

## South Stanley Infant and Nursery School PHSE/RSE Curriculum Overview

| Laughing and Learning Together | PHSE/RSE Curriculum Overview |                           |                   |                     |                      |                       |
|--------------------------------|------------------------------|---------------------------|-------------------|---------------------|----------------------|-----------------------|
| and and a second of the second | Autumn 1                     | Autumn 2                  | Spring 1          | Spring 2            | Summer 1             | Summer 2              |
|                                | Me and my                    | Growing and changing      | <u>Valuing</u>    | <u>Keeping safe</u> | Rights and Respect   | Being my best         |
|                                | <u>relationships</u>         |                           | <u>difference</u> |                     |                      |                       |
| Nursery                        | Children will                | Children will begin to    | Children will     | Children will       | The children will    | Children will         |
|                                | share their likes            | describe seasonal         | talk about their  | learn to identify   | learn the            | identify what their   |
|                                | and dislikes,                | changes through the       | similarities and  | feelings that       | importance of        | body needs to stay    |
|                                | name the                     | introduction of new       | differences with  | indicate            | respecting           | alive. They will also |
|                                | features of their            | vocabulary. They will     | their friends.    | something is        | themselves and       | learn different       |
|                                | body and use                 | describe animal life      | They will then    | wrong or unsafe     | others and identify  | strategies when they  |
|                                | their senses to              | cycles which will lead    | look at           | and talk about      | ways to do this such | are finding things    |
|                                | explore the                  | them to talk about        | similarities and  | what makes          | as helping at home,  | tricky. The will      |
|                                | world around                 | how babies change as      | differences       | them feel safe.     | showing kindness as  | begin to develop      |
|                                | them. They will              | they grow. Children       | within nature.    | Children will       | well as eating       | their skills in trial |
|                                | learn how to                 | will talk about the       | The children      | also identify       | healthily and        | and error and         |
|                                | speak positively             | similarities between      | will understand   | physical dangers    | keeping our bodies   | communicating with    |
|                                | about                        | male and female and       | that differences  | both inside and     | clean.               | others through        |
|                                | themselves and               | start to play inclusively | are a good        | outside and         |                      | sharing ideas.        |
|                                | identify key                 | with their friends and    | thing but that    | name things in      |                      |                       |
|                                | adults that look             | talk more openly about    | it is important   | the environment     |                      |                       |
|                                | after them as                | what their own families   | to show           | that help keep      |                      |                       |
|                                | well as talking              | look like.                | kindness to       | them safe.          |                      |                       |
|                                | about different              |                           | everyone.         |                     |                      |                       |
|                                | types of homes               |                           |                   |                     |                      |                       |
|                                | and families.                |                           |                   |                     |                      |                       |
| Reception                      | Children will                | The children will         | Children will     | The children will   | The children will    | The children will     |
|                                | now begin to                 | develop their ability to  | build on          | learn about         | build on their       | build on their        |
|                                | talk about key               | describe the changes in   | identifying       | what is safe to     | understanding of     | knowledge of          |
|                                | people outside               | season to also compare    | differences by    | go in their         | looking after        | looking after         |

|        | of their families | differences and explain   | also discussing  | bodies and how    | themselves and         | themselves by also    |
|--------|-------------------|---------------------------|------------------|-------------------|------------------------|-----------------------|
|        | who help to       | why this happens. The     | why differences  | to keep           | others to also caring  | learning about other  |
|        | keep them safe    | children will add to      | should be        | themselves safe   | for the wider world    | factors such as sleep |
|        | and who they      | their knowledge of        | celebrated.      | through safe      | around them and        | and exercise. They    |
|        | can talk to if    | lifecycles by also        | They will        | decision making.  | how this in turn can   | will learn that       |
|        | they are feeling  | learning about plants     | compare their    | They will build   | care for people and    | looking after         |
|        | sad. They will    | as well as animals.       | own family       | on identifying    | respect the lives      | yourself includes     |
|        | also begin to     | They will also begin to   | experiences      | hazards inside    | that they live. They   | physically looking    |
|        | describe          | describe the different    | with that of     | and outside by    | will also be           | after yourself but    |
|        | different         | stages in life and what   | their friends in | talking about     | introduced to the      | also keeping a        |
|        | feelings and      | stages they will come     | addition to just | way they can      | importance of          | healthy mind.         |
|        | identify was to   | across in life. They will | identifying      | keep themselves   | looking after money    |                       |
|        | change feelings   | build on their            | differences. The | safe. They will   | and identify its uses. |                       |
|        | and calm down.    | knowledge of growing      | children will    | also begin to     |                        |                       |
|        | They will also    | and changing by           | begin to         | learn about how   |                        |                       |
|        | identify things   | learning about where      | identify the     | to keep           |                        |                       |
|        | that can make     | babies come from. The     | qualities of     | themselves safe   |                        |                       |
|        | people feel sad.  | children will name        | being a good     | online. They will |                        |                       |
|        |                   | parts of the human        | friend and how   | name adults       |                        |                       |
|        |                   | body include              | to display       | that help keep    |                        |                       |
|        |                   | reproductive parts and    | these            | them safe that    |                        |                       |
|        |                   | how to ask an             | behaviours.      | they know but     |                        |                       |
|        |                   | appropriate adult if      |                  | also those in the |                        |                       |
|        |                   | they do not feel safe.    |                  | community.        |                        |                       |
| Year 1 | The children      | The children will add     | The children     | Children will     | The children will      | The children will     |
|        | will learn about  | to their understanding    | will develop     | start to          | build on their         | add to their          |
|        | the importance    | of lifecycles by          | their            | recognise the     | understanding of       | knowledge of          |
|        | of having         | identifying how adults    | understanding    | importance of     | not only looking       | looking after         |
|        | classroom rules   | help us to develop and    | of bullying,     | maintaining a     | after themselves and   | themselves by         |
|        | and how to        | grow. They will also      | teasing and      | healthy,          | others but also the    | thinking about how    |

| istening pehaviours as well as giving and receiving positive feedback. They will identify a proader range of emotions and as well as dentifying qualities of a good friendship out also how to maintain friendships. | understand some of the tasks involved in looking after a baby and meet their basic needs. They will also recap the importance of keeping private parts private. They will identify people they can talk to about their private parts. | unkindness. They will learn to identify differences and similarities between people and learn about empathising with those who are different from them. They will talk about people who are special to them as well as explain and recognise the qualities that make them special. | to unwanted touch. Children will build on the basic ways of keeping safe online to learning about how the internet can be used safely and that not everything you see on the internet is true. | things in the world around us what we are responsible for taking care of. As well as recapping its uses but more specifically what money can be spent on in the family home. | they can stop germs from spreading and strategies for preventing this. They will also begin to describe key internal body parts and how they contribute to keeping healthy and their bodily processes. |
|--|---|--|--|--|--|
| The children<br>will move on to  | The children will recap<br>the stages of the  | The children will add to   | The children will build on their   | Children will begin to understand how  | The children will learn add to their   |

building their own classroom rules and agreeing on positive actions they can all demonstrate to contribute to a positive environment. After identifying a broader range of emotions, the children will recognises and understand how to deal with emotions. They will also build on their understanding of bullying by explaining the difference between bullying and isolated unkind behaviours.

lifecycle and add to this by describing what people are capable of at each stage. They will develop their understand of private parts and explain that they help to make babies when they are a grown up. Extending from this they will explain what privacy means and know that you are not allowed to touch someone's private parts without their permission.

their understanding of the differences and similarities between people, knowing some words and phrases that show respect for others. They will be introduced to strategies for helping people who are feeling left out and also to negotiation skills to help maintain positive

relationships.

understanding
of keeping
themselves safe
by learning
about the proper
use of medicines
as well as what
is safe to put in
your body. They
will identify
ways of dealing
with unsafe
situations and
when they may
need to say no.

your behaviour can affect others and which builds on their learning in Y1 involving understanding how to look after others. They will also progress their understanding of keeping money physically safe by learning that keeping money safe can protect it and save it for the future.

understanding of looking after themselves by explaining the stages of learning and how this can develop a positive attitude and support their wellbeing. They will also begin to learn about basic first aid and techniques of dealing with common injuries to maintain a healthy body.