

PSHE /RSE subject Overview – coverage and sequencing summary

Brookburn's's rationale behind the PSHE / RSE curriculum design:

- The Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education are now compulsory in all primary schools.
- Our curriculum ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.
- Evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.

	Autumn 1	Spring 1	Summer 1
Nursery	Self-Regulation Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Identify and moderate their own	Managing Self: Develop their sense of responsibility and membership of a community Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge	Building Relationships Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. See themselves as a valuable individual Build constructive and respectful relationships. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or

	feelings socially and emotionally. Think about the perspectives of others.	Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none">• regular physical activity• healthy eating• toothbrushing• sensible amounts of ‘screen time’• having a good sleep routine• being a safe pedestrian	‘worried’. Understand gradually how others might be feeling.		
Reception	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.		
Year 1 iMatters	Relationships and Sex	Mental and Emotional	Keeping Safe	Healthy Lifestyles	Living in the Wider World
	Who are the people in my life who love and care for me? What are the similarities and differences between	What makes me happy? What are feelings? What is the difference between good secrets and bad secrets?	What are the rules for keeping me safe at school and outside? What are rules about household substances?	What foods should I eat? How can I look after my teeth? Why is it important to wash my hands?	What are class rules? (British rules) Where does our money come from? What is the

	people? What are the similarities an differences between boys and girls?	How does my behaviour affect others?		What is an emergency and what do I do?			environment?
Empowering learning	Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers	
	Ask for help (if the time is appropriate). Choose and use equipment needed for a set task. Have a go even when something is difficult. Set a simple target or goal. Tell when someone is feeling sad. Stop and think before acting.	Recognise when they need to talk to someone about a concern. Listen to the point of view of others in a dispute. Listen carefully to instructions and follow them.	Think of own ideas once given a starting point. Play, observe and experiment to find things out. Have a go at something new. Suggest ways to solve problem.	Know and understand what they do well. Tell others why they enjoy a task. Tell someone what they have learnt. Pick the best time to talk to someone. Try something different if previous action has not worked.	Ask sensible questions about learning and tasks. Offer an opinion about an issue and explain thinking. Show curiosity about new things. Use 'how' and 'why' when trying to find things out. Give a simple opinion and explain why.	Work in a group and take turns. Engage in collaborative tasks. Prepared to listen to the ideas of others without interrupting them. Confident to share ideas with others.	
Year 2 iMatters	Relationships and Sex	Mental and Emotional		Keeping Safe	Healthy Lifestyles	Living in the Wider World	
	What is private? (body parts) What happens to the body grows young to old?	What is the difference between small feelings and big feelings? How can I keep safe on- line?		How do medicines help us when we are unwell? How do I keep safe at home? What is my	How do I keep myself healthy? Why is it important to keep active? How can I prevent	What groups and communities am I part of? How do we make choices about spending	

	What is fair, unfair, kind and unkind? (friendship)	What makes others happy? What is the difference between joking, teasing and bullying?	responsibility for keeping myself and others safe?	diseases spreading?	money? How can we look after the environment?	
Empowering learning	Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
	Think about more than one way to solve a problem. Use range of strategies to control feelings. Keep going even when others find it easy. Don't let others distract you. Know that their actions impact on others. Explain why others may feel sad or unhappy	Suggest a way forward following a dispute. Happy to have a go at solving something that is new to them. Leave a task and go back later if it is not completed. Encourage others. Talk about making the right decisions.	Leave a task and go back if it takes a long time to solve. Generate questions linked to learning challenge. Use imagination to generate ideas. Explain what they have learnt from someone else. Ask sensible questions about their work. Suggest ways to solve range of problems.	Understand what they need to do next to improve. Recognise where work could have been better. Know what helps them to learn well. Share learning with others. Happy to make changes from an original idea	. Take enough time to make sense of a problem that is presented. Curious about new things and asks questions to find out more. Can think of instructions for others to follow. Explain why they prefer one or two ideas that are proposed. Give two opinions and say which they agree with. Explain simple word problem and show thinking.	Confident to both lead and be directed by others. Consider views of all groups members during discussion. Actively listen and share ideas.
Year 3 iMatters	Relationships and Sex	Mental and Emotional	Keeping Safe	Healthy Lifestyles	Living in the Wider World	

	What is personal space? What does a healthy relationship look like? Why is being equal important in relationships?	How do my feelings affect my behaviour? How can I manage my feelings? What are the ways we communicate on-line? What am I good at?	What happens when I breathe smoke in the air? How do I recognise risks in my life? What do I do in an emergency?	What is a healthy / unhealthy diet? How do I keep safe in the sun? Why is personal hygiene important?	How do rules and the law protect me? What is the difference between my local British communities and global communities? What are the links between work and money?	
Empowering learning	Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
	Enjoy taking responsibility. Work within a time frame. Keep emotions in check when tasks get tough. Carry on and not be put off by change. Set and review learning targets. Explain who helps them learn and why.	Know how to make an idea even better. Prepared to listen to points made by others. Show empathy. Listen to and following instructions independently. Try out new ideas even if feeling nervous.	Have a go at something that may not work. Use imagination to improvise. Think of different ideas and possibilities when solving problems. Improve learning by imitating others	Understand the factors that stop them from learning effectively. Say who or what helps them learn; and how and why they know. Gauge when a task has been completed to the best of their ability. Take time to consider experiences and what needs to be done next. Check and edit own work	. Understand basics of cause and effect. Devise sensible questions to ask different people. Suggest a question which can be investigated. Show thinking in different ways, e.g. mind map. Plan and finish a task within a given time frame. See the relationship between things and use to explain ideas to others	Work harmoniously and constructively with others in joint activity. Make sure that everyone takes a turn when speaking. Give feedback to others in group on their performance. Work readily in different teams. Listen to and follow instructions independently
Year 4 iMatters	Relationships and Sex	Mental and Emotional	Keeping Safe	Healthy Lifestyles	Living in the Wider World	

	What is diversity? Do boys and girls have different roles? What changes happen to my body?	What is resilience? What does it mean to have responsibility over my choices and actions? What is discrimination?	How do I manage risks in my life? What is self-control? What is the difference between legal and illegal drugs? Are all drugs harmful?	How do I make sure I sleep well? What is fuel for the body? How do I know if I am physically ill?	What are the rights of the child? How do we look after our money? What is sustainability?	
Empowering learning	Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
	Enjoy challenges, especially open ended or deeper thinking ones. Try different ways to solve a problem. Prioritise the most important things that need doing. Welcome opportunities to take on added responsibility. Organise own time. Not put off by changes that may occur to normal routine. Describe own strengths and weaknesses	Persuade others to accept a proposal even though others may not at first agree with the suggestion. Know that their ideas can help other people. Decide when they need ‘time out’ or ‘thinking time’ to deal with emotions. Determined not to ‘give in’ too easily. Manage disappointments and keep emotions in check	Ask questions to check understanding. Tenacious when things get difficult. Sort and classify information and check it for clarity. Draw inference and make deductions from a range of sources. Give alternative solutions or explanations. Describe effective learning and compare to own learning.	Value and use feedback that helps to improve quality of work and learning. Review learning and identify a factor that could help make them a more effective learner. Use more than one piece of evidence to support their learning.	. Follow up a question to gain clarification. Use more than one piece of evidence to support their findings. Complete a task without reminders from others. Break down complex ideas into steps. Make lists when helpful to do so. Sort information and choose what is most relevant.	Take on a specific allocated role in a group. Respect and tolerate values and beliefs of others in a joint activity. Communicate capably as a team member. Keep focused on a task and avoid distractions. Respect opinion of others when different from their own.
Year 5	Relationships and Sex	Mental and Emotional	Keeping Safe	Healthy Lifestyles	Living in the Wider	

iMatters						World
	What is puberty? What are the different relationships in my life? What is unwanted touch?	What is mental health? How do I negotiate and compromise? How do I stay safe on a mobile or tablet?	How do I respond to dares? What are habits? Who or what influences me?	How can we stop the spread of infection? Why is it important to know about nutritional content of food?	How are rules and laws made and changed? What is fair trade? How can I develop my enterprise skills? What is racism?	
Empowering learning	Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
	Recognise risks that may be involved when tackling work. Organise things well, including resources and others. Appreciate how learning can happen from mistakes. Know where they learn best. Appreciate range of viewpoints, even when different from own. Know the difference between sensible risks and fool-hardy risks.	When making suggestions, can break down ideas into small steps. Prepared to discuss and debate issues until a sensible compromise is reached. Act as an ambassador for the school. Act as a buddy or mediator.	Link ideas from different topic areas to solve problems and present findings. Persevere even when the solution is not readily available. Understand the difference between a task that is too difficult and one that requires them to think more deeply.	Accept different types of feedback and learn from it. Make good use of time to reflect on what they have learnt. Understand that attitude and behaviour can affect learning, and show they are prepared to adjust. Use range of criteria to reflect on own and others work.	. Recognise that sometimes you need expertise from others to help solve a problem. Show they are confident enough to plan clear steps to improve their learning. Choose how to present information. Plan a longer activity, breaking it into a manageable number of steps. Make constructive judgments about someone else's work. Set targets for completing tasks and work to them.	Take on range of roles within a group. Accept constructive criticism from others in group to enable improvement in performance. Share a working environment with others and respect their varying needs. Motivate others to contribute more effectively. Understands differences in opinions and respond positively.

Year 6 iMatters	Relationships and Sex	Mental and Emotional	Keeping Safe	Healthy Lifestyles	Living in the Wider World	
	What changes happen in my life? What happens in a loving relationship and what is forced marriage? How is a baby made? What are the physical and emotional changes of puberty?	How can I challenge negative thoughts and feelings? What is stereotyping? How can the internet positively and negatively affect our mental health?	How do drugs affect the mind and body? How do I manage peer pressure? What are the basic emergency first aid skills?	How is my mental and physical well being connected? How do I keep physically healthy? Can I plan and prepare a healthy meal?	Why is it important to be critical of the media online and offline? How do people manage money? What do I want to be?	
Empowering learning	Self managers	Effective participators	Resourceful thinkers	Reflective learners	Independent enquirers	Team workers
	Assess risk and make sensible decisions. Cope with additional pressure. Confident and capable when allowed to organise own time and space. Use a range of strategies to help overcome a problem. Appreciate that feelings change over time and cope with it.	Act as an advocate for views and beliefs that may differ from their own. Be a good role model for good learning behaviour. Control own mood swings. Know what the risks are when considering their work.	Always prepared to explore more than the first possible solution to a problem. Aware that solutions can depend on an understanding of other issues. Generate questions which promote higher order thinking. Adapt and apply learning to new situations.	Explain and discuss different ways they have learnt from others. Identify strengths and weaknesses in their work, and give reasons. Take account of others' viewpoints when considering success. Weigh the strength of different reasons to support an argument. Cope with criticism and learn from it.	. Use feedback from a range of sources to help solve a problem. Understand that questions can have more than one answer and that some cannot be answered. Give more than one reason to support an argument. Plan a complex task, anticipating blocks and find ways to overcome them. Listen to a range of opinions and reach a	When suggesting ideas, able to break into smaller steps to suit the needs of the group. Work with range of people, including those with different views of their own. Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on. Make the most of others' strengths when organising

	Empathise with others, appreciating that people respond in different ways				conclusion from them.	work.
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