



Castle View Primary School and Nursery.

PHSE and RSE overview

Aims:

- To help pupils and young people be safe, healthy and prepared for life's opportunities
- To help pupils build their confidence, resilience and self-esteem.
- To help pupils manage risk, make informed choices and understand what influences their decisions.

Early Years Framework and National Curriculum

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| <p>Nursery</p> | <p>Communication and Language</p> <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly • Make healthy choices about food, drink, activity and toothbrushing. |
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| | <p>Physical Development</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. <p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| <p>Reception</p> | <p>Communication and Language</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <p>-personal hygiene</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <p>-regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian</p> |



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| | <p>Personal Development</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school days successfully: lining up and queuing at mealtimes <p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. |
| <p>ELG – Communication and Language</p> | <p>Listening and Attention</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| <p>ELG - Personal, Social and Emotional Development</p> | <p>Self Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. |
| <p>ELG – Physical Development</p> | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. |



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| ELG – Understanding the World | Past and Present <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | <p>Select and use activities and resources, with help when needed. This helps them achieve the goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Begins to make sense of their own life-story and family's history.</p> | <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive.</p> | <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet.</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> | <p>Show more confidence in new social situations.</p> <p>Find solutions to conflicts and rivalries.</p> | <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Shows interest in different occupations.</p> |



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| | | | | | | Continue developing positive attitudes about the differences between people. |
| Reception | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> | <p>Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing sensible amounts of 'screen time,' having a good sleep routine, being a safe pedestrian</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Develop social phrases.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> | <p>Manage their own needs- personal hygiene</p> | <p>Express their feelings and consider the feelings of others.</p> | <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Think about the perspectives of others.</p> |
| Year 1 | <u>KS1 TEAM</u> (Relationships) | <u>KS1 Think Positive</u> (Health and Wellbeing) | <u>KS1 Diverse Britain</u> (Living in the Wider World) | <u>KS1 Be Yourself</u> (Relationships) | <u>KS1 It's My Body</u> (Health and Wellbeing) | <u>KS1 Aiming High</u> (Living in the Wider World) |
| Year 2 | <u>KS1 VIPs</u> (Relationships) | <u>KS1 Safety First</u> (Health and Wellbeing) | <u>KS1 One World</u> (Living in the Wider World) | <u>KS1 Digital Wellbeing</u> (Relationships) | <u>KS1 Money Matters</u> (Living in the Wider World) | <u>KS1 Growing Up</u> (Health and Wellbeing) |



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| Year 3 | <u>LKS2 TEAM</u> (Relationships) | <u>LKS2 Think Positive</u> (Health and Wellbeing) | <u>LKS2 Diverse Britain</u> (Living in the Wider World) | <u>LKS2 Be Yourself</u> (Relationships) | <u>LKS2 It's My Body</u> (Health and Wellbeing) | <u>LKS2 Aiming High</u> (Living in the Wider World) |
| Year 4 | <u>LKS2 VIPs</u> (Relationships) | <u>LKS2 Safety First</u> (Health and Wellbeing) | <u>LKS2 One World</u> (Living in the Wider World) | <u>LKS2 Digital Wellbeing</u> (Relationships) | <u>LKS2 Money Matters</u> (Living in the Wider World) | <u>LKS2 Growing Up</u> (Health and Wellbeing) |
| Year 5 | <u>UKS2 TEAM</u> (Relationships) | <u>UKS2 Think Positive</u> (Health and Wellbeing) | <u>UKS2 Diverse Britain</u> (Living in the Wider World) | <u>UKS2 Be Yourself</u> (Relationships) | <u>UKS2 It's My Body</u> (Health and Wellbeing) | <u>UKS2 Aiming High</u> (Living in the Wider World) |
| Year 6 | <u>UKS2 VIPs</u> (Relationships) | <u>UKS2 Safety First</u> (Health and Wellbeing) | <u>UKS2 One World</u> (Living in the Wider World) | <u>UKS2 Digital Wellbeing</u> (Relationships) | <u>UKS2 Money Matters</u> (Living in the Wider World) | <u>UKS2 Growing Up</u> (Health and Wellbeing) |