li>• list healthy snacks</li> <li>• know to ask a trusted adult if uncertain about whether something is safe to eat or drink</li> <li>• demonstrate hygienic ways to look after their bodies.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>• describe their daily bedtime routine</li> <li>• explain what happens if you do not exercise regularly</li> <li>• explain that other people have rights for their own body</li> <li>• list some foods that are good to have once a week</li> <li>• identify hazard signs that mean something is dangerous</li> <li>• explain what germs are and why people need to keep clean.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>• explain how exercise helps us feel happy</li> <li>• explain how getting enough sleep helps us to feel good</li> <li>• verbalise the difference between normal and serious problems</li> <li>• explain that some foods are more nutritious than others</li> <li>• know what is not safe to eat or drink</li> <li>• explain that there are good and bad germs, and that we need to protect against the bad ones.</li> </ul> <p><b>Vocab: Little, deal, serious, problems, scared, help, choice, muscles, breathing, exercise, brain, routine, sleep, rest, heart, healthy, chemicals, strength, body, mind, treat, healthy, unhealthy, occasional, clean, wash, brush, germs, disease, hygiene, poisonous, danger, medicine, cleaning, emergency, product, safe, unsafe, deadly, ingredients, warning, ill, sick, decision, choice, consequence, safe, questionnaire.</b></p>	<p style="text-align: center;"><b>Aiming high</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>• discuss their star qualities</li> <li>• identify what a positive learning attitude is</li> <li>• talk about jobs they can do when they grow up</li> <li>• discuss what skills and interests are needed for different jobs</li> <li>• talk about hopes they have for the future</li> <li>• discuss what they are looking forward to about next year.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify star qualities in others</li> <li>• give examples of positive learning attitude statements</li> <li>• identify attributes they have that would suit them to a desired job</li> <li>• challenge stereotypes</li> <li>• discuss their ambitions</li> <li>• identify ways next year will be different and explain why they think this.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>• explain why a positive learning attitude is helpful</li> <li>• explain what steps they can take to achieve future ambitions</li> <li>• identify why routines and responsibilities might change as they go through school.</li> </ul> <p><b>Vocab: Star qualities, strength, skill, happy, value, positive, learning, attitude, develop, learn, improve, strength, build, resilience, achievement, grow, help, Job, ambition, future, learn, determined, achieve, goal, training, job, gender, men, women, attributes, communication, determined, hard-working, creative, goals, future, aims, success, happiness, family, marriage, job, qualifications, house, achievements, change, different, progress, improve, routine, achievements, success</b></p>

	Vocab: Team, group, community, special, carer, friends, family, safe, secure, wanted, needed, support, listening, group, good listening, active listening, conflict, discussion, kind, considerate, thoughtful, polite, fair, compliment, joking, teasing, bullying, kind, unkind, support, mindset, learner, positive, negative, helpful, not-so-helpful, choices, behaviour, consequences, families, friends, team.		built, Britain, United Kingdom, town, countryside, island, coast, mountain, lakes, river, celebrations, difference, similarity, similar different, celebrate, respect, accepting, believe, beliefs, live, dress, right, happy, safe, British, famous, proud, multicultural, diverse,			
Year 2	<p><b>VIPs</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>explain who the special people in their lives are;</li> <li>talk about the importance of families;</li> <li>describe what makes someone a good friend;</li> <li>know how to resolve an argument in a positive way;</li> <li>know the skills involved in successful cooperation;</li> <li>identify a way to show others they care.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>identify who the special people in their lives are and explain why they are important to them;</li> <li>explain why having a family network is important;</li> <li>know what makes someone a good friend and demonstrate these qualities;</li> <li>put positive resolution techniques into practice;</li> <li>cooperate with others to complete a task;</li> <li>identify several ways to show others they care and understand the importance of doing this.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>discuss why they need VIPs in their lives;</li> <li>encourage others to put positive resolution techniques into practice;</li> <li>take the lead in demonstrating successful cooperation skills;</li> <li>discuss the positive impact of showing others that they are cared for.</li> </ul> <p><b>Vocab: Special, important, care, kind, help, trust, love, happy, safe, family, need, friend, good, kind, caring, support, listen, share, thoughtful, conflict, sort, solve, positive, choices, consequences, disagreement, making up, friendship, talk, cooperate, cooperation, team, group, skills, support, achieve, time, people.</b></p>	<p><b>Growing up</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>identify some differences between males and females;</li> <li>identify the body parts that we keep private;</li> <li>understand that people's bodies and feelings can be hurt;</li> <li>identify an adult they can talk to if they are concerned about inappropriate touch;</li> <li>talk about their own likes and dislikes;</li> <li>understand that different people like different things;</li> <li>understand that girls and boys can like different things, or the same things;</li> <li>describe how they have changed since they were a baby;</li> <li>understand that peoples' needs change as they grow older;</li> <li>talk about things they would like to do when they are older;</li> <li>discuss some changes that people might go through in life.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>consider the best thing to do in a given scenario;</li> <li>explain what 'unique' means and consider what makes them unique;</li> <li>show respect for others' likes and dislikes;</li> <li>show an understanding of the need to get to know a person before making assumptions about them;</li> <li>describe physical changes humans go through as they grow up;</li> <li>show an understanding of how our responsibilities change as we grow;</li> <li>discuss how certain changes in people's lives can make them feel.</li> </ul>	<p><b>Respecting rights</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>know that all people have rights;</li> <li>understand that there are people who protect their rights;</li> <li>know what to do if they don't feel safe;</li> <li>talk about what respect means and how to show it;</li> <li>identify ways in which people can be different;</li> <li>explain what being fair means;</li> <li>recognise that making a positive difference in school is important.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>know what rights are and identify rights that all people share;</li> <li>explain how people protect their rights;</li> <li>show respect for the rights of others;</li> <li>explain how to behave towards someone who is different from them;</li> <li>understand why it is important to be fair;</li> <li>know how to make a positive difference in school and understand why this is important.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>begin to identify and discuss that not all people's rights are met and the consequences of this;</li> <li>consider how they can help protect the rights of others;</li> <li>discuss the feelings associated with showing respect and feeling respected;</li> <li>encourage others to show respect for differences among people;</li> <li>take an active role in making a positive difference in school.</li> </ul> <p><b>Vocab: Human, right, celebrate, equal, world, belong, important, need, meet, respect, help, children, child, rights, protect, safe, share, support, kind, listen, accept, kindness, care, accept, equal, loved, different, fair, balanced, happy, healthy, meet, difference, improve, responsibility.</b></p>	<p><b>One World</b></p> <p><b>All children should be able to...</b></p> <ul style="list-style-type: none"> <li>talk about special people in their life and say why they are special;</li> <li>talk about different homes around the world and identify how they are the same as and different from their own;</li> <li>describe what their school is like;</li> <li>explain what an environment is;</li> <li>explain what natural resources are and identify how people use them;</li> <li>say what they love about the world in which they live and describe how they would feel if these things disappeared.</li> </ul> <p><b>Most children will be able to...</b></p> <ul style="list-style-type: none"> <li>describe how family life in different countries can be the same as and different from their own;</li> <li>think about what children might do in homes around the world;</li> <li>describe what it is like to go to school in different countries and identify similarities to and differences from theirs;</li> <li>think about how the environment affects people's daily life;</li> <li>discuss the environmental problems of the over use and misuse of natural resources;</li> <li>explain why it is important to care for the earth and discuss ways this can be done.</li> </ul> <p><b>Some children will be able to...</b></p> <ul style="list-style-type: none"> <li>discuss how they can show love and care for others;</li> <li>identify how people should treat each other in their homes to make sure everyone feels safe and happy;</li> <li>discuss the importance of going to school;</li> <li>identify how they can help meet the needs of people at home and abroad.</li> </ul>	<p><b>Safety first</b></p>	<p><b>Think positive</b></p>