



# The Eliot Bank and Gordonbrock Schools Federation



## PSHE AND RSE CURRICULUM OVERVIEW

### Curriculum Expectations:

#### EYFS

##### From Development Matters (Non-statutory curriculum guidance for the early years foundation stage):

- I see myself as a valuable individual
- I can build constructive and respectful relationships
- I can express my feelings and consider the feelings of others
- I show resilience and perseverance in the face of challenge
- I identify and moderate their own feelings socially and emotionally
- I think about the perspectives of others
- I manage my own needs (personal hygiene)
- I know and talk about the different factors that support my overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian

##### From EYFS Framework:

###### Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

###### Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices

###### Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

### Drug, alcohol and tobacco education

#### Year 1

- I can recognise that different things people put into bodies can make them feel good or not so good
- I can identify whether a substance might be harmful to take in
- I know how to ask for help if I am unsure about whether something should go into the body
- I know that substances can be absorbed through the skin
- I can recognise that different things that people put on to bodies
- I can make them feel good or not so good
- I can state some basic safety rules for things that go onto the body

#### Year 2

- I understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill
- I know that medicines come in different forms
- I recognise that each medicine has a specific use
- I know that medicines can be prescribed by a doctor or bought from a shop or pharmacy
- I know when medicines might be used and who decides which medicine is used
- I understand there are alternatives to taking medicines, and when these might be helpful
- I understand that medicines come with instructions to ensure they are used safely
- I know some safety rules for using and storing medicines
- I recognise that medicines can be harmful if not taken correctly

#### Year 3

- I can define what is meant by the word 'drug'
- I can identify when a drug might be harmful
- I can recognise that tobacco is a drug
- I know the effects and risks of smoking and of secondhand smoke on the body
- I can express what they think are the most important benefits of remaining smoke free
- I recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand

	<p>smoke</p> <ul style="list-style-type: none"> <li>• I know about some of the support and medicines that people might use to help them stop smoking</li> <li>• I can explain what they might say or do to help someone who wants to stop smoking</li> <li>• I understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I am aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used</li> <li>• I can identify why a person may choose to use or not use a drug</li> <li>• I am able to state some alternatives to using drugs</li> <li>• I know how alcohol can affect the body</li> <li>• I can explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed</li> <li>• I know that there are laws and guidelines related to the consumption of alcohol</li> <li>• I can explain what is meant by the terms 'habit' and 'addiction'</li> <li>• I can identify different behaviours that are related to drug use</li> <li>• I know where they can go for help if they are concerned about someone's use of drugs</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• I understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</li> <li>• I understand that there are risks associated with all smoking drugs</li> <li>• I can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> <li>• I can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</li> <li>• I recognise that there are many influences on us at any time</li> <li>• I can describe some strategies that people can use if they feel under pressure in relation to drug use</li> <li>• I can demonstrate some ways to respond to pressure concerning drug use</li> <li>• I recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I know about some of the possible effects and risks of different drugs</li> <li>• I know that some drugs are restricted or that it is illegal to own, use and supply them to others</li> <li>• I understand why and when people might use drugs</li> <li>• I can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with</li> <li>• I can identify risks within a given scenario involving drug use</li> </ul>

	<ul style="list-style-type: none"> <li>• I understand what would need to change to reduce the level of risk</li> <li>• I can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with</li> <li>• I can identify risks within a given scenario involving drug use</li> <li>• I understand what would need to change to reduce the level of risk</li> </ul>
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Keeping safe and managing risk	
Year 1	<ul style="list-style-type: none"> <li>• I recognise the difference between 'real' and 'imaginary' dangers</li> <li>• I understand that there are situations when secrets should not be kept</li> <li>• I know to tell a trusted adult if they feel unsafe</li> <li>• I recognise the difference between good and bad touches</li> <li>• I understand there are parts of the body which are private</li> <li>• I know who they can go to, what to say or do if they feel unsafe or worried</li> <li>• I can identify situations where they might need help</li> <li>• I can identify people in the community who can help to keep them safe</li> <li>• I know how to ask for help if they need it</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I know some simple rules for keeping safe indoors, including online</li> <li>• I can describe what to do if there is an emergency</li> <li>• I understand that they can take some responsibility for their own safety</li> <li>• know a range of rules for keeping safe online</li> <li>• I can describe the benefits and risks of going online</li> <li>• I understand how they can take some responsibility for their own online safety and where to go for help</li> <li>• I know some rules for keeping safe outside</li> <li>• I can assess whether a situation is safe or unsafe</li> <li>• I understand the importance of always telling someone where they are going or playing</li> <li>• I can identify hazards in relation to road safety</li> <li>• I are able to explain how to cross the road safely</li> </ul>

	<ul style="list-style-type: none"> <li>● I recognise that there are rules in relation to road safety for all road users</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● I are able to define 'bullying'</li> <li>● I are able to define 'cyberbullying'</li> <li>● I can identify the difference between falling out with someone and bullying</li> <li>● I understand how bullying can make people feel and why this is unacceptable</li> <li>● I can name different types of bullying (including cyberbullying, racism)</li> <li>● I can identify the different ways bullying can happen (including online)</li> <li>● I can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> <li>● I can explain how to react if they witness bullying</li> <li>● I understand the role of bystanders and the important part they play in reducing bullying</li> <li>● I know how and to whom to report incidents of bullying, where to get help and support</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>● I know about the age rating / classification system and understand why some games are not appropriate for children to play</li> <li>● I can evaluate whether a computer game is suitable for them to play and explain why</li> <li>● I am able to share opinions about computer games</li> <li>● I can identify and assess the level of risk of different activities in the local environment</li> <li>● I recognise that in some situations there may pressure to behave in a way that doesn't feel safe</li> <li>● I can identify some ways to respond to unhelpful pressure</li> <li>● I am able to assess what to do in an emergency</li> <li>● I can carry out some simple first aid procedures for different needs</li> <li>● I can demonstrate how to ask for help from a range of emergency services</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>● I understand that people can be influenced by things online</li> <li>● I can explain why what they see online might not be trustworthy</li> <li>● I know when and how to report something that makes them feel unsafe or uncomfortable</li> <li>● I can compare different kinds of online communication including friendships</li> <li>● I can describe the benefits and risks of online-only friendships</li> <li>● I can describe how to respond to an online only friend if the friend ask something that makes them uncomfortable</li> <li>● I know what is meant by domestic violence and abuse</li> <li>● I understand that nobody should experience violence within a relationship</li> </ul>

	<ul style="list-style-type: none"> <li>• I know what to do if they experience violence/ where to go for help, advice and support</li> <li>• I understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>• I can identify the potential risks and dangers of running away or going missing</li> <li>• I know who to talk to if they feel like running away</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I am aware of potential risks when out and about in the local area</li> <li>• I can describe a range of feelings associated with being out and about</li> <li>• I understand that people can make assumptions about others that might not reflect reality</li> <li>• I can identify risky behaviour in peer groups</li> <li>• I recognise and respond to peer pressure and who they can ask for help</li> <li>• I understand how people feel if they are asked to do something they are unsure about</li> <li>• I know some of the consequences of anti-social behaviour, including the law</li> <li>• I can describe ways to resist peer pressure</li> <li>• I recognise I have responsibility for my behaviour and actions</li> </ul>

	<b>Mental health and emotional wellbeing</b>
Year 1	<ul style="list-style-type: none"> <li>• I can name different feelings (including emotions that make us feel good and not-so-good)</li> <li>• I recognise that people may feel differently about the same situation</li> <li>• I can identify how different emotions look and feel in the body</li> <li>• I recognise that some feelings can be stronger than others</li> <li>• I can describe some ways of managing different feelings</li> <li>• I know when to ask for help</li> <li>• I can give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</li> <li>• I can describe how people might feel when there is a change or loss</li> <li>• I recognise what they can do to help themselves or someone else who may be feeling unhappy</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• I can identify people who are special to them and explain why</li> <li>• I understand what makes a good friend</li> </ul>

	<ul style="list-style-type: none"> <li>• I can demonstrate how they show someone they care</li> <li>• I understand how people might feel if they are left out or excluded from friendships</li> <li>• I recognise when someone needs a friend and know some ways to approach making friends</li> <li>• I know who they can talk to if they are worried about friendships</li> <li>• I can identify some ways that friendships can go wrong</li> <li>• I can describe some ways to sort out friendship problems</li> <li>• I recognise that difficulties within friendships can usually be resolved</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I can explain how it feels to be challenged, try something new or difficult</li> <li>• I can plan the steps required to help achieve a goal or challenge</li> <li>• I can celebrate my own and others' skills, strengths and attributes</li> <li>• I can explain what is meant by a put-up or put down and how this can affect people</li> <li>• I can demonstrate a range of strategies for dealing with put-downs</li> <li>• I recognise what is special about themselves</li> <li>• I can describe how it feels when there are setbacks</li> <li>• I know some positive ways to manage setbacks and how to ask for help or support</li> <li>• I recognise that everyone has setbacks at times, and that these cannot always be controlled</li> </ul>
Year 4	<p><i>No specific unit of work for this year group. Mental health is covered in Year 4 RSE: Growing up.</i></p>
Year 5	<ul style="list-style-type: none"> <li>• I can name and describe a wide range and intensity of emotions and feelings</li> <li>• I understand how the same feeling can be expressed differently</li> <li>• I recognise how emotions can be expressed appropriately</li> <li>• I can identify situations when someone may feel conflicting emotions due to change</li> <li>• I can identify ways of positively coping with times of change</li> <li>• I recognise that change will affect everyone at some time in their life</li> <li>• I recognise that at times of loss, there is a period of grief that people go through</li> <li>• I understand there are a range of feelings that accompany bereavement and know that these are necessary and important</li> <li>• I know some ways of expressing feelings related to grief</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I know that mental health is about emotions, moods and feelings - how we think, feel and behave</li> <li>• I recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent</li> <li>• I know what mental health help, advice and support is available</li> </ul>

	<ul style="list-style-type: none"> <li>● I recognise what can affect a person's mental health</li> <li>● I know some ways of dealing with stress and how people can get help and support</li> <li>● I understand that anyone can be affected by mental ill health</li> <li>● I know some everyday ways of looking after mental health</li> <li>● I can explain why looking after mental health is as important as looking after physical health</li> <li>● I understand that some things that support mental health will also support physical health</li> <li>● I recognise that stigma and discrimination of people living with mental health problems can and does exist</li> <li>● I can explain the negative effect that this can have</li> <li>● I know what can help to have a more positive effect (and therefore reduce stigma and discrimination)</li> </ul>
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	<b>Physical health and wellbeing</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● I know about some of the food and drinks associated with different celebrations and customs</li> <li>● I can identify what makes their home lives similar or different to others including the food they eat</li> <li>● I understand why food eaten on special days may be different from everyday foods</li> <li>● I can describe how to play different active playground games</li> <li>● I can recognise how active playground games make them feel</li> <li>● I can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> <li>● I know about some of the effects of too much sun on the body</li> <li>● I can describe what people can do to protect their bodies from being damaged by the sun</li> <li>● I know what they will need and who to ask for help if they are going out in strong sun</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● I know what a healthy diet looks like</li> <li>● I can identify who helps them make choices about the food they eat</li> <li>● I know the benefits of a healthy diet (including oral health)</li> <li>● I can describe some ways of being physically active throughout the day</li> <li>● I can explain why it is important to rest and get enough sleep, as well as be active</li> <li>● I understand that an hour a day of physical activity is important for good mental and physical health</li> <li>● I know about the roles of people who help them to stay healthy (including giving vaccinations)</li> <li>● I can describe everyday routines to help take care of their bodies, including oral health</li> </ul>



	<ul style="list-style-type: none"> <li>• I understand how basic hygiene routines can stop the spread of disease</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• I can use the Eatwell guide to help make informed choices about what I eat and drink</li> <li>• I can describe situations when I have to make choices about my food and drink</li> <li>• I understand who and what (including the role of the internet) influences my choices about food and drinks</li> <li>• I can explain why people are attracted to different brands</li> <li>• I can compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li>• I understand how this can affect what food people buy</li> <li>• I can identify a range of physical activities that help mental and physical health</li> <li>• I can evaluate the levels of physical activity in different pastimes</li> <li>• I can identify some choices I have about how to spend my free time</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I can explain why a person may avoid certain foods</li> <li>• I can communicate my own personal food needs</li> <li>• I understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</li> <li>• I can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality)</li> <li>• I can talk about my views and express my opinions on factors that affect food choice</li> <li>• I understand that consumers may have different views on the food they eat and how it is produced and farmed</li> <li>• I can explain the importance of sleep for health and wellbeing</li> <li>• I know what can help people relax and sleep well</li> <li>• I recognise the impact that too much screen time can have on a person's health and wellbeing</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I know that food and drink adverts can use misleading marketing messages in order to make a product seem healthier for consumers</li> <li>• I can compare the health benefits of a food or drink product in comparison with an advertising campaign</li> <li>• I can identify advertising as one influence on people's choices</li> <li>• I can analyse how the media portray celebrities</li> <li>• I recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people</li> <li>• I can explain why we need to be cautious about things we see, hear or read about in the media</li> <li>• I understand that images can be changed or manipulated by the media and how this can differ from reality</li> <li>• I can describe how the media portrayal might affect people's feelings about themselves</li> <li>• I accept and respect that people have bodies that are different</li> </ul>
Year 6	<i>No specific unit of work for this year group.</i>

Healthy eating and physical activity is covered in Year 6 Mental health and emotional wellbeing: Healthy Minds

Careers, financial capability and economic wellbeing	
Year 1	<ul style="list-style-type: none"> <li>• I understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</li> <li>• I recognise that people make choices about what to buy</li> <li>• I understand that I may not always be able to have all the things they want</li> <li>• I understand why people might want to save their money</li> <li>• I can say how it feels to save for something you really want</li> <li>• I recognise where money is stored to keep it safe and some places are safer than others</li> <li>• I know that there are a range of jobs that people can do</li> <li>• I recognise that both men and women are able to do a range of jobs</li> <li>• I understand that having a job means people can earn money</li> </ul>
Year 2	<i>No specific unit of work for this year group.</i>
Year 3	<ul style="list-style-type: none"> <li>• I understand how manufacturers and shops persuade us to spend money</li> <li>• I can recognise when people are trying to pressurise me to spend my money and how this feels</li> <li>• I can make decisions about whether something is 'value for money'</li> <li>• I can keep simple records to keep track of my money</li> <li>• I can ask simple questions about needs and wants - decide how to spend and save my money</li> <li>• I know the best places people can go for help about money</li> <li>• I know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</li> <li>• I know about a number of different jobs people do</li> <li>• I can identify the skills and attributes needed for different jobs</li> </ul>
Year 4	<i>No specific unit of work for this year group.</i>
Year 5	<ul style="list-style-type: none"> <li>• I understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</li> <li>• I can explain the difference between manageable and unmanageable debt and how this can make people feel</li> </ul>

	<ul style="list-style-type: none"> <li>• I can identify where people can access reliable information and support</li> <li>• I can identify skills that make someone enterprising</li> <li>• I know what is needed to plan and set up an enterprise</li> <li>• I can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</li> <li>• I understand that money is one factor in choosing a job and that some jobs pay more than others</li> <li>• I can debate the extent to which a person's salary is more or less important to job satisfaction</li> <li>• I understand how people choose what job to do</li> </ul>
Year 6	<i>No specific unit of work for this year group.</i>

	<b>Identity, society and equality</b>
Year 1	<ul style="list-style-type: none"> <li>• I can recognise some of the things that make me special</li> <li>• I can describe ways I am similar and different to others</li> <li>• I understand that everyone has something about them that makes them special</li> <li>• I can identify the different roles of people at home and school</li> <li>• I can solve simple dilemmas about taking responsibility</li> <li>• I can explain why it is important to take responsibility at school and at home (including looking after the local environment)</li> <li>• I can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</li> <li>• I can challenge unhelpful behaviour in a positive way</li> <li>• I understand how my behaviour can affect others</li> </ul>
Year 2	<p><i>No specific unit of work for this year group.</i></p> <p><i>Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in RSE.</i></p>
Year 3	<ul style="list-style-type: none"> <li>• I know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</li> <li>• I recognise I have shared interests and experiences with others in my class as well as with people in the wider world</li> <li>• I understand that peers might be similar or different to each other but can play or work together</li> <li>• I can explain what being part of a community means</li> </ul>

	<ul style="list-style-type: none"> <li>• I can recognise some of the different groups or communities I belong to and my role within them</li> <li>• I value and appreciate the diverse communities which exist and how they connect</li> <li>• I can identify positive and negative aspects of being a member of a group</li> <li>• I can acknowledge that there may be times when they don't agree with others in the group</li> <li>• I can stand up for my own point of view against opposition</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• I understand that Britain is a democratic society and what this means</li> <li>• I know that there are different political parties who differ in their views</li> <li>• I understand that people have opportunities to influence decisions by voting in elections</li> <li>• I know how laws are made and the importance of following them</li> <li>• I understand the contribution and influence that individuals and organisations can have on social and environmental change</li> <li>• I recognise that laws help to keep people safe</li> <li>• I understand the local council organises services under the guidance of central government</li> <li>• I recognise there are limited resources for the needs of the community</li> <li>• I know that people may have different views about how council money should be spent</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• I can explain what is meant by the word 'stereotype'</li> <li>• I can identify stereotypes as presented in the media and wider world</li> <li>• I feel able to challenge gender stereotypes</li> <li>• I can identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)</li> <li>• I know what to do if they experience discriminatory language at school</li> <li>• I understand how discriminatory language can make people feel and that this is unacceptable</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• understand what migration means</li> <li>• I can identify the reasons why people move from one place to another</li> <li>• I can empathise with the experiences and challenges moving and settling in new place might bring</li> <li>• I am aware how the rights are relevant to my life and that rights come with responsibilities</li> <li>• I understand that individual human rights can sometimes conflict with the circumstances in a country</li> <li>• I identify some of the organisations that represent and support the rights of the child and the difference they make</li> <li>• I can explain what make a place where someone lives a 'home'</li> <li>• I appreciate the difficulties of being homeless or living in temporary accommodation</li> <li>• I know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</li> </ul>

