Appendix A: PSHE & RSHE Curriculum Overview

Unit 1 – Being me in my world

YR	Lessons	PSHE Outcomes	Social and Emotional outcomes
Who... Me?!		Children learn about how they have similarities and differences from their friends and how that is OK.	I know how I am similar and different to my friends
`How am I feeling today?		They begin by working on recognising and managing and naming their feelings.	I can name my feelings
Being at School		The children think about everyone's right to learn	I know how work and play with others
Gentle hands		The children learn about working with others and why it is good to be kind and use gentle hands.	I know why it is important to be kind and gentle
Our Rights		They discuss children's rights, especially linked to the right to learn and the right to play.	I understand why it is important to care about others' feelings
Our responsibilities		The children learn what it means to be responsible.	I can make good choices I can follow our class rules

Y1	Lesson	PSHE Outcomes	Social and Emotional outcomes
Special and Safe		I know how to use my Jigsaw Journal I feel special and safe in my class	I feel special and safe in my class
My Class		I understand the rights and responsibilities as a member of my class I know that I belong to my class	I know that I belong to my class
Rights and Responsibilities		I understand the rights and responsibilities for being a member of my class I know how to make my class a safe place for everybody to learn	I know how to make my class a safe place for everybody to learn
Rewards and Feeling Proud		I know my views are valued and can contribute to the Learning Charter I recognise how it feels to be proud of an achievement	I recognise how it feels to be proud of an achievement
Consequences		I can recognise the choices I make and understand the consequences I recognise the range of feelings when I face certain consequences	I recognise the range of feelings when I face certain consequences
Owning our Learning Charter		I understand my rights and responsibilities within our Learning Charter I understand my choices in following the Learning Charter	I understand my choices in following the Learning Charter

Y2	Lesson	PSHE Outcomes	Social and Emotional outcom
Hopes and Fears for the Year		I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help
Rights and Responsibilities		I understand the rights and responsibilities for being a member of my class and the importance of making contributions.	I recognise when I feel worried and know who to ask for help
Rewards and Consequences		I can listen to other people and contribute my own ideas about rewards and consequences	I can help to make my class a safe and fair place
Rewards and Consequences		I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place
Our Learning Charter		I understand how following the Learning Charter will help me and others learn	I can work cooperatively
Owning our Learning Charter		I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter

Y3	Lesson	PSHE Outcomes	Social and Emotional outcomes
Getting to Know Each Other		I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals	I value myself and know how to make someone else feel welcome and valued
Our Nightmare School		I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
Our Dream School		I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued
Rewards and Consequences		I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences
Our Learning Charter		I can make responsible choices and take action	I can work cooperatively in a group
Owning our Learning Charter		I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter

Y4	Lesson	PSHE Outcomes	Social and Emotional outcomes
Becoming a Class 'Team'		I know my attitudes and actions make a difference to the class team	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued
Being a School Citizen		I understand who is in my school community, the roles they play, how I fit in and how I can contribute	I can take on a role in a group and contribute to the overall outcome
Rights, Responsibilities and Democracy		I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school
Rewards and Consequences		I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour
Our Learning Charter		I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome
Owning our Learning Charter		I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it

Y5	Lesson	PSHE Outcomes	Social and Emotional outcomes
	My Year Ahead	I can face new challenges positively and know how to set personal goals	I know what I value most about my school and can identify my hopes for this school year
	Being a Citizen of My Country	I understand my rights and responsibilities as a citizen of my country	I can empathise with people in this country whose lives are different to my own
	Year 5 Responsibilities	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can empathise with people in this country whose lives are different to my own
	Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others
	Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
	Owning our Learning Charter	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it

Y6	Lesson	PSHE Outcomes	Social and Emotional outcomes
My Year Ahead		I can identify my goals for this year, understand my fears and worries about the future and know how to express them	I feel welcome and valued and know how to make others feel the same
Being a Global Citizen 1		I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
Being a Global Citizen 2		I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities
The Learning Charter		I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
Our Learning Charte		I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
Owning our Learning Charter		I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

Appendix B: Science content for Relationships and Sex Education

Year group	RSE Science curriculum
Year 5	**Animals including humans:** • describe the changes as humans develop to old age, including the stages experienced in puberty **Living things and their habitats:** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals
Year 6	**Animals including humans:** • describe the changes as humans develop to old age, including the stages experienced in puberty • learn about reproduction in animals including humans **Living things and their habitats:** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals, including the development and birth of human offspring

Appendix C: Rights Respecting and British Values Coverage

	Element	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**EYFS objectives**	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives	EYFS objectives
	Rights Respecting	**Article 1** Everyone under the age of 18 has rights.		**Article 7** Right to a name		**Article 31** Right to play	
Y1	**British Values**	**Article 19** - Respect and tolerance (anti-bullying) **Article 12** - Democracy (School Council elections)		**Article 12** - Individual liberty (right to express our opinions and personalities) **Article 14** - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		**Article 12** - Individual liberty (right to express our opinions and personalities, resolving differences)	
	Rights Respecting	**Article 28** Right to an education		**Article 12** Right to be heard		**Article 2** Right to not be discriminated against	
Y2	**British Values**	**Article 19** - Respect and tolerance (anti-bullying) **Article 12** - Democracy (School Council elections)		**Article 12** - Individual liberty (right to express our opinions and personalities) **Article 14** - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		**Article 12** - Individual liberty (right to express our opinions and personalities, resolving differences)	
	Rights Respecting	**Article 3** Right to have the best interest of the child		**Article 4** Rights are fulfilled by the government		**Article 6** Right to life	
Y3	**British Values**	**Article 19** - Respect and tolerance (anti-bullying) **Article 12** - Democracy (School Council elections)		**Article 14** - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		**Article 12** - Individual liberty (right to express our opinions and personalities, resolving differences)	
	Rights Respecting	**Article 24** Right to the best possible health		**Article 13** Right to free expression and information		**Article 14** Right to think and believe and practice religion	
Y4	**British Values**	**Article 19** - Respect and tolerance (anti-bullying) **Article 12** - Democracy (School Council elections)		**Article 14** - Tolerance (challenging stereotypes, understanding other cultures/beliefs)		**Article 12** - Individual liberty (right to express our opinions and personalities, resolving differences, making safe and sensible choices)	
	Rights Respecting	**Article 15** Right to meet with others and join groups and organisations		**Article 16** Right to privacy		**Article 27** Right to an adequate standard of living	
Y5	**British Values**	**Article 19** - Respect and tolerance (anti-bullying) **Article 12** - Democracy (School Council elections)		**Article 12** - Individual liberty (right to express our opinions and personalities) **Article 14** -Tolerance (challenging stereotypes, understanding other cultures/beliefs)		**Article 12** - Individual liberty (right to express our opinions and personalities, resolving differences, making safe and sensible choices)	
	Rights Respecting	**Article 17** Right to information from mass media.		**Article 23** Children with a disability have the right to live a full and decent life		**Article 30** Right to language, customs, religion of their family etc	
Y6	**British Values**	**Article 19** - Respect and tolerance (anti-bullying, understanding racism) **Article 12** - Democracy (School Council elections, debating)		**Article 12** - Individual liberty (right to express our opinions and personalities) **Article 14** -Tolerance (challenging stereotypes, understanding other cultures/beliefs, challenging opinions that go against British values)		**Article 12** - Individual liberty (right to express our opinions and personalities, resolving differences, making safe and sensible choices)	
	Rights Respecting	**Article 19** Right to be protected from violence		**Article 33** Right to be protected from the use of illegal drugs		**Article 40** Right to justice	

Through whole school assembly, all year groups learn about:

Article 22 Rights for refugee children

Article 19 Right to protection from violence