

## St bridget's PSHE/RSE Overview

	Heartsmart/additional PSHE lessons.	Science links to RSE and well-being	PE links to well-being
F2	<ul style="list-style-type: none"> <li>• Learning rules and routines of school linked to school values.</li> <li>• Making new friends/ friendship and inclusion.</li> <li>• Feelings and emotion</li> <li>• Diversity and inclusion, being themselves; truthful and honest</li> <li>• All about me. I am special/ I am loved</li> <li>• Teamwork; taking turns, understanding right, wrong and fair, use of kind actions and words and to say sorry</li> <li>• Families are important and different.</li> <li>• Transition to year one thoughts, feelings, emotions.</li> <li>• Special things and people.</li> <li>• People who help us. Thankful for our homes, families and school, including the people in them.</li> </ul>	<ul style="list-style-type: none"> <li>• Senses; practically</li> <li>• Healthy food/brushing of teeth</li> <li>• Developing independent skills; dressing washing</li> <li>• Healthy lifestyle choices</li> </ul>	<p>Start to develop basic fundamental skills such as running, catching, jumping. Safely use space and equipment following instructions.</p>

Year 1	<ul style="list-style-type: none"> <li>● Feelings</li> <li>● Healthy choices/taking care of me/teeth</li> <li>● Appropriate and inappropriate touch</li> <li>● Saving money- appreciation of what is bought</li> <li>● Online safety</li> <li>● People who take care of us</li> <li>● Behaviour; effecting others</li> <li>● Being themselves</li> <li>● Secrets</li> <li>● Talents and abilities</li> <li>● Likes, dislikes and choices</li> <li>● Memories, moving home, favourite toy, loss of someone/pet</li> <li>● Prepare moving to a new class (H27).</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, name, draw and label the basic human body parts, including genital parts. Say what part of the body is associated with each sense. (H25)</li> <li>● Basic needs of animals and humans (food, water, air). (L2)</li> <li>● Risk in every day situations and what actions to take to minimise harm (H29).</li> <li>● How to keep safe at home; electricity and fire safety (H30).</li> <li>● Ways to keep safe in familiar/unfamiliar environments i.e. beach, park, swimming pool, street (H32). Link to R15 adults they don't know.</li> </ul>	Consolidate and develop additional fundamental skills. Applying skills appropriately. Why is it important to be active? Making positive choices for learning.
Year 2	<ul style="list-style-type: none"> <li>● Feelings</li> <li>● Families; diversity-two mums, two dads</li> <li>● Healthy food, exercise</li> <li>● Uniqueness- same and differences</li> <li>● Thankfulness and kindness-manners</li> <li>● Community-every day heroes</li> <li>● Online/playground safety</li> <li>● Dealing with hurt-forgiveness, disappointment</li> </ul>	<ul style="list-style-type: none"> <li>● Offspring that grow into adults.</li> <li>● Identify how humans resemble parents.</li> <li>● Notice that animals, including humans, have offspring which grow into adults. (H26)</li> <li>● Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (L2)</li> <li>● Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (L2)</li> <li>● House hold products can be harmful if not used correctly (H31).</li> <li>● About things that people can put into their body or on their skin and how these can affect how people feel (H37).</li> </ul>	Mastery of fundamental skills. Improved decision making. Warming up and how the heart works. Working effectively as part of a team.

	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Sun safety</li> <li>• Prepare moving to a new class (H27).</li> </ul>		
Year 3	<ul style="list-style-type: none"> <li>• Emergency aid</li> <li>• Secrets</li> <li>• Healthy food</li> <li>• Personal information-keeping safe</li> <li>• Stereotypes</li> <li>• Photo distortion-self image</li> <li>• Appropriate and inappropriate touch</li> <li>• Allergies and medication</li> <li>• Feelings-grateful. Kindness, shame, managing change</li> <li>• People make spending decisions based on needs, priorities and wants (L20).</li> <li>• Strategies to manage transitions between classes and key stages (H36).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how plants and humans resemble parents in many ways.</li> <li>• The difference from a baby to now.</li> <li>• They get nutrition from what they eat.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>Developing variations of different skills and applying on new contexts.</p> <p>Understand how the body changes when active.</p> <p>Developing greater resilience.</p>
Year 4	<ul style="list-style-type: none"> <li>• Appearance</li> <li>• Cleanliness-bacteria</li> <li>• Community heroes-police, ambulance</li> <li>• Safe use of devices-online safety</li> <li>• Friendships</li> <li>• Trolling/cyber bullying</li> <li>• Smoking</li> </ul>	<p><b>Kapow Lesson 6: Growing up</b> To recognise that change is part of growing up.</p> <p><b>Kapow Lesson 7: Introducing puberty</b> To recognise the physical differences between children and adults.</p> <p><b>Kapow Lesson 4: Menstruation, taken from Year 5 planning</b> To understand the menstrual cycle.</p>	<p>Improved stamina, strength and general physical fitness. Self-reflection and improving. What is respect in PE and sport? Knowledge of links between nutrition and exercise.</p>

	<ul style="list-style-type: none"> <li>• Kapow- Safety and the changing body.</li> <li>• Feelings</li> <li>• Different ways to keep track of money (L21).</li> <li>• Strategies to manage transitions between classes and key stages (H36).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> </ul>	
Year 5	<ul style="list-style-type: none"> <li>• Age ratings-films, games, Youtube</li> <li>• Health-sleep</li> <li>• Different pressured scenarios, unrealistic images</li> <li>• Budget-money</li> <li>• Feeling lonely, anger/strategies</li> <li>• Helping others-charity, research, donating, raise awareness</li> <li>• Online safety</li> <li>• Dealing with conflict</li> <li>• Bullying</li> <li>• Kapow- Safety and the changing body.</li> <li>• Alcohol use</li> <li>• The ways that money can impact people's feelings and emotions (L24).</li> <li>• That there are a broad range of jobs/careers and people</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the life process of reproduction in some plants and animals, as well as humans- from embryo DNA, seed of both parents.</li> </ul> <p><b>Kapow Lesson 3: Puberty- To understand physical changes during puberty</b></p> <p><b>Kapow Lesson 4: Menstruation, taken from Year 5 planning To understand the menstrual cycle.</b></p> <p><b>Kapow Lesson 5: Emotional changes in puberty. To understand emotional changes during puberty</b></p>	Ability to transfer skills to new games and sports. The links between physical activity and mental well-being. What does equality look like in PE and sport?

	<p>can often have more than job title/career in their life (L26).</p> <ul style="list-style-type: none"> <li>• What might influence decisions about a job or career (L28).</li> <li>• Some jobs are paid more and might influence and choose to do voluntary work which is unpaid (L29).</li> <li>• Strategies to manage transitions between classes and key stages (H36).</li> </ul>		
Year 6	<ul style="list-style-type: none"> <li>• Secrets</li> <li>• Commitment/marriage-LGBTQ + link</li> <li>• Healthy food-food groups, plan healthy meal</li> <li>• Money, value-each of us are incredibly valuable no matter what is spent on us</li> <li>• Illness</li> <li>• Respecting all our differences</li> <li>• Grateful of generations before them-equality, war heroes</li> <li>• Friendships. Conflicts and disputes-forgiveness</li> <li>• Social media</li> <li>• Body language and online pretence</li> <li>• Bullying</li> <li>• Vaccinations prevent illness</li> </ul>	<p><b>Kapow Lesson 4: Physical and emotional changes of puberty.</b>To understand the biology of conception.</p> <p><b>Kapow Lesson 5: Conception (Parents can withdraw their child from part of this lesson)</b>To understand the development of the baby during pregnancy.</p> <p><b>Kapow Lesson 6: Pregnancy and birth (Parents have the right to withdraw their child from this lesson)</b> To understand the development of the baby during pregnancy.</p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>	<p>Responsibility and different roles within a team/lesson. Role of physical activity in leading a healthy life style. Awareness of others and communicating.</p>

	<ul style="list-style-type: none"><li>• Legal/illegal substances</li><li>• Out of comfort zone- transition, loss, separation, divorce, bereavement, risk-danger/hazards</li><li>• Kapow-Safety and the changing body.</li><li>• Risks associated with money (won, lost and stolen) and how to keep it safe (L22).</li><li>• The risk of gambling and the impact on health and well being and future aspirations (L23).</li><li>• Some of the skills that will help them in their future careers (L30).</li><li>• Identify the type of job they may like to do when older (L31).</li><li>• Recognise a variety of routes into careers (college, apprenticeship, university) (L32).</li><li>• Recognise reasons for rules and laws; consequences of not adhering to rules and laws (L1) British values.</li><li>• Strategies to manage transitions between classes and key stages (H36).</li></ul>		
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