



**RSHE**

**Topics and Skills**

**2022-2023**

## Nursery

These statements are ongoing over each term;

- Begin to manage their own needs with adult support ie toileting, eating, drinking, keeping warm
- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen, or one which is suggested to them
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Develop appropriate ways of being assertive. Talk with others to solve conflicts.
- Talk about their feelings using words like “happy”, “sad”, “angry” or “worried”
- Understand gradually how others might be feeling
- Develop their sense of responsibility and membership of a community
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.

## Reception

These statements are ongoing over each term;

- **Topic 1 Being Me**
- Manage their own needs ie toileting, eating, drinking, keeping warm
- See themselves as valuable individuals
- Show resilience and perseverance in the face of challenge
- **Topic 2 Being a Friend**
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Identify and moderate their own feelings socially and emotionally
- **Topic 3 Being Part of a Community**
- Think about the perspectives of others

<b>Year 1</b>
<b>Autumn 1</b>
<b>Topic 1- Good to be Me</b>
<p>Skills to be covered:</p> <ul style="list-style-type: none"> <li>• How to contribute to the life of the classroom.</li> <li>• To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others.</li> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths.</li> </ul>
<b>Autumn 2</b>
<b>Topic 2 – Feelings</b>
<p>Skills to be covered:</p> <ul style="list-style-type: none"> <li>• About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</li> <li>• The difference between good and bad secrets and who to talk to if you are unsure</li> <li>• To know what the word “private” means and to know who to tell if they find any kind of contact uncomfortable</li> <li>• That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</li> </ul>
<b>Spring 1</b>
<b>Topic 3- People Who Keep Me Safe</b>
<p>Skills to be covered:</p> <ul style="list-style-type: none"> <li>• Rules for and ways of keeping physically and emotionally safe in the school environment.</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</li> <li>• To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> </ul>
<b>Spring 2</b>
<b>Topic 4 – Health &amp; Wellbeing</b>
<p>Skills to be covered:</p> <ul style="list-style-type: none"> <li>• To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</li> <li>• How some diseases are spread.</li> <li>• The importance of and how to maintain personal hygiene.</li> <li>• What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> </ul>
<b>Summer 1</b>
<b>Topic 5 - Friendships</b>

Skills to be covered:

- To communicate their feelings to others, to recognise how others show feelings and how to respond.
- To recognise how their behaviour affects other people.

**The following statements have been created following guidance from the PSHE Association and Education for a Connected World Framework (Computing – Year 1 – Esafety)**

- That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
- That there are different types of teasing and bullying, that these are wrong and unacceptable (physical/name calling/online).
- How to resist teasing or bullying (physical/name calling/online) , if they experience or witness it, whom to go to and how to get help

## **Summer 2**

### **Topic 6 –Community**

Skills to be covered:

- What improves and harms school environment.
- To recognise who looks after the school environment and consider what they could do to improve it.
- To understand what an opinion is and how they can share it.

## **Year 2**

### **Autumn 1**

#### **Topic 1- Good to be Me**

Skills to be covered:

- How to contribute to the life of the classroom.
- To help construct, and agree to follow, group and class rules and to understand how these rules help them.
- The difference between good and bad secrets and surprises and the importance of not keeping bad secrets, only good surprises (including who to tell and how to tell them)
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- To respect the privacy and personal space of those around them
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
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### **Autumn 2**

#### **Topic 2 – Feelings & Friendships**

Skills to be covered:

- About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
- To identify and respect the differences and similarities between people.

**The following statements have been created following guidance from the PSHE Association and Education for a Connected World Framework (Computing – Esafety – Year 2 Online Bullying)**

- To recognise when people are being unkind (physical/online/emotional) either to them or others , how to respond, who to tell and what to say.

<ul style="list-style-type: none"> <li>• That there are different types of teasing and bullying, that these are wrong and unacceptable. To understand how bullying can make someone feel (physical/online/emotional).</li> <li>• How to resist teasing or bullying (either physical, emotional or online) if they experience or witness it, whom to go to and how to get help</li> </ul>
<b>Spring 1</b> <b>Topic 3 – Community</b>
Skills to be covered: <ul style="list-style-type: none"> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>• To identify special people within the school’s local community, what makes them special.</li> <li>• What improves and harms the environment in the local community.</li> <li>• That they belong to various groups and communities such as family and school.</li> <li>• To recognise who looks after the local community and consider what they could do to improve it.</li> </ul>
<b>Spring 2</b> <b>Topic 4 - Health</b>
Skills to be covered: <ul style="list-style-type: none"> <li>• That household products, including medicines, can be harmful if not used properly.</li> <li>• What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> </ul>
<b>Summer 1</b> <b>Topic 5 – Change and Responsibility</b>
Skills to be covered: <ul style="list-style-type: none"> <li>• About change and loss (including moving home, losing toys, the death of pets and the associated feelings). They will learn how to recognise what helps people to feel better.(See Appendix 1)</li> <li>• About growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> <li>• About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</li> </ul>
<b>Summer 2</b> <b>Topic 6 – Staying Safe</b>
Skills to be covered: <ul style="list-style-type: none"> <li>• That household products, including medicines, can be harmful if not used properly.</li> <li>• Rules for and ways of keeping physically and emotionally safe in the local environment (including rail, water and fire safety).</li> <li>• To recognise that they share a responsibility for keeping themselves and others safe physically, emotionally and online, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’.</li> <li>• how to get help in an emergency (how to dial 999 and what to say)</li> </ul>

