



Red Hall Primary School PSHE OVERVIEW 2021-22

"Our mission as teaches is not just to transmit knowledge, but to form human beings, to construct a worthy, beautiful human race, in order to take care of our precious planet." By Thich Nhat Hanh page xvii Happy

Teachers). **NB 10 Keys to Happier Living focus in red**

10 Keys Learning goal: Pupils can demonstrate an understanding of each of the following 'keys': Giving, Relating, Emotions, Awareness, Trying Out, Direction, Resilience, Emotions, Acceptance and Meaning and the actions they can take to promote their own and others' happiness and wellbeing. See below for further breakdown of Keys.

- PSHE is now statutory and will be taught for 40 minutes to an hour per week
- Meditation should take place daily through Mindfulness.

Topic Weeks- focus in assemblies:

Mental Health

Road Safety

Water Safety

Transition to another class/school

Aspiration Day

Internet safety- taught in computing.

| | Autumn 1: Health and wellbeing (Mental Health) | Autumn 2: Relationships (Types of relationships) | Spring 1: Relationships (Healthy/unhealthy) | Summer: Health and Wellbeing (Physical Health) | Summer 1: Health and wellbeing (PANTS and Keeping Safe) | Summer 2: Living in the wider World |
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| Nursery | <ul style="list-style-type: none"> • Being a good friend • Our feelings • Wishing upon a star - what would you wish for? Feelings of Nursery Rhyme characters | <ul style="list-style-type: none"> • Helping others • Favourite Nursery rhymes • Is it safe? • Look What I Can Do! • Keeping warm - dressing for Winter and zipping coats independently | <ul style="list-style-type: none"> • Looking after a bear (arrives in class with a letter) • Being kind • How we are different • Managing our behaviour • Perseverance • I belong | <ul style="list-style-type: none"> • Working together • Favourite colours • What we like/dislike • Looking after our things • Feelings of characters - Goldilocks/It's the Bear | <ul style="list-style-type: none"> • Favourite animals • Playing in a group • Understanding feelings of others • Feelings of characters - Little Red Hen | <ul style="list-style-type: none"> • Truthfulness and honesty • Sharing • Sun safety • Feelings of characters - Farmer Duck • Transition to Reception |

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| | | | | <ul style="list-style-type: none"> Teddy Bear meditation (Twinkl) | | |
| Rec | <ul style="list-style-type: none"> What makes me special How are we unique Likes/dislikes To know, understand and name our Red Hall School Values: CREATE <p>Caring Respect Enjoyment Aspire Trust Equality Awareness, Resilience, Acceptance</p> | <ul style="list-style-type: none"> Who's important to me; My family My friends <p>Giving, Emotions, Meaning</p> | <ul style="list-style-type: none"> I can make good choices How to be a good friend How to show I care <p>Giving, Relating, Exercise, Trying Out, Emotions,</p> | <ul style="list-style-type: none"> How do I cross the road safely? Water safety ESafety <p>Trying Out, Direction, Meaning</p> | <ul style="list-style-type: none"> E-safety NSPCC Pants Campaign <p>Direction, Resilience, Emotions</p> | <ul style="list-style-type: none"> I know who helps me at home, in school, in the community British Values <p>Relating, Exercise, Meaning</p> |
| Year 1 | <p>To identify my feelings about the new school year</p> <p>To identify key rules to keep us safe in PSHE lessons.</p> <p>To recognise and describe different feelings in themselves and others x2</p> <p>To know that feelings change and that not everyone experiences the same feeling in the same situation</p> <p>To understand that I can have 'big' feelings.</p> <p>To know how to manage big feelings x2</p> <p>To know, understand and name our Red Hall School Values: CREATE</p> | <p>To investigate the roles of different people in my life</p> <p>To identify the people who care for me</p> <p>To investigate different types of families</p> <p>To identify common features of family life.</p> <p>To explore the importance of telling an adult if they are unhappy or worried.</p> <p>To explore what is kind and unkind behaviour and how it can affect others</p> <p>To know how to keep safe at home.</p> <p>Trying Out, Direction, Resilience, Meaning</p> | <p>To investigate how I can treat myself and others with respect.</p> <p>To recognise the ways in which we are the same and different to others</p> <p>To explore how to play and work cooperatively.</p> <p>To explore how to talk about and share their opinions on things that matter to me.</p> <p>To identify how people may feel if they experience hurtful behaviour or bullying.</p> <p>To know that hurtful behaviour offline or online is not acceptable and how to report bullying</p> | <p>To know what keeping healthy means</p> <p>To know about different types of food and the effect on the body</p> <p>To know that physical activity helps us to keep healthy</p> <p>To know why sleep is important</p> <p>To know how to keep ourselves clean</p> <p>To know how to keep safe in the sun</p> <p>To know what to do if someone is hurt</p> <p>Giving, Exercise, Meaning</p> | <p>NSPCC Pants</p> <p>Resilience, Emotion</p> | <p>To know what rules are and why they are needed</p> <p>To explore our British Values and what each one means.</p> <p>To explore the different roles and responsibilities people have in their communities</p> <p>To recognise the ways in which they are similar and different to other people</p> <p>To explore how we can stay safe around the roads</p> <p>To explore how we can look after our environment</p> <p>Relating, Trying Out,</p> |

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| | <p>Caring Respect Enjoyment Aspire Trust Equality</p> <p>Awareness, Emotions, Acceptance</p> | | <p>Giving, Relating, Direction, Resilience,</p> | | | <p>Resilience, Meaning</p> |
| <p>Year 2</p> | <p>To identify the challenges and hopes we have for the start of a new school year.</p> <p>To identify key rules to keep us safe in PSHE lessons.</p> <p>To identify different emotions</p> <p>To know that my behaviour impacts the feelings of others around me.</p> <p>To identify situations that create emotion and how that emotion feels.</p> <p>To know that my behaviour impacts the feelings of others around me.</p> <p>To explore my emotions using the four zones</p> <p>To understand that my emotions can change throughout the day</p> <p>To know, understand and name our Red Hall School Values: CREATE Caring Respect Enjoyment Aspire Trust Equality Relating, Resilience,</p> | <p>To identify how people make friends and what makes a good friendship.</p> <p>To identify how to recognise when I or someone else feels lonely and what to do.</p> <p>To explore strategies to resolve arguments between friends.</p> <p>To know how to ask for help if a friendship is making them unhappy.</p> <p>To identify those bodies and feelings can be hurt by words and actions (online and offline)</p> <p>To know that hurtful behaviour offline or online is not acceptable and how to report bullying</p> <p>Giving, Awareness, Trying Out, Meaning</p> | <p>To know that sometimes people may behave differently online, sometimes pretending to be somebody they are not.</p> <p>To know how to respond safely to adults they do not know.</p> <p>To know techniques for resisting pressure to do something they do not want to do, and which make them unsafe.</p> <p>To know what to do if they feel unsafe or worried.</p> <p>Focus on Childline. Relating, Trying Out, Direction, Resilience</p> | <p>To know that medicines can help people keep healthy but when used incorrectly they can be harmful.</p> <p>To know how to keep my teeth healthy</p> <p>To know that people's needs change as they grow older.</p> <p>To learn about different ways to learn and play (break time offline)</p> <p>To identify how rules and age restrictions keep us safe.</p> <p>Awareness, Exercise Direction</p> | <p>NSPCC Pants To name the different parts of the body</p> <p>Resilience, Emotion</p> | <p>To know what rules are and why they are needed</p> <p>To explore our British Values and what each one means.</p> <p>To explore the role of the internet and understand that not everything read online is the truth.</p> <p>To explore what money is and how people make different choices about what to do with money.</p> <p>To explore that different people have different strengths</p> <p>To learn about the different jobs in our community</p> <p>To explore the different strengths and interests someone might need to do different jobs.</p> <p>Relating, Awareness, Acceptance</p> |

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| <p>Year 3&4 Cycle A</p> | <p>Emotions</p> <p>To identify the challenges and hopes we have for the start of a new school year. To identify key rules to keep us safe in PSHE lessons. To identify my emotion triggers To explore sensory calming strategies for big emotions x2 sessions To explore tools for calming big emotions To develop positive self-talk To know, understand and name our Red Hall School Values: CREATE Caring Respect Enjoyment Aspire Trust Equality Trying Out, Direction, Resilience, Emotions</p> | <p>To recognise there are different types of relationships To recognise the different ways people, care for one another To recognise and respect different family structures To recognise shared characteristics of a healthy family life To identify if family relationships are making me feel unhappy and what to do. Giving, Relating, Exercise, Meaning</p> | <p>To recognise if a friendship (online/offline) is making them uncomfortable and what strategies to take. To identify the impact of bullying, including offline and online. To explore strategies to respond to hurtful behaviour (offline/online) To explore discrimination and how to challenge it. To explore privacy and personal boundaries- what is appropriate in friendships and wider relationships (including online) Focus on Childline Relating, Awareness, Resilience, Meaning</p> | <p>To know how to make informed decisions about health. To understand the elements of a balanced, healthy lifestyle. To explore choices that support a healthy lifestyle and recognise what might influence these. To recognise that habits can have a positive or negative effect on a healthy lifestyle To understand what good physical health means and how to recognise early signs of physical illness. To recognise what makes a healthy diet To recognise how regular exercise benefits mental and physical health. Exercise, Trying Out, Direction, Acceptance</p> | <p>NSPCC Pants</p> <p>Resilience, Emotion</p> | <p>To recognise reasons for rules and laws To recognise there are human rights to protect everyone To understand the relationship between rights and responsibilities To explore the importance of having compassion towards others Focus on Democracy x2 Relating, Emotions, Resilience, Meaning</p> |
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| <p>Year 3 & 4 Cycle B 09.2021</p> | <p>To identify the challenges and hopes we have for the start of a new school year. To identify key rules to keep us safe in PSHE lessons. To know the different feelings and emotions people experience. To know how feelings and emotions change and what helps people to feel good To understand that emotions can change in intensity. To learn ways of expressing feelings and emotions and why this is important To learn ways of expressing feelings and emotions and why this is important To know, understand and name our Red Hall School Values: CREATE Caring Respect Enjoyment Aspire Trust Equality Relating, Awareness, Emotions</p> | <p>To recognise the importance of friendships, strategies for building positive friendships. To identify the features of a positive, healthy friendship (online and face to face) To recognise how knowing someone online differs from face-to-face relationships. To identify the importance of seeking support if feeling lonely or excluded. To know that healthy relationships make people feel included To know strategies to resolve disputes. Giving, Relating, Trying Out, Resilience,</p> | <p>To recognise if a friendship (online/offline) is making them uncomfortable and what strategies to take. To identify how to respond safely to adults they encounter that they do not know. To identify safe and unsafe secrets To recognise pressure from others to do something that makes me feel uncomfortable and strategies for managing this. To recognise where to get advice and report concerns if worried about my own or others safety. Focus on Childline Direction, Resilience, Acceptance</p> | <p>To understand reasons for following regulations and restrictions (age restrictions) To know how to predict, assess and manage risk in different situations To identify hazards that may harm in the home. To identify the importance of taking medication correctly To identify strategies for keeping safe in the local environment Trying Out, Direction, Meaning</p> | <p>NSPCC Pants Resilience, Emotion</p> | <p>To know what living in a community means To value the different contributions that people and groups make to the community To understand what the word diversity means and how living in a diverse community can benefit us all. To explore stereotypes and how these can negatively influence behaviours and attitudes towards others. To explore prejudice and how to identify behaviours and actions which discriminate against others To recognise ways in which the internet and social media can be used both positively and negatively. Relating, Resilience, Emotions, Meaning</p> |
| | | | | | <p><u>TO BE TAUGHT IN YEAR GROUPS- YEAR 5 ONLY!!!!</u></p> | |

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| <p>Year 5 and 6 Cycle A</p> | <p>To identify the challenges and hopes we have for the start of a new school year. To identify key rules to keep us safe in PSHE lessons. To know the different feelings and emotions people experience. To manage different emotions in different situations To know how to get help, advice and support with feelings and emotions To know, understand and name our Red Hall School Values: CREATE Caring Respect Enjoyment Aspire Trust Equality Giving, Relating, Resilience, Emotions</p> | <p>To identify different relationships To know that people may be attracted to someone emotionally, romantically. To know marriage and civil partnership is a legal declaration of commitment. To know that forcing anyone to marry against their will is a crime. To identify strategies for recognising and managing peer influence To recognise if a friendship online or offline is making them feel unsafe Relating, Trying Out, Direction, Meaning</p> | <p>To recognise if a friendship (online/offline) is making them uncomfortable and what strategies to take. To know that personal behaviour can affect others (online and offline) To explore the importance of self-respect. To recognise that everyone, including myself, should be treated with respect by others (online/offline) To identify strategies to create personal boundaries Focus on Childline Giving, Awareness, Direction, Resilience,</p> | <p>To explore how sleep contributes to a healthy lifestyle. To explore the importance of personal hygiene To explore the importance of dental hygiene How to seek support if they are worried about their health The importance of balancing their time online To know how to respond in an emergency situation. Awareness, Exercise, Direction</p> | <p>Puberty talks by school nurse: To identify the physical and emotional change that happen in puberty. To explore hygiene routines based around puberty. To find out where to get more information about puberty. Awareness, Exercise, Trying Out, Resilience, Emotion</p> | <p>To learn how to assess the reliability of sources of information online. To recognise things that are appropriate to share and things that are not to be shared on social media. To develop strategies to evaluate the reliability of sources and identify misinformation. Relating, Trying Out, Directio</p> |
| | | | | | <p><u>TO BE TAUGHT IN YEAR GROUPS- YEAR 6 ONLY!!!!</u></p> | |
| <p>Year 5 and 6 Cycle B 09.2021</p> | <p>To identify the challenges and hopes we have for the start of a new school year. To identify key rules to keep us safe in PSHE lessons. To identify what is mental health and how we can support it.</p> | <p>To explore my personal identity x2 To understand that for some people gender identity does not correspond with their biological gender To recognise my individuality and personal qualities</p> | <p>To explore how to manage setbacks. To understand how change and loss can affect feelings. To explore the new opportunities and responsibilities increasing independence may bring.</p> | <p>To explore what it is meant by first aid. Trying Out, Direction, Meaning</p> | <p>Sex education talks from School Nurse To explore the risks and effects of legal drug (cigarettes, vaping, alcohol and medicines) To recognise there are laws</p> | <p>To explore stereotypes and how these can negatively influence behaviours and attitudes towards others. To explore prejudice and how to identify behaviours and actions which discriminate against others</p> |

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| | <p>To identify how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p> <p>To know, understand and name our Red Hall School Values: CREATE Caring Respect Enjoyment Aspire Trust Equality Awareness, Exercise, Resilience, Emotions, Acceptance</p> | <p>To identify personal strength, skills and achievements</p> <p>Awareness, Emotions, Acceptance</p> | <p>To recognise that everyone, including myself, should be treated with respect by others (online/offline)</p> <p>To recognise things that are appropriate to share and things that are not to be shared on social media.</p> <p>Trying Out, Resilience, Meaning</p> | | <p>surrounding the use of legal drugs</p> <p>To explore why people, choose to use or not use legal drugs (nicotine, alcohol, medicines)</p> <p>To explore the mixed messages from the media and the organisations that support people.</p> <p>Resilience, Emotion</p> | <p>To recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>To find out about refugees.</p> <p>Giving, Trying Out, Meaning</p> |
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| NSPCC – underwear rule and pants campaign | https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/ |
| NSPCC – share aware campaign | https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/ |
| UN Convention of Human Rights in child speak | https://s-media-cache-ak0.pinimg.com/originals/84/87/0c/84870ca2ed82f47d9d5e917b2a9aedcd.jpg https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ |
| Chatterbox – charity for refugees to engage in becoming language tutors in the UK | https://wearechatterbox.org/ |
| Anti-bullying week 11 th -15 th November Change starts with us | https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2019-change-starts-us |
| Road Safety | http://think.direct.gov.uk/education/early-years-and-primary/ http://www.brake.org.uk/ |
| Child safety – range of issues covered | http://www.childsafetyweek.org.uk/resources/ |
| E-safety, ChildNet resources | http://www.childnet.com/resources/esafety-and-computing |
| Parliament KS2 resources | https://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/ |

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| Parliament KS1 resources from CBBC | http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/uk/uk_parliament/newsid_1708000/1708966.stm |
| Parliament loan box – FREE resources to order | https://www.parliament.uk/education/teaching-resources-lesson-plans/parliament-loan-box/ |
| Magna Carta | https://www.theguardian.com/childrens-books-site/2015/jun/15/magna-carta-800-years-guide http://www.bbc.co.uk/schools/primaryhistory/british_history/magna_carta/teachers_resources.shtml |
| First Aid – Red Cross tools | http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/What-is-first-aid |
| 999 – knowing what to do and who to call, Red Cross tools | http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children/Emergency-action |
| Puberty resources for KS2 | http://www.bbc.co.uk/education/topics/z3xxsbk/resources/1 |
| Racism – giving it the red card | https://www.teachingenglish.org.uk/article/show-racism-red-card |
| Friendship issues – including bullying, falling out, making friends | http://www.bbc.co.uk/education/topics/zy77hyc/resources/1 |
| Oxfam – link to resources | http://www.oxfam.org.uk/education/resources |
| Link to resources from The Guardian on all issues above | http://teachers.theguardian.com/subject/1019/PSHE |

Giving: I know that I am happier when I am kind, share my talents and give my time to others

Relating: I can connect with other people by actively listening to them and being positive about what they say

Awareness: I can feel happier by taking notice and being aware of the world around me. I know that practising mindfulness can help me concentrate in school

Exercise: I know what amount of exercise I need to do weekly to be physically healthy

Trying Out: I can choose new activities to try and to learn new skills

Direction: I can set achievable goals for myself

Resilience: I can identify and use skills to ‘bounce back’

Emotions: I know that I can be happier if I look for what's good and get support for my feelings when I am struggling

Acceptance: I can name my strengths and know ways in which I can be kind to myself

Meaning: I can find ways of being part of something bigger than myself (e.g. my class, school and community)