

Michael Faraday PSHE & RHE Curriculum 2023-24



Key Skills

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Reception

Reception use the key skills within Development Matters to guide their RHE provision. Children are taught the skills below and are opportunities to practice the skills are ongoing throughout the year. Some elements are taught during carpet sessions and through sharing stories. Other skills are modelled and encouraged through adult interaction.

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers
 - Show sensitivity to their own and to others' needs.

Themes:

Being Me

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Year 1

- I can explain why my class is a happy and safe place to learn.
- I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.
 - I can explain how I feel when I am successful and how this can be celebrated positively.
- I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.
- I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.
- I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.

Feeling special and safe
Being part of a class
Rights and responsibilities
Rewards and feeling proud
Consequences
Owning the Learning Charter

Similarities and differences
Understanding bullying and knowing how to deal with it
Making new friends
Celebrating the differences in everyone

Setting goals
Identifying successes and achievements
Learning styles
Working well and celebrating achievement with a partner
Tackling new challenges
Identifying and overcoming obstacles
Feelings of Success

Keeping myself healthy
Healthier lifestyle choices
Keeping clean
Being safe
Medicine
safety/safety with household items
Road safety
Linking health and happiness

Belonging to a family
Making friends/being a good friend
Physical contact preferences
People who help us
Qualities as a friend and person
Self-acknowledgement
Being a good friend to myself
Celebrating special relationships

Life cycles – animal and human
Changes in me
Changes since being a baby
Differences between female and male bodies (correct terminology)
Linking growing and learning
Coping with change
Transition

Year 2

- I can explain why my behaviour can impact on other people in my class.
- I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes
- I can explain how I played my part in a group and the parts other people played to create an end product.
 - I can explain how our skills complemented each other.
- I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.
- I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.
- I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.
 - I can explain why some types of touches feel OK and others don't.

Hopes and fears for the year
Rights and responsibilities
Rewards and consequences
Safe and fair learning environment
Valuing contributions
Choices
Recognising feelings

Assumptions and stereotypes about gender
Understanding bullying
Standing up for self and others
Making new friends
Gender diversity
Celebrating difference and remaining friends

Achieving realistic goals
Perseverance
Learning strengths
Learning with others
Group co-operation
Contributing to and sharing success

Motivation
Healthier choices
Relaxation
Healthy eating and nutrition
Healthier snacks and sharing food

Different types of family
Physical contact boundaries
Friendship and conflict
Secrets
Trust and appreciation
Expressing appreciation for special relationships

Life cycles in nature
Growing from young to old
Increasing independence
Differences in female and male bodies (correct terminology)
Assertiveness
Preparing for transition

Year 3

- I can explain how my behaviour can affect how others feel and behave.
- I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.
 - I can explain the different ways that help me learn and what I need to do to improve.
- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.
 - I can explain how my life is influenced positively by people I know and also by people from other countries.
- I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

Setting personal goals
Self-identity and worth
Positivity in challenges
Rules, rights and responsibilities
Rewards and consequences
Responsible choices
Seeing things from others' perspectives

Families and their differences
Family conflict and how to manage it (child-centred)
Witnessing bullying and how to solve it
Recognising how words can be hurtful
Giving and receiving compliments

Difficult challenges and achieving success
Dreams and ambitions
New challenges
Motivation and enthusiasm
Recognising and trying to overcome obstacles
Evaluating learning processes
Managing feelings
Simple budgeting

Exercise
Fitness challenges
Food labelling and healthy swaps
Attitudes towards drugs
Keeping safe and why it's important online and off line scenarios
Respect for myself and others
Healthy and safe choices

Family roles and responsibilities
Friendship and negotiation
Keeping safe online and who to go to for help
Being a global citizen
Being aware of how my choices affect others
Awareness of how other children have different lives
Expressing appreciation for family and friends

How babies grow
Understanding a baby's needs
Outside body changes
Inside body changes
Family stereotypes
Challenging my ideas
Preparing for transition

<p>Year 4</p>	<ul style="list-style-type: none"> • I can explain why being listened to and listening to others is important in my school community. • I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. • I can plan and set new goals even after a disappointment. • I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. • I can recognise how people are feeling when they miss a special person or animal. • I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. 	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
<p>Year 5</p>	<ul style="list-style-type: none"> • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. • I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. • I can compare my hopes and dreams with those of young people from different cultures. • I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. • I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. • I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. 	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • I can explain how my choices can have an impact on people in my immediate community and globally. • I can explain ways in which difference can be a source of conflict or a cause for celebration. • I can explain different ways to work with others to help make the world a better place. • I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. • I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. 	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>

Key links across all years:

Being Me: British Values

Celebrating Difference: Anti-Bullying Week, RE

Dreams and Goals: Stories in class?

Healthy me: PE, DT, Science, Computing

Relationships: RE, Computing

Changing Me: Science