

## Courtwood Primary School

### PSHE and SRE Scheme of Work Overview

This scheme of work is based upon the Croydon SRE Scheme of work (2017) and PSHE Association planning framework (2014).

The SRE scheme has been put into its corresponding PSHE area as many of the objectives are linked and will prevent repetition or missing out on objectives.

It is suggested teachers deliver 1 lesson a week. Teachers can be flexible on what is taught due to the needs of children and other issues that may arise. Weekly assemblies can be based upon the termly topic.

Evidence will be expected to be seen by group work, role play activities, photos, worksheet, floor book.

The only statutory objectives within SRE are science. Parents are allowed to withdraw their child from any PSHE and SRE with non-statutory objectives.

Statutory National Curriculum (2014) objectives		
KS1	Lower KS2	Upper KS2
<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe the changes as humans develop to old age.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>						
	The Early Years Foundation Stage requires settings to work on 7 areas of learning and development, of which the main three are communication and language, physical development, and personal and emotional development. The grid gives examples of how SRE can be linked to the three main areas:					
	Communication and language development	Physical Development		Personal, social and emotional development		

	<p>Giving children opportunities to experience a rich language environment - to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</p>	<p>Providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement; understanding the importance of physical activity, and how to make healthy choices in relation to food.</p>	<p>Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.</p>
	<p>Emotional vocabulary; sad, angry, happy, worried, confused, surprised, excited          Accurate vocabulary for parts of the body          Accurate vocabulary for hygiene routines and equipment - flannel, shower, toothpaste          Understanding how to ask for help</p>	<p>To appreciate and value their body, its capabilities and uniqueness          To understand why hygiene is important          Looking after ourselves, including washing, getting dressed and using the toilet independently          Understanding which parts of our body are private</p>	<p>To recognise some feelings and give them a name          To recognise that our behaviour affects other people, especially when we are angry          Recognising how feelings can influence friendships          Identify and name people who are special in their lives          Understanding who is in our family and who is a friend          Understanding who can help us</p>

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE topic	Feelings and emotions	Healthy relationships	Keeping safe	Valuing difference	Growing and changing	Rights and responsibilities:
	Recognise feelings in self; special people; behaviour and how people's bodies and feelings can hurt	Secrets and surprises; working together; boundaries and responsibilities; working	What goes on in our bodies; rules for keeping physically and emotionally safe;	Attributes; kindness/fairness; sharing and respecting opinions; recognising and	Change, loss and getting older; names of main body parts (including external genitalia);	Contributing to like in the classroom; constructing and following rules; awareness of needs of

		together; behaviour; resolving conflict	personal identity; family networks; people who are responsible for keeping us safe	respecting similarities and differences	personal identity; likes; choices strengths	people and other living things; belonging to communities and groups <b>Taking care of the environment</b> Improvements and harm to local environments
<b>SRE topic</b>	<b>Family</b>	<b>friendship</b>	<b>Choices</b>	<b>myself and others</b>	<b>body parts</b>	
	Know that there are different types of family, and that all families have special roles in children's lives. To be able to describe their family. To understand why their families are special. To identify different ways that families and individual members care for each other. To have identified their special people and be able to describe what makes them special.	Understand what friendship is. To describe who a friend is and what a friend does. To demonstrate some skills needed to make and maintain friendships.	Recognise that children can make choices. To understand that they have choices. To recognise that choices and responses will be affected by different factors. To recognise that some choices will be wrong and other choices will be right. To identify a simple way of decision making.	Know the importance of valuing themselves. To realise that everyone is different. To value individuality, and to recognise and celebrate their emotions, gifts and talents. To know and value the different groups to which they belong. To recognise similarities and differences between themselves and their peers.	Recognise their bodies' capabilities and uniqueness. To identify similarities and differences between themselves and the opposite gender. To recognise and name, using the proper terminology, parts of the body and what those parts do.	
<b>Year 2</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>PSHE topic</b>	<b>Feelings and emotions</b>	<b>Healthy relationships</b>	<b>Keeping safe</b>	<b>Valuing difference</b>	<b>Growing and changing</b>	<b>Money Matters</b>
	Recognise feelings in self; special people;	Secrets and surprises; working together;	What goes on in our bodies; rules for	Attributes; kindness/fairness;	Change, loss and getting older; names of main	Sources of money; use of money; spending

	behaviour and how people's bodies and feelings can hurt	boundaries and responsibilities; working together; behaviour; resolving conflict	keeping physically and emotionally safe; personal identity; family networks; people who are responsible for keeping us safe	sharing and respecting opinions; recognising and respecting similarities and differences	body parts (including external genitalia); personal identity; likes; choices strengths	and saving; role of money in their lives; managing of money and keeping it safe; choices about spending; influences on spending choices
<b>SRE topic</b>		<b>secrets</b>	<b>Safety</b>		<b>Body development</b> <b>Looking after my body</b>	
		To know the difference between a good secret and a bad secret.	To have considered personal space, touch and my body.		To learn that humans produce babies, which grow into children and then into adults. To learn about how they have changed and developed since they were babies To learn why it is important to keep clean.	
Year 3						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
PSHE topic	Feelings and emotions	Healthy relationships	Keeping safe	Valuing differences	Growing and Changing	Rights and responsibilities:

	Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares	Recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict	Risk, danger and hazard; pressure on behaviour; rules for safety and how to get help; keeping psychologically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe.	Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions	Aspirations and goals; recognising and managing feelings; change, loss and grief	issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviour and consequences; differences between rights and responsibilities; resolving differences; critiquing media information
<b>SRE topic</b>	<b>Self esteem</b>	<b>Decision making</b>	<b>Safety</b>	<b>Differences and similarities</b>		
	To recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify areas that needs to be strengthened.	To be able to demonstrate simple decision making strategies. To know that there are consequences for every decision.	To be able to use basic techniques to resist pressure.	To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.		
Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

PSHE topic	Feelings and emotions	Healthy relationships	Keeping safe	Valuing differences	Growing and Changing	Rights and responsibilities: Taking care of the environment
	Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares	Recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict	Risk, danger and hazard; pressure on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe.	Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions	Aspirations and goals; recognising and managing feelings; change, loss and grief	Our responsibilities towards our environment; being part of a community; different groups that support our community and area; the lives of other people around the world; how resources are allocated to communities  <b>Money Matters</b> The role that money plays in their lives; borrowing, debt and interest.
SRE topic	<b>Emotions</b>	<b>Assertiveness</b>			<b>Change</b>	
	To be able to communicate both positive and negative emotions in different situations.	To understand and be able to use assertiveness skills.			To appreciate that over time we change, physically and emotionally.	

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHE topic</b>	<b>Feelings and emotions</b>	<b>Healthy relationships</b>	<b>Keeping safe</b>	<b>Valuing differences</b>	<b>Growing and Changing</b>	<b>Rights and responsibilities:</b> Taking care of the environment
	Recognising and responding to others' feelings; keeping something confidential or secret; recognising and managing dares	What influences our choices about health and wellbeing	Keeping psychically and emotionally safe online; risk assessment and management; independence and responsibility; pressure on peers; peer and media; managing emergencies; habits: alcohol, tobacco and drugs	Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice	Aspirations, goals and feelings valued; intensity of ours and others' feelings; conflicting emotions; change: bereavement, loss, grief and transition; feelings and change associated with puberty, including body image; human reproduction (year 6)	Topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of antisocial behaviour; rights, responsibilities and duties; resolving differences; making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information
<b>SRE topic</b>		<b>Relationships</b>	<b>Support networks</b>		<b>Puberty Reproduction and pregnancy</b>	
		To be aware that there are different types of relationships, including marriage and those between family and friends. To identify behaviour and attitudes which	To identify their support network and how, when and where to find support when the people in their network cannot help.		To understand the physical and emotional changes that take place at puberty.  To be aware of the facts of the human life cycle,	

		contribute to maintaining friendships and relationships, including an understanding of consent.			including sexual intercourse. (this is an area that parents may want to withdraw their children)	
Year 6						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>PSHE topic</b>	<b>Feelings and emotions</b>	<b>Healthy relationship</b>	<b>Keeping safe</b>	<b>Valuing difference</b>	<b>Growing and changing</b>	<b>Money matters</b>
	Recognising and responding to others' feelings; keeping something confidential or secret; recognising and managing dares	Understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiations	Keeping psychically and emotionally safe online; risk assessment and management; independence and responsibility; pressure on peers; peer and media; managing emergencies; habits: alcohol, tobacco and drugs	Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice	Aspirations, goals and feelings valued; intensity of ours and others' feelings; conflicting emotions; change: bereavement, loss, grief and transition; feelings and change associated with puberty, including body image; human reproduction (year 6)	Finance; earnings; money and deductions; enterprise
<b>SRE topic</b>		<b>Resolving conflict in relationships</b>	<b>Taking risks</b>	<b>Stereotyping</b>	<b>Prejudice, discrimination and consent</b>	
		To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices.	To be able to explain their choices and stand by their choices in the face of pressure.	To recognise and challenge stereotypes.	To develop respect for others and oneself	