

PSHE/RSE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW – Telford Infant School

	Autumn 1	Autumn 2 Protective Behaviours	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p>The PSHE curriculum in Reception is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care. This area of your child's learning is concerned with wellbeing – knowing who you are, where you fit in, feeling good about yourself and how to keep healthy. Children in Reception develop skills that form a crucial foundation for later teaching of PSHE/Relationships at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school.</p> <p>In the Autumn term children are taught Protective Behaviours which explores how we keep safe which includes;</p> <ul style="list-style-type: none"> <li>• Understanding our feelings.</li> <li>• Understanding secrets and surprises</li> <li>• Understanding our early warning signs and scary body feelings.</li> <li>• The correct names for the different body parts</li> <li>• Who helps keep us safe and asking for help.</li> </ul> <p>During the Year Reception are also taught about ICT and Road safety.</p>					

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Year 1	<p><b>How do we decide how to behave?</b></p> <p>Understanding our class rules</p> <p>Respecting others' needs and behaviour</p> <p>Listening to others and playing co-operatively.</p> <p>Understanding that feelings and bodies can be hurt</p> <p>To understand that teasing and bullying are wrong.</p>	<p><b>How do we keep safe?</b></p> <p>Keeping safe in familiar and unfamiliar situations.</p> <p>Understanding secrets and surprises</p> <p>Understanding Appropriate and inappropriate touch.</p> <p>To understand different kinds of feelings and to strategies to manage them.</p> <p>To understand change and loss</p> <p>To learn the correct names for the different body parts</p> <p>Who helps keep us safe; asking for help.</p> <p>#Including ( ICT,Road/Fire Safety)</p> <p><i># May be taught at different times of the year due to external providers.</i></p>	<p><b>Understanding the wider environment</b></p> <p>How to respect and care for the local environment.</p> <p>To understand that all living things have rights.</p> <p>To learn about special people who work in our community.</p> <p>To understand the importance of money.</p>	<p><b>What makes us special?</b></p> <p>Respecting similarities and differences between people; special people and that everyone is unique but that everyone has similarities</p> <p>To learn about marriage and what it means.</p>	<p><b>How can we be healthy?</b></p> <p>Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices</p> <p>To learn about household products (including medicines)</p>	<p><b>Growing up and Change</b></p> <p>To celebrate strengths and set goals.</p> <p>To learn about growing and changing and becoming more independent</p>

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Year 2	<p><b>How do we decide how to behave?</b></p> <p>Group and class rules and why they are important; respecting own and others' rights and need; privacy;</p> <p>Hurtful teasing and bullying is wrong, what to do about bullying;</p>	<p><b>How can we be safe?</b></p> <p>Keeping safe in familiar and unfamiliar situations; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help.</p> <p>To learn the correct names for different body parts.</p> <p>Similarities and differences between boys and girls.</p> <p>Learning that bodies and feelings can be hurt.</p> <p>How to communicate feelings and respond also. Rules for keeping safe in different places; including online; people who work in the community; # asking for help; including in an emergency</p> <p># May be taught at different times of the year due to external providers.</p>	<p><b>How can we be healthy?</b></p> <p>Things that keep bodies and minds healthy (activity, rest, food personal hygiene routines; healthy choices</p>	<p><b>Growing up and change</b></p> <p>Recognise what they are good at and to set simple goals.</p> <p>Understanding about growing, changing and being more independent</p>	<p><b>Understanding the wider environment.</b></p> <p>To understand that money comes from different sources and can be used for different purposes.</p> <p>To understand what improves and harms their local environment and how to develop strategies to conserve these.</p> <p>To understand that living things and people have rights .</p>	<p><b>What makes us special?</b></p> <p>To identify special people in their lives, what makes them special and how special people care for each other</p> <p>That marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong.</p> <p>To learn that they belong in various groups and communities such as family and school</p>

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