



Corsham Regis
Primary Academy

Personal Social and Health Education (PSHE) Overview

Including Relationships and Sex Education (RSE) and Child Sexual Exploitation (CSE)

LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
L4L Year 1/Year A Assessment outcomes	<p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p>	<p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe</p>	<p>I can tell you about the different types of work people do</p> <p>I can tell you some of my strengths as a learner</p> <p>I have thought about how I learn and how I can achieve a goal</p>	<p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p>	<p>I know that exercise keeps me fit and healthy</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>I can tell you something that makes me feel proud</p> <p>I have thought about different ways to keep myself healthy</p>	<p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and "happen by themselves"</p> <p>I have thought about working with other people to overcome obstacles.</p>
Assessment: Remark on the Remarkable						

RSE Framework	The conventions of courtesy and manners. Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		
Assessment: Remark on the Remarkable			
CSE As is appropriate for your class.			
Assessment: Remark on the Remarkable			

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L4L Year 2/Year B Assessment outcomes	I know how I can help make my classroom a safe and happy place I can welcome someone into my class I have thought about how my behaviour can affect others	I know about stranger danger including meeting strangers online I can work well in a group I have thought about what I should do if I meet dangerous situations	I know that you can choose to spend or save money I can choose between my ideas and give reasons I have thought about the best way to use money	I know the stages of a life cycle I can identify some of the people who care for me I have thought about ways of keeping my teeth healthy	I know why I should eat 5 portions of fruit and veg a day I know what makes me feel relaxed and what makes me feel stressed I have thought about the importance of a balanced diet	I know how to cope with changes that can be exciting or worrying I can plan to overcome obstacles that might get in the way I have thought about how to make sensible choices
Assessment: Remark on the Remarkable						

RSE Framework	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		
Assessment: Remark on the Remarkable			
CSE As is appropriate for your class.			
Assessment: Remark on the Remarkable			

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
L4L Year 3/Year A Assessment outcomes	I know something about everyone in my class I can work in a cooperative way with others I have thought about how everyone has to live by rules	I know how to take turns when talking I can spot dangers in the home including dangers online I have thought about how to stay safe	I know some enterprising ways I can support a charity I know how others can help me achieve my goals and how I can help others I have thought about the importance of teamwork	I know that families can be different from one another I can say no to peer pressure I have thought about the importance of caring for myself and keeping myself clean	I know that eating too much salt, sugar and fat is bad for me I can recognise when I find something difficult and do something about it or cope with how that makes me feel I have thought about how to keep my body healthy	I know some people who I can turn to for help at difficult times I know that everybody goes through many sorts of change all the time I have thought about ways of keeping myself safe including how to contact Childline
Assessment: Remark on the Remarkable						

RSE Framework	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	How to recognise and report feelings of being unsafe or feeling bad about any adult.	The importance of permission-seeking and giving in relationships with friends, peers and adults.
Assessment: Remark on the Remarkable					
CSE As is appropriate for your class.					
Assessment: Remark on the Remarkable					

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
L4L Year 4/Year B Assessment outcomes	I know what it feels like to be unwelcome I can work with others to achieve a shared goal I have thought about how to develop and maintain a positive learning environment	I know how to enjoy fireworks safely I can use peaceful problem solving to sort out difficulties I have thought about ways to manage difficult feelings	I know what can influence how people spend or save I know I am responsible for my own learning and behaviour I have thought about why people spend and save	I know the names for male and female body parts I can take responsibility for what I choose to do I have thought about how and why my body will change	I know I am responsible for taking exercise to look after my body I know how to say no, if offered a cigarette I can stop and think before I act I have thought about how to make sensible choices	I know some ways of dealing with changes that make me feel uncomfortable I know some ways of dealing with the feelings that arise from changes I have thought about ways to keep myself safe when I am out with my friends
Assessment: Remark on the Remarkable						

RSE Framework	<p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>		<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>
Assessment: Remark on the Remarkable				
CSE As is appropriate for your class.				
Assessment: Remark on the Remarkable				

LONG TERM PLANNING OVERVIEW

Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
L4L Year 5/Year A Assessment outcomes	I know that I am valued at school I can identify my strengths and how I can contribute to a group I have thought about the importance of rules and keeping them	I know that different ways of behaving are appropriate in different types of relationships I can protect my personal safety I have thought about how stereotyping can affect people in different ways	I can explain how people manage their money I know the skills and attributes of a successful learner I have thought about how to save up for an item, and how to restrict my other spending to do so	I know some things to do when I feel embarrassed I can describe some of the physical changes of puberty I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings	I know that alcohol is a drug I can describe the Eat Well plate and a balanced diet I can stand up for what I think after listening to others and making my own choice I have thought about how I can have a healthy mind and body by.....	I know how people often respond to difficult changes I can take responsibility for my own safety I have thought about how to deal with difficult feelings to do with loss
Assessment: Remark on the Remarkable						

RSE Framework	Practical steps they can take in a range of different contexts to improve or support respectful relationships. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Assessment: Remark on the Remarkable				
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L4L Year 6/Year B Assessment outcomes	<p>I know how to work well in a group</p> <p>I can listen to and show respect for other people's views when working in a group</p> <p>I have thought about what makes a group function well so that we can learn together</p>	<p>I know how to protect myself on-line</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict</p> <p>I have thought about strategies I can use to stay safe when faced with risky situations</p>	<p>I can help organize an enterprise activity</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live</p>	<p>I know some of the feelings that people have when someone close dies or leaves</p> <p>I can recognise and challenge stereotyping and discrimination</p> <p>I have thought about how the media can influence the way we think and feel about people and situations</p>	<p>I know why I should exercise</p> <p>I know what addiction means</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes</p> <p>I have thought what I can do when I feel pressured such as...</p>	<p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially</p> <p>I can look for the positives in big changes I am facing</p> <p>I have thought about the positive aspects of moving on to secondary school</p>
Assessment: Remark on the Remarkable						

RSE Framework	How information and data is shared and used online. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		
Assessment: Remark on the Remarkable			
CSE As is appropriate for your class.			
Assessment: Remark on the Remarkable			