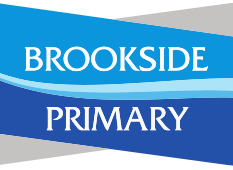




Brookside Primary School PSHE including RHE Scheme of Work

NURSERY



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
General Discussions	Class rules and behaviour expectations Fire Drill practise.	Strange Danger Zones of Regulation	Fire Drill practise New Year's Resolutions The Life Bus	Road Safety Zones of Regulation	Zones of Regulation Stranger danger Fire Drill practise	Zones of Regulation
	<p>The 6Rs - What are the six R's?</p> <p>Mental Wellbeing - How am I feeling? Who can I talk to about my feelings?</p> <p>Zones of Regulation- (Text: <i>The Zones of Regulation - A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers</i>)</p> <p>Feelings & Emotions: Key Question: What are the zones of regulation? Which zone am I in and why?</p> <p>Coping & Calming Strategies Lesson 10 - Exploring Sensory Support Tools - Page 108 I can use sensory support tools to help me regulate my feelings.</p>	<p>Safeguarding/Being Safe - How can I be safe? (present different context) Who should I talk to if I am feeling upset about something or someone?</p> <p>Anti-bullying - What is this year's theme and what is the significance? What can we do to promote respect and kindness?</p> <p>Children in Need - What is this year's theme? How can we raise money for BBC Children in Need?</p>	<p>Basic First Aid - What should I do when I am hurt?</p> <p>Internet Safety & Harms - How can I be safe online? How much time should I spend online and on electronic devices? What should I do if I feel uncomfortable about something I have seen or someone online?</p> <p>Health and Prevention - How do I keep safe in different seasons?</p>	<p>Respectful Relationships- What does it mean to be respectful?</p> <p>Physical Health & Fitness - How can I keep active?</p> <p>Healthy Eating - What healthy foods should I eat?</p>	<p>Families & People Who Care for Me - Who are the members in my family?</p> <p>Caring & Friendships - Who is my friend?</p>	<p>Preparing for transition - Starting a new class/school in Reception.</p> <ul style="list-style-type: none"> • What is expected of me Reception? • What's same and different about Nursery and Reception?

Brookside Primary School PSHE including RHE Scheme of Work

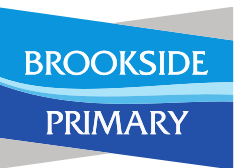


<p>EYFS PSE</p>	<p>Making relationships: 22-36 months : Interested in others’ play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. 30-50mth: Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Self confidence and self awareness 22-36 months: Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 30-50: Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>Managing feeling and behaviour 22-36 months: Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. 30-50 months: Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p>
<p>EYFS Cross Curricular Links</p>	<p>Comm & lang/Speaking: Beginning to talk about people and things that are not present (16-26mth)Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (22-36mth)</p> <p>Physical dev/Health and self-care: Beginning to recognise danger and seeks support of significant adults for help. (22-36mth), Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. (22-36mth), Beginning to be independent in self-care, but still often needs adult support. (22-36mth), Observes the effects of activity on their bodies. (30- 50mth), Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50mth), Can usually manage washing and drying hands. (30-50mth), Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.(30-50mth)</p> <p>Understanding the World/People and Communities: Enjoys pictures and stories about themselves, their families and other people.(16-26mth), Beginning to have their own friends. (22-36mth), Learns that they have similarities and differences that connect them to, and distinguish them from, others. (22-36mth), Shows interest in the lives of people who are familiar to them. (30- 50mth), Has a sense of own immediate family and relations.(22-36mth)Recognises and describes special times or events for family or friends. (30-50mth), Shows interest in different occupations and ways of life. (30-50mth), Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.(30- 50mth).</p>



Brookside Primary School PSHE including RHE Scheme of Work

RECEPTION



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
General Discussions	Class rules and behaviour expectations Fire Drill practise	Zones of Regulation Hygiene - taking care of the toilets; washing my hands	Fire Drill practise. New Year's Resolutions The Life Bus	Road Safety Zones of Regulation	Zones of Regulation Stranger danger Fire Drill practise	Zones of Regulation
	<p>The 6Rs - What are the six R's? How can I show them in school?</p> <p>Mental Wellbeing - How am I feeling and why? Who can I talk to?</p> <p>Zones of Regulation- (Text: The Zones of Regulation - A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)</p> <p>Feelings & Emotions: Key Question: What are the zones of regulation? Which zone am I in and why?</p> <p>Coping & Calming Strategies Lesson 10 - Exploring Sensory Support Tools -</p>	<p>Safeguarding/Being Safe - How can I play safely? Who can I talk to if I feel worried or upset about something or someone?</p> <p>Anti-bullying - What is this year's theme and what is the significance? What can we do to promote respect and kindness?</p> <p>Children in Need - What is this year's theme? How can we raise money for BBC Children in Need?</p>	<p>Basic First Aid - How can I help myself and others when we are hurt?</p> <p>Internet Safety & Harms - How can I be safe online? How much time should I spend online and on electronic devices? What should I do if I feel uncomfortable about something I have seen or someone online?</p> <p>Health and Prevention - How do I keep safe in different seasons? (look at the advantage of getting some sunlight)</p>	<p>Respectful Relationships- How can I show respect to my friends at all times?</p> <p>Physical Health & Fitness - How can I keep active?</p> <p>Healthy Eating - What healthy foods should I eat and why?</p>	<p>Families & People Who Care for Me - Who are the members of my family?</p> <p>Caring & Friendships - Who is my friend and why?</p>	<p>Understand the PANTS Rule Safeguarding: NSPCC PANTS rule with film https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/</p> <p>Preparing for transition into KS1 (Year 1).</p> <ul style="list-style-type: none"> • What is expected of me Year 1? • What's same and different about Reception and Year 1?

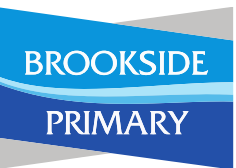


	<p>Page 108 I can use sensory support tools to help me regulate my feelings.</p>					
<p>EYFS PSE</p>	<p>PSE/Managing feelings and behaviours – 40-60: Aware of the boundaries set, and of behaviour expectations in the setting. Beginning to be able to negotiate and solve problems without aggression e.g when someone has taken their toy. Early Learning Goal: Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>PSE/Self conf/40-60: Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. PSE/SC/Early Learning Goal: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>PSE/Making relationships/40-60: Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. PSE/MR/Early Learning Goal: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>					
<p>EYFS Cross Curricular Links</p>	<p>Comm & Lang/Speaking: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60mth)</p> <p>Physical Dev/Health and Self Care: Eats a healthy range of foodstuffs and understands need for variety in food. (40-60mth), Usually dry and clean during the day. (40-60mth), Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60mth), Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60mth), Shows understanding of how to transport and store equipment safely. (40-60mth) Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (40-60). Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (40-60). Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision (40- 60).</p> <p>PD/HSC/Early Learning Goal: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>					



Brookside Primary School PSHE including RHE Scheme of Work

YEAR 1



KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
Evidence in PSHE Books						
Year 1	<p>The 6Rs - What are the six R's? How can I use them in my learning?</p> <p>Mental Wellbeing - What do I think about myself? What do others think of me?</p> <p>Zones of Regulation - <i>(Text: The Zones of Regulation - A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)</i></p> <p>Feelings & Emotions Lesson 4 - The Zones in Me - (Page 56) Key Question: How can I identify the zones within me?</p> <p>Coping & Calming Strategies Lesson 11 - Exploring Tools for Calming (Page 113) I can identify techniques to help me keep calm.</p>	<p>Safeguarding/Being Safe - How can I keep myself and my friends safe? (using different scenarios & context)</p> <p>Anti-bullying - What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community?</p> <p>Children in Need - What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?</p>	<p>Basic First Aid - What is an emergency? Who should I contact if I'm hurt?</p> <p>Internet Safety & Harms - How can I be safe online? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? <i>(Refer to other outcomes for Internet Safety & Harms)</i></p> <p>Health and Prevention - Personal Hygiene: How does washing my hands prevent me from getting ill? How often do I need to have a bathe and brush my teeth?</p>	<p>Respectful Relationships - How can courtesy and manners help to get along with others?</p> <p>Physical Health & Fitness - Why do I need to keep active?</p> <p>Healthy Eating - What is a balanced diet?</p>	<p>Families & People Who Care for Me - Why are families important?</p> <p>Caring & Friendships - Who is a good friend and why?</p> <p>Online Relationships - Are all the people online my friends? (stranger danger)</p>	<p>Drugs, Alcohol & Tobacco - What are the uses of medicines? How and why should I take them?</p> <p>Understand the PANTS Rule <i>Talk Pants and Stay Safe Like Pantosaurus</i> NSPCC PANTS rule with film https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/</p>



General Discussions/SMSC

<p>Class rules and behaviour expectations</p> <p>Fire drill practise - Expectations and fire assembly points</p> <p>Setting Curriculum Targets - What do I want to achieve in my learning and how will I ensure that I stay on track?</p> <p>Rule of Democracy</p> <p>I can express and justify my opinions.</p> <p>I respect my views and that of others.</p> <p>I can understand the importance of teamwork.</p>	<p>Guy Fawkes Night/ Bonfire safety</p> <p>Promoting the British Values</p> <p>World Mental Health Day</p> <p>Remembrance Day</p> <p>Rule of Democracy</p> <p>I can make choices and begin to understand and respect the democratic process.</p> <p>I can express and justify my opinion</p> <p>I respect my views and that of others.</p> <p>I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)</p>	<p>New Year's Resolutions</p> <p>Fire Drill practise.</p> <p>Taking care of my belongings and the environment.</p> <p>The Life Bus</p> <p>Individual Liberty</p> <p>I am developing an awareness of my own needs, views and feelings.</p> <p>I can talk about how I feel.</p> <p>I can be sensitive to and respect the feelings of others.</p>	<p>Safety in the home and in the community.</p> <p>Road Safety</p> <p>Zones of Regulation</p> <p>The Rule of Law</p> <p>I know what is right/ wrong and can apply this in my daily life.</p> <p>I understand the need for rules.</p>	<p>Similarities and differences within families/cultures/ communities.</p> <p>Mutual Respect, Tolerance & Diversity</p> <p>I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</p>	<p>Staying safe in the sun and in the community.</p> <p>Mutual Respect, Tolerance & Diversity</p> <p>I know that people have things in common but everyone is unique.</p> <p>I can identify and respect the similarities and differences between people.</p> <p>Preparing for transition to Year 2.</p>
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Cross Curricular Links

Year 1 – science/animal, including humans: identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense. **Science/seasonal changes:** Observe and describe weather associated with the seasons and how day length varies.

KS1/Computing: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

KS1/Design and Technology/Cooking and nutrition: Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.



YEAR 2

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
Evidence in PSHE Books						
Year 2	<p>The 6Rs - How can I demonstrate the six R's at home and school?</p> <p>Mental Wellbeing - What is good mental health?</p> <p>Zones of Regulation - <i>(Text: The Zones of Regulation - A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)</i></p> <p>Feelings & Emotions Lesson 6 - Me in My Zones - (Page 73) Key Question: How do I feel and look in each zone?</p> <p>Coping & Calming Strategies Lesson 11 - Exploring Tools for Calming (Page 113) I can identify techniques to help me keep calm.</p>	<p>Safeguarding/Being Safe - What are my thoughts about keeping a secret? Who should I talk to if I feel worried or unsafe?</p> <p>Anti-bullying - What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community?</p> <p>Children in Need - What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?</p>	<p>Basic First Aid - What is first aid? Who should I contact in an emergency? (know contact numbers for fire, ambulance, police)</p> <p>Internet Safety & Harms - How can I be safe online? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? <i>(Refer to other outcomes for Internet Safety & Harms)</i></p> <p>Health and Prevention - Why is sleep important? How can lack of sleep affect the body both short and long term?</p>	<p>Respectful Relationships- Why is it important to respect everyone despite their character, cultural/religious background?</p> <p>Physical Health & Fitness - What is physical fitness?</p> <p>Healthy Eating - What constitutes a healthy diet? Why is it important to have a healthy diet?</p>	<p>Families & People Who Care for Me - Why is it important for families to spend time together?</p> <p>Caring & Friendships - How do I choose and make friends?</p> <p>Online Relationships - How can I protect my identity online?</p>	<p>Drugs, Alcohol & Tobacco - What are the dangers of smoking?</p> <p>Understand the PANTS Rule Talk Pants and Stay Safe Like Pantosaurus NSPCC PANTS rule with film https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/</p>
General Discussions/SMSC						

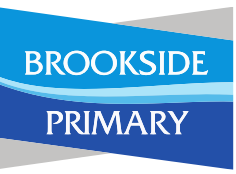


	<p>Class rules and behaviour expectations</p> <p>Fire drill practise - Expectations and fire assembly points</p> <p>Setting Curriculum Targets - What do I want to achieve in my learning and how will I ensure that I stay on track?</p> <p>Rule of Democracy</p> <p>I can express and justify my opinions.</p> <p>I respect my views and that of others.</p> <p>I can understand the importance of team work.</p>	<p>Guy Fawkes Night/ Bonfire safety</p> <p>Promoting the British Values</p> <p>World Mental Health Day</p> <p>Remembrance Day</p> <p>Rule of Democracy</p> <p>I can make choices and begin to understand and respect the democratic process.</p> <p>I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)</p>	<p>New Year's Resolutions</p> <p>Fire Drill practise.</p> <p>Taking care of my belongings and the environment.</p> <p>The Life Bus</p> <p>Individual Liberty</p> <p>I am developing an awareness of my own needs, views and feelings.</p> <p>I can talk about how I feel.</p> <p>I can be sensitive to and respect the feelings of others.</p> <p>I can make decisions.</p>	<p>Safety in the home and in the community.</p> <p>Road Safety</p> <p>Zones of Regulation</p> <p>The Rule of Law</p> <p>Everyone in a community has rights and responsibilities.</p> <p>I am a member of my community.</p> <p>I know who helps me in school and in the wider community.</p> <p>I know what is right/ wrong and can apply this in my daily life.</p> <p>I can understand the importance of team work.</p> <p>I understand the need for rules.</p>	<p>Similarities and differences within families/cultures/ communities.</p> <p>Mutual Respect, Tolerance & Diversity</p> <p>I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</p> <p>I know that people have things in common but everyone is unique.</p>	<p>Staying safe in the sun and in the community.</p> <p>Mutual Respect, Tolerance & Diversity</p> <p>I can identify and respect the similarities and differences between people.</p> <p>Preparing for transition to Year 3.</p>
<p>Cross Curricular Links</p>	<p>Year 2 – Science/Living things and their habitats: Explore and compare the difference between things that are living, dead and things that have been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>humans: notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>KS1/Design and Technology/Cooking and nutrition: Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>KS1/Computing: Use technology safely and respectfully, keeping personal information private;</p> <p>Year 2/Science/Animals, including</p>					



Brookside Primary School PSHE including RHE Scheme of Work

YEAR 3



LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	

Evidence in PSHE Books

Year 3	The 6Rs - How can I use the six R's to make and maintain friendships? Mental Wellbeing - How does growth mindset contribute to my mental health and well-being? Zones of Regulation- (Text: The Zones of Regulation - A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers) Feelings & Emotions Lesson 5: Understanding Different Perspectives - Page 62 Key Question: How do others perceive me in the different zones? Coping & Calming Strategies Lesson 12: Exploring Tools - Thinking Strategies-Page 121 I understand how the use of the size of the problem can help me to regulate my zone.	Safeguarding/Being Safe - How do I respond safely and appropriately to adults? Who can I talk to if I feel unsafe or worried? (at home/school) Anti-bullying - What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community? Children in Need - What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?	Basic First Aid - Why do I need to learn basic first aid? Internet Safety & Harms - How can I be safe online? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? (Refer to other outcomes for Internet Safety & Harms) Health and Prevention - How can keeping fit prevent me from getting ill?	Respectful Relationships- What is self-respect? How does self-respect contribute to my own happiness? Physical Health & Fitness - What are the characteristics of an active lifestyle? How does having an active lifestyle contribute to my physical and mental well-being? Healthy Eating - What are the principles of planning and preparing a range of healthy meals?	Families & People Who Care for Me - What are the characteristics of a healthy family life? Caring & Friendships - Why are friendships important? Online Relationships - How can I maintain respectful relationships online? What should I do if someone is being disrespectful to me online?	Drugs, Alcohol & Tobacco - What are the dangers of alcohol?
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General Discussions/SMSC

<p>Class rules and behaviour expectations</p> <p>Fire drill practise - Expectations and fire assembly points</p> <p>Setting Curriculum Targets - What do I want to achieve in my learning and how will I ensure that I stay on track?</p> <p>Rule of Democracy</p> <p>I can start to understand the terms democracy and rule of law and why they are important.</p>	<p>Guy Fawkes Night/ Bonfire safety</p> <p>Promoting the British Values</p> <p>World Mental Health Day</p> <p>Remembrance Day</p> <p>Rule of Democracy</p> <p>I can write a short speech about my attributes to lead a democracy. (example to become a class monitor)</p> <p>I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)</p>	<p>New Year's Resolutions</p> <p>Fire Drill practise.</p> <p>Taking care of my belongings and the environment.</p> <p>The Life Bus</p> <p>Individual Liberty</p> <p>I can use encouragement when respecting everyone's differences.</p> <p>I can celebrate the uniqueness of each individual and the power of being different.</p>	<p>Safety in the home and in the community.</p> <p>Road Safety</p> <p>Zones of Regulation</p> <p>The Rule of Law</p> <p>I can follow and value rules. I can explore and make rules, learning their value and purpose.</p>	<p>Similarities and differences within families/cultures/ communities.</p> <p>Mutual Respect, Tolerance & Diversity</p> <p>I can describe how to welcome people and practice being welcoming.</p>	<p>Staying safe in the sun and in the community.</p> <p>Mutual Respect, Tolerance & Diversity</p> <p>I can think about what different people in Britain are like.</p> <p>Preparing for transition to Year 4.</p>
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Cross Curricular Links

Year 3/Science/Animals including humans: identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.

Year 3/Science/Light: recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

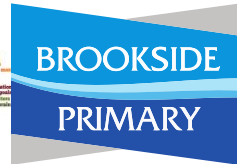
KS2/Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

KS2/Design and Technology/Cooking and nutrition: understand and apply the principles of a healthy and varied diet.



Brookside Primary School PSHE including RHE Scheme of Work

YEAR 4



LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
Evidence in PSHE Books						
Year 4	<p>The 6Rs - How does the six R's contribute to my personality?</p> <p>Mental Wellbeing - Growth mindset versus fixed mindset - Where am I?</p> <p>Zones of Regulation- (Text: The Zones of Regulation - A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)</p> <p>Feelings & Emotions Lesson 7: How do I feel? Page: 82 Key Question: How do different events change the way I feel?</p> <p>Coping & Calming Strategies Lesson 12: Exploring Tools - Thinking Strategies -Page 121 I understand how the use of the size of the problem can help me to regulate my zone.</p>	<p>Safeguarding/Being Safe - Why are boundaries important in friendships? What sorts of appropriate boundaries should you establish in your friendship groups?</p> <p>Anti-bullying - What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community?</p> <p>Children in Need - What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?</p>	<p>Basic First Aid - How does first aid work? (present different scenarios)</p> <p>Internet Safety & Harms - How can I be safe online? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? (Refer to other outcomes for Internet Safety & Harms)</p> <p>Health and Prevention - What does it mean to be healthy?</p>	<p>Respectful Relationships- What practical steps can I take to improve or support respectful relationships in school?</p> <p>Physical Health & Fitness - What practical steps can I take to build regular exercise into my daily and weekly routines? (walking, cycling, daily mile etc)</p> <p>Healthy Eating - What are the characteristics of a poor diet and the risks associated with unhealthy eating? (obesity)</p>	<p>Families & People Who Care for Me - What are the similarities and differences between my family at school and home?</p> <p>Caring & Friendships - What are the characteristics of friendships?</p> <p>Online Relationships - What are the rules and principles for keeping safe online?</p>	<p>Drugs, Alcohol & Tobacco - What are legal and illegal drugs?</p> <p>Changing Adolescent Body - What is puberty?</p>



General Discussions/SMSC

<p>Class rules and behaviour expectations</p> <p>Fire drill practise - Expectations and fire assembly points</p> <p>Setting Curriculum Targets - What do I want to achieve in my learning and how will I ensure that I stay on track?</p> <p>Rule of Democracy</p> <p>I can explore ways we can express our opinions and campaign for democratic change.</p>	<p>Guy Fawkes Night/ Bonfire safety</p> <p>Promoting the British Values</p> <p>World Mental Health Day</p> <p>Remembrance Day</p> <p>Rule of Democracy</p> <p>I can take part in a Q&A and a debate, representing a different scenarios and delivering their desires powerfully through argument, persuasion, fact and opinion.</p> <p>I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)</p>	<p>New Year's Resolutions</p> <p>Fire Drill practise.</p> <p>Taking care of my belongings and the environment.</p> <p>The Life Bus</p> <p>Individual Liberty</p> <p>I can explore ways I am free to be me.</p> <p>I understand ways to help others to be free, to be themselves.</p> <p>I can choose words to describe my individual personality.</p> <p>I can consider the hopes and dreams we all have.</p> <p>I can explore the UN Children's Rights.</p>	<p>Safety in the home and in the community.</p> <p>Road Safety</p> <p>Zones of Regulation</p> <p>The Rule of Law</p> <p>I can think thoughtfully about why rules are needed, explaining this to someone else.</p>	<p>Similarities and differences within families/cultures/ communities.</p> <p>Fire Drill practise.</p> <p>Mutual Respect, Tolerance & Diversity</p> <p>To understand how all people are equal and different.</p>	<p>Staying safe in the sun and in the community.</p> <p>Mutual Respect, Tolerance & Diversity</p> <p>To understand how all people are equal and different through different scenarios.</p> <p>Preparing for transition to Year 5.</p>
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Cross Curricular Links

Year 4/Science/Animals, including humans: Describe the simple functions of the basic parts of the digestive system in humans. respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

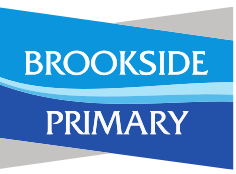
KS2/Design and Technology/Cooking and nutrition: Understand and apply the principles of a healthy and varied diet.

KS2/Computing: Use technology safely,



Brookside Primary School PSHE including RHE Scheme of Work

YEAR 5



UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
Evidence in PSHE Books						
Year 5	<p>The 6Rs - How can I use the six R's to be an effective leader in my school?</p> <p>Mental Wellbeing - Growth mindset versus fixed mindset...Why is it important?</p> <p>Zones of Regulation- (Text: The Zones of Regulation - A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)</p> <p>Feelings & Emotions Lesson 8: My Zones Across the Day Page: 86 Key Question: How do my feelings and emotions fluctuate throughout the day and why?</p> <p>Coping & Calming Strategies Lesson 17: Stop, Opt & Go (Page 156) I can improve my ability to self-regulate and decrease impulsive/reactive behaviours.</p>	<p>Safeguarding/Being Safe What steps would you take to report your concerns or incidents of abuse? (at school, home, online, community, peers/adults) Where can you get advice or information about safeguarding?</p> <p>Anti-bullying - What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community?</p> <p>Children in Need - What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?</p>	<p>Basic First Aid - How can I help others in a first aid emergency?</p> <p>Internet Safety & Harms - How can I be safe online? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? (Refer to other outcomes for Internet Safety & Harms)</p> <p>Health and Prevention - How can I recognise early signs of physical illness, such as weight loss, or unexplained changes to the body?</p>	<p>Respectful Relationships- Why is it important to respect the views and opinions of others?</p> <p>Physical Health & Fitness - What are the risks associated with an inactive lifestyle? (include obesity)</p> <p>Healthy Eating - Why do people eat unhealthy foods? How does the media contribute to this?</p>	<p>Families & People Who Care for Me - Who are the people who care for me? How do I feel about them?</p> <p>Caring & Friendships -How do I know that my friends are honest and trustworthy?</p> <p>Online Relationships - How should I think critically about online friendships and sources of information?</p>	<p>Drugs, Alcohol & Tobacco - What is the impact of legal and illegal substances in my community?</p> <p>Changing Adolescent Body - What are some key facts about the physical and emotional changes that are experienced during puberty?</p>



General Discussions/SMSC

Class rules and behaviour expectations

Fire drill practise - Expectations and fire assembly points

Setting Curriculum Targets - What do I want to achieve in my learning and how will I ensure that I stay on track?

Rule of Democracy

I can start to understand the term democracy and why it matters.

Guy Fawkes Night/ Bonfire safety

Promoting the British Values

World Mental Health Day

Remembrance Day

Rule of Democracy

I can write a short speech about my attributes to lead a democracy.

I can take part in a Q&A and a debate, representing my argument through persuasion, fact and opinion.

I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)

New Year's Resolutions

Fire Drill practise.

Taking care of my belongings and the environment.

The Life Bus

Individual Liberty

I can explore the right to live in freedom and individual liberty.

I can explore ways I can support other people's right to live in freedom and individual liberty.

I can explain the UN Children's Rights.

Safety in the home and in the community.

Road Safety

Zones of Regulation

The Rule of Law

I can think about why we have the 'rule of law'.

Similarities and differences within families/cultures/communities.

Mutual Respect, Tolerance & Diversity

I can discuss ways in which all people are equal but different.

Staying safe in the sun and in the community.

Mutual Respect, Tolerance & Diversity

I can discuss inequality in society.

Preparing for transition to Year 6.

Cross Curricular Links

Year 5/Science/Animals including humans: Describe the changes as humans develop to old age. respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

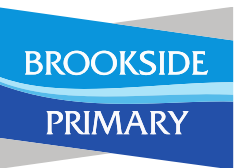
KS2/Design and Technology/Cooking and nutrition: Understand and apply the principles of a healthy and varied diet

KS2/Computing: Use technology safely,



Brookside Primary School PSHE including RHE Scheme of Work

YEAR 6



UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
Evidence in PSHE Books						
Year 6	<p>The 6Rs - How can the 6Rs contribute to me being a good citizen?</p> <p>Mental Wellbeing - Why is it important to have good mental health? (Refer to other outcomes for Mental Wellbeing)</p> <p>Zones of Regulation- (Text: The Zones of Regulation - A Curriculum Designed to Foster Self-Regulation and Emotional Control by Leah M. Kuypers)</p> <p>Feelings & Emotions Lesson 9: Caution! Trigger Ahead - page 92 Key Question: How can I develop my problem-solving skills to avoid triggers?</p> <p>Coping & Calming Strategies Lesson 17: Stop, Opt & Go (Page 156) I can improve my ability to self-regulate and decrease impulsive/reactive behaviours.</p>	<p>Safeguarding/Being Safe How is safeguarding applicable in the society? Where can you get advice or information about safeguarding?</p> <p>Anti-bullying - What is this year's theme and what is the significance? What can we do to promote respect and kindness? How can I ensure that bullying is non-existent in my school and community?</p> <p>Children in Need - What is this year's theme and what does it mean to you? What's the purpose of BBC Children in Need? What sort of projects does BBC Children in Need fund? How can we support BBC Children in Need?</p>	<p>Basic First Aid - How is the knowledge of first aid applicable in my daily life?</p> <p>Internet Safety & Harms - How can I be safe online? How much time should I spend online and on electronic devices? Where and how should I report concerns to receive support with issues online? (Refer to other outcomes for Internet Safety & Harms)</p> <p>Health and Prevention - Why are immunisation and vaccination important?</p>	<p>Respectful Relationships- How can I debate topical issues whilst maintaining respect?</p> <p>Physical Health & Fitness - How and when should I seek support in school if I'm worried about my health?</p> <p>Healthy Eating - What should school leaders consider when planning our school menu? (Analyse the school's menu for a week and write recommendations)</p>	<p>Families & People Who Care for Me - How does having a healthy family life impact children's security as they grow up?</p> <p>Caring & Friendships -How do I go about managing conflicts in my friendship groups? How can I seek help or advice if needed?</p> <p>Online Relationships -What are the rules and principles for keeping safe online? (refer to other expectations below)</p>	<p>Drugs, Alcohol & Tobacco - What is the impact of legal and illegal substances in my community?</p> <p>Changing Adolescent Body - What are the positive and negative impact of online relationships? Do the same principles apply to online and face-to-face relationships?</p>



General Discussions/SMSC

Class rules and behaviour expectations

Fire drill practise - Expectations and fire assembly points

Setting Curriculum Targets - What do I want to achieve in my learning and how will I ensure that I stay on track?

Rule of Democracy

I can explore ways we can express our opinions and campaign for democratic change.

Guy Fawkes Night/ Bonfire safety

Promoting the British Values

World Mental Health Day

Remembrance Day

Rule of Democracy

I can write a short speech about my attributes to lead a democracy.

I can take part in a Q&A and a debate, representing my argument through persuasion, fact and opinion.

I can take part in a fair vote. (Junior Leadership Team: school council, alliance captains, ambassadors, monitors etc)

New Year's Resolutions

Fire Drill practise.

Taking care of my belongings and the environment.

The Life Bus

Individual Liberty

I can explore my own individual liberty to be who I want to be (within the rules!).

I can explore the idea that we need to allow other people to have liberty

I can debate the UN Children's Rights.

Safety in the home and in the community.

Road Safety

Zones of Regulation

The Rule of Law

I can give plausible explanations about why we have the 'rule of law'.

I can explain rules, learning their value and purpose.

Similarities and differences within families/cultures/ communities.

Mutual Respect, Tolerance & Diversity

I can discuss ways in which all people are equal but different.

Staying safe in the sun and in the community.

Mutual Respect, Tolerance & Diversity

I can debate inequality in society.

Preparing for transition to Secondary School.

Cross Curricular Links

Year 6/Science/Animals including humans: recognise the impact of diet, exercise, drug and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.

KS2/Computing: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **KS2/Design and Technology/Cooking and nutrition:** understand and apply the principles of a healthy and varied diet.



Relationships & Health Education Topics and Expectations
What Pupils Should Know

Families and People Who Care for Me



- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships






- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships






- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.



	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
<p>Online Relationships</p> 	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <ul style="list-style-type: none"> • how information and data is shared and used online.
<p>Being Safe</p> 	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources.
<p>Mental Wellbeing</p> 	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health; • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations; • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings; • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate; • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests; • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support; • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);



	<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet Safety & Harms</p> 	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits; about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing; how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private; why social media, some computer games and online gaming, for example, are age restricted; that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health; how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted; where and how to report concerns and get support with issues online.
<p>Physical Health and Fitness</p> 	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle; the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise; the risks associated with an inactive lifestyle (including obesity); how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy Eating</p> 	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content); the principles of planning and preparing a range of healthy meals; the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).



Drugs, Alcohol and Tobacco



- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and Prevention



- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;
- the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid



- how to make a clear and efficient call to emergency services if necessary;
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.



Changing Adolescent Body



- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- about menstrual wellbeing including the key facts about the menstrual cycle.

