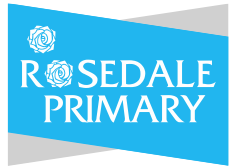
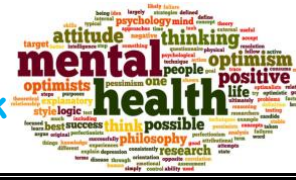




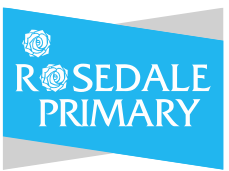
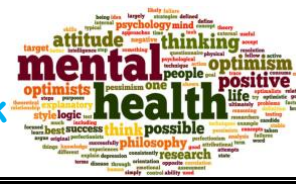
Rosedale Primary School PSHE including RHE Scheme of Work
NURSERY



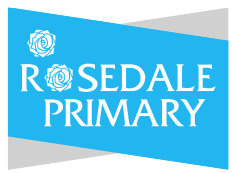
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
General Discussions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



Rosedale 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?

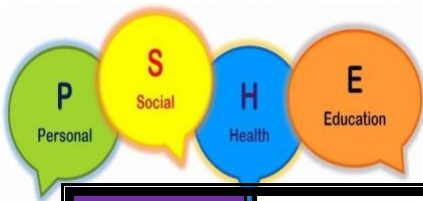


KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New Beginnings	Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
British Values	Democracy		Individual Liberty	The Rule of Law	Mutual Respect Tolerance of those with Different Faiths and Beliefs	
Evidence in PSHE Books						
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? (Refer to other outcomes for Internet Safety & Harms)</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 bath 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 Pantomimus</i> NSPCC PANTS rule with film https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/</p>



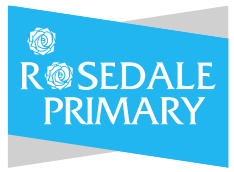
YEAR 2

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						



Rosedale 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	<p>The 6Rs - How can I use the six R's to make and maintain friendships?</p> <p>Mental Wellbeing - How does growth mindset contribute to my mental health and well-being?</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 5: Understanding Different Perspectives - Page 62 Key Question: How do others perceive me in the different zones?</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 - How do I respond safely and appropriately to adults? Who can I talk to if I feel unsafe or worried? (at home/school)</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 - Why do I need to learn basic first aid?</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 keeping fit prevent me from getting ill?</p>	<p>Respectful Relationships- What is self-respect? How does self-respect contribute to my own happiness?</p> <p>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?</p> <p>Healthy Eating - What are the principles of planning and preparing a range of healthy meals?</p>	<p>Families & People Who Care for Me - What are the characteristics of a healthy family life?</p> <p>Caring & Friendships - Why are friendships important?</p> <p>Online Relationships - How can I maintain respectful relationships online? What should I do if someone is being disrespectful to me online?</p>	<p>Drugs, Alcohol & Tobacco - What are the dangers of alcohol?</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 take part in a Q&A and a debate, representing a different scenarios and delivering their desires powerfully through argument, 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 ways I am free to be me.

I understand ways to help others to be free, to be themselves.

I can choose words to describe my individual personality.

I can consider the hopes and dreams we all have.

I can explore 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 thoughtfully about why rules are needed, explaining this to someone else.

Similarities and differences within families/cultures/communities.

Fire Drill practise.

Mutual Respect, Tolerance & Diversity

To understand how all people are equal and different.

Staying safe in the sun and in the community.

Mutual Respect, Tolerance & Diversity

To understand how all people are equal and different through different scenarios.

Preparing for transition to Year 5.

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,



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

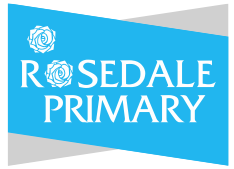
Year 5/Science/Animals including humans: Describe the changes as humans develop to old age. respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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

KS2/Computing: Use technology safely,



Rosedale 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.



<p>Drugs, Alcohol and Tobacco</p> 	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
<p>Health and Prevention</p> 	<ul style="list-style-type: none"> 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.
<p>Basic First Aid</p> 	<ul style="list-style-type: none"> 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.

