



## Redbourn Primary School

### Sequence of teaching overview in PSHE

	Autumn Term			Spring Term			Summer Term		
	Unit Outcome			Unit Outcome			Unit Outcome		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
<b>Nursery</b>	<b>Team</b> – settling in; accessing new resources; developing listening skills; making friends and positive play; special people in their home and at school. <b>Healthy</b> – using the toilet; washing and drying hands; food; exercise; feelings; private parts of the body (underneath pants/knickers)		<b>wrong, right, choices, rules, happy, join in, help, team, friend, special, family</b>  <b>healthy, unhealthy, food, teeth, safe, private, trust</b>	<b>Responsible</b> – naming feelings; taking turns and sharing; strategies for tolerating delay; telling the truth; tidying up; staying safe <b>Innovative</b> – next steps; taking risks; making mistakes; solving problems		<b>help, alone, caring</b>  <b>Innovative, problem solve, ideas, team, persevere, risk, mistake</b>	<b>Valued</b> – kindness; manners; similarities and differences between themselves and others; likes and dislikes <b>Empathy</b> – talking about what they are good at; next steps; achievements; asking for help; communicating with others; understand that some actions and words can hurt others' feelings		<b>valued, special, disagreement, upset, happy, sad, calm, angry, frightened, feelings, kind, unkind, same, different</b>  <b>boy, girl, same, different, hug, kiss, hit, pinch, push</b>
<b>Cross Curricular Links</b>	<b>Computing</b> Online safety – digital content / privacy / feelings – <b>Healthy</b> <b>PE</b> – 'Playing safety'						<b>RE</b> – What makes people feel special? – <b>Valued</b>		



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<b>Reception</b>	<b>Team</b> – settling into Reception; families and relationships; making new friends; listening to others and responding to what they say; getting to know the expectations; using kind words <b>Healthy</b> – different foods they eat; understanding of exercise, eating, sleeping and hygiene; teeth and dental hygiene; feelings; private parts and keeping ourselves safe; Zones of Regulation		team, group, help, need, safe, family, relationship, happy, together, helping, rules  healthy, teeth, dentist	<b>Responsible</b> – naming feelings; using words to resolve conflicts; sharing; experts; next steps; looking after and keeping safe in the local environment <b>Innovative</b> – being creative; loving learning; being curious; encourage others; taking risks; making mistakes; problem solvers		respect, responsible rules, community  achieve, goal, mistakes, learn, encourage, persevere, proud, aim	<b>Valued</b> – likes and dislikes; similarities and differences between themselves and others; how to include everyone; kind words and behaviours; how situations can hurt somebody's feelings; know who you can ask for help <b>Empathy</b> – talking about their abilities; what they have achieved in their reception year; explaining own knowledge Knowledge of their private parts and that we keep our parts to ourselves		feature, appearance, kind, unkind, valued, same, different  private parts, boy, girl, same, different, gender, same-sex parents, touch, hug, tickle, kiss, punch, private, uncomfortable, unsafe,
<b>Cross Curricular Links</b>	<b>Music</b> – 'Me' 'My Stories' <b>Computing</b> Online safety – digital content / privacy / feelings – ( <b>Healthy</b> )  <b>PE</b> – 'Keeping safe in an indoor setting' – ( <b>Healthy</b> )			<b>Music</b> – 'Everyone' 'Our World'					



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	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
<b>Year One</b>	<b>Team</b> – what rules are; roles of different people; families; knowing who cares for us and the feeling of being cared for; feelings; different types of families; <b>Healthy</b> – keeping healthy; food and physical exercise; sugar intake; daily hygiene routines; sun safety; indoor and outdoor play		<b>community, special, carer, friends, family, secure, wanted, needed, support, listening, good listening, discussion, kind, confidence, considerate, thoughtful, polite, fair, complement, joking, kind, unkind, support, mindset, learner, positive, negative, helpful, not helpful, choices, behaviour, consequences, share, take turns</b>  <b>food, drink, sugar, unhealthy, choice, active, protect, damage, sun, effect, games, safety, fun, nature hygiene</b>	<b>Responsible</b> – being polite and respectful; caring for others’ needs; importance of recycling; how rules and age restrictions help us; keeping safe online; using the internet and digital resources <b>Innovative</b> – communicating safely; our strengths and interests and how they can help us; jobs in the community; understanding what jobs people do		<b>respect, responsible, rules, age-restriction, appropriate, inappropriate, real, imaginary, danger, unsafe worried, community, help, safety, care, environment, fair, rules, community</b>  <b>internet, communicate, safety online, strengths, interests, jobs, work, community, volunteers, committees, fake news, fake websites</b>	<b>Valued</b> – what makes us special; common features and differences between people; how feelings can affect people; kind and unkind behaviours and how they make people feel; how situations can affect people’s feelings; recognise who to go to for help <b>Empathy</b> – strengths and interests; recognising what makes them unique and special; recognising privacy; staying safe; seeking permission, understanding how their bodies change as they grow up, how to keep their private parts private and to themselves, types of touch, giving permission to / to not touch		<b>identity, individual, personality, skills, talents, qualities, unique good feelings, not so good feelings, comfortable, uncomfortable, scared, embarrassed, upset, excited, nervous, worried, confused, ashamed, bored, silly, lonely, grumpy, confident, proud, jealous, nervous, bystander</b>  <b>private parts, boy, girl, same, different, gender, same-sex parents, touch, hug, tickle, kiss, punch, private, uncomfortable, unsafe,</b>
<b>Cross Curricular Links</b>	<b>Computing</b> Online safety – Log ins, rules, feelings – <b>(Team &amp; Healthy)</b> <b>History</b> – Looking after people – kindness <b>RE</b> – Kindness <b>(Team)</b> <b>Music</b> – Friendship and being kind <b>(Team)</b> <b>PE</b> – Cooperation, communication and trust <b>(Team)</b>			<b>RE</b> – What are our gods responsible for? <b>(Responsible)</b>  <b>RE</b> – Looking after the world <b>(Responsible)</b>  <b>Geography</b> – Looking after the environment <b>(Responsible)</b>			<b>RE</b> – Shabbat importance – the importance of festivals for other religions <b>(Valued)</b>		



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	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
<b>Year Two</b>	<b>Team</b> – belonging to a group/community; roles and responsibilities; playing and working co-operatively; sharing opinions; making friends; getting help; positive play; helping others if they are unhappy/lonely <b>Healthy</b> –keeping healthy; keeping teeth healthy; visiting the dentist/doctors; medicines such as vaccinations and immunisations help people to manage allergies and stay healthy; managing feelings / mental health		<b>active listening, argument, conflict, teasing, bullying, important, trust, love, share, sort, solve, disagreement, making up, friendship, trust, help, talk, listen, agree, cooperate, co-operation, team, group support</b>  <b>healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, sugar, dentist, teeth, routines, doctors, vaccinations, allergies, growth, coping, mental health</b>	<b>Responsible</b> – recognise risk and learn how to keep ourselves safe in familiar and unfamiliar environments (rail, roads, water and medicines) (pressure and risks); getting help in an emergency; difference between secrets and surprises; keeping safe online <b>Innovative</b> – staying safe online; what money is and its forms; looking after money; jobs; difference between needs and wants		<b>respect, responsible, rules. rights, rail, water safety, danger, hazards, risks, emergency, First aid, Help , police, fire brigade, ambulance</b>  <b>purpose, spoofs, money, vouchers, cheques, banks, spending habits, pay, exchange, employment</b>	<b>Valued</b> – feeling lonely and feelings; recognising things in common and differences; being the same and different in the community; recognising hurtful behaviour; bullying (face-to-face and online), getting help <b>Empathy</b> - growing older; naming body parts; identify and name the main parts of the body including external genitalia, understand how people change as they grow up; moving class; managing secrets; resisting pressure and getting help		<b>same, different, ourselves, others, individual, together, similar, likes dislikes, community, inclusion, needs similar, different, bullying, kind, repeated, behaviour, feeling, help support</b>  <b>male, female, similar, different, gender, same-sex parents, touch, hug, tickle, kiss, punch, private, uncomfortable, unsafe, bullying, vulva, vagina, penis, testicles</b>
<b>Cross Curricular Links</b>	<b>Computing – Online safety</b> <b>History</b> – Looking after animals – kindness ( <b>Team</b> ) <b>RE</b> – Kindness ( <b>Team</b> ) <b>PE</b> – Problem solving (building trust) <b>RE</b> – Belonging ( <b>Team</b> ) <b>Music</b> – Kindness			<b>History</b> – The Great Fire of London improvements to hygiene, safety, buildings, materials ( <b>Healthy and Responsible</b> ) <b>Maths</b> – Money ( <b>Innovative</b> ) <b>Geography</b> – Looking after / caring for the environment			<b>History</b> – Valuing the work / accomplishments of others – how others have made our lives better ( <b>Valued</b> ) <b>RE</b> – Belonging ( <b>Valued</b> )		



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	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
Year Three	<b>Team</b> - The importance of secure relationships between friends and how to maintain these; what to do and whom to tell if family relationships are making them feel unhappy or unsafe; school rules and routines  <b>Healthy</b> - Healthy choices and habits (how to maintain or stop them); what affects / influences feelings; expressing feelings; influences; physical health; the media		<b>Change, transition, attitude, teamwork, benefit, communication, helpful, unhelpful, behaviours, scenarios, achieve, actions, impact, teammates, individuals, effect, listening, reflect, emotion, facial expression, body language, responding, considerate, emotion, dispute, resolution, conflict, negotiation, compromise, feelings, interpret, responsibility, collaboratively, goals, actions, boundaries, respect guidelines, decide, decision, problem</b>  <b>eat well guide, influences, brands, packaging, taste, cost, value, role models, qualities, , positive, food, choices, active healthy, balanced, moderation, occasion, regularly, physical health, habits, changing</b>	<b>Responsible</b> – rights e.g. human rights and how they protect people; societal rules and the importance of abiding by laws; how the internet is used safely; assessing information online for reliability; keeping safe online; <b>Innovative</b> – different jobs and skills; job stereotypes; job sectors and roles; setting personal goals by thinking about our interests and strengths and how they might help us understand the type of job we may want in the future		<b>fair, rule, rights, responsibilities, respect, conflict, disagreement, help, safe, risk, resolve, online safety, age classification</b>  <b>accuracy, reliability, concerns, sectors, salaries, careers, stereotypes, gender roles, progress, challenge, skills, future, consequences, scams, businesses, opportunities</b>	<b>Valued</b> – recognising everyone as an individual who is unique; identify how strengths and interests are part of a person’s identity; respecting cultures in society; understand how bullying is unacceptable in every way; reporting hurtful behaviours, reporting bullying and hurtful behaviours <b>Empathy</b> – Personal boundaries; impact of hurtful behaviour, how we can care for each other, different types of families, changes in puberty; what hormones are and how hormones can affect our mood	<b>unique, individual, contributions, society, interests, inclusion, equality, identity, fair, different, strengths, discrimination, inclusivity, fairness, personality, diversity, respect, tolerance, courtesy, hurtful behaviours, bullying, bullying, unacceptable, inappropriate</b>  <b>personal boundaries, abuse, stereotypes, hormones, testosterone. step-parents, blended families, foster parents, adoptive parents</b>	
Cross Curricular Links	<b>Computing – Online safety – community and responsibility – safety / spoofs / age restrictions</b>  <b>PE – OAA – Developing leadership and collaboration</b>			<b>French – ‘I can’ – use verbs to say which activities they can do e.g. dance, sing (Innovative)</b>			<b>French – Saying how they feel (Empathetic)</b>		



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	Unit outcome			Unit Outcome			Unit Outcome		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
<b>Year Four</b>	<b>Team</b> - what makes a community; shared responsibilities; developing and maintaining positive, healthy relationships <b>Healthy</b> – staying safe; what is meant by a ‘drug’ in terms of medicine; the importance of taking medicines correctly; habits linked to drugs; oral hygiene and dental care;		<b>responsibility, compassion, respect, community, benefits, maintain, friends, friendship, interests, hobbies, loyal, respect, honest, anonymous, compliment, relatives, dares, unhealthy, reflect, relationship, falling out, arguments, resolution, differences, alternatives, views, opinions, decisions, choices, strategies, disputes, conflict, negotiation, compromise, support, bully, bullying, physical, teasing, cyber, behaviour, impact, victim, anti-bullying, network, help, techniques</b>  <b>caffeine, risk, habit, addiction, age restrictions, drugs, prescribed, harmful substances, heart, lungs, brain, stomach, peer pressure, medicine, behaviour, drug use, side effects, advice, dental health, wellbeing, side effects</b>	<b>Responsible</b> – recognising how to be responsible when it comes to ‘playful’ dares and dares that can put someone at risk; peer pressure associated with dares; keeping secrets – when is it acceptable; how to communicate safely online and recognise that knowing someone online, does not mean you know them <b>Innovative</b> – online adverts; making decisions about money; budgeting; keeping track of spending; keeping money safe; sustainability		<b>rights, laws democracy anti-social rules, responsibilities, community, anti-social, risk, dares, online safety, secrets, trust</b>  <b>advertising, digital footprint, access, reputation, adverts, cookies, innovations, current markets, value, budgeting, budgets, sustainability, environment, fair trade, single-use plastics</b>	<b>Valued</b> – respecting differences and similarities; discussing differences sensitively; differences in people’s genders, faiths and race; the difference between bullying and hurtful behaviours; how to respond and seek help in situations <b>Empathy</b> RSE Physical Body changes during puberty, wet dreams & menstruation.  <b>(Please refer to RSE policy and Appendix 1: RSE curriculum map for further information on curriculum coverage)</b>		<b>race, racism, gender roles, faith, community, difference, common, similar, colour</b>  <b>menstruation, menstrual cycle, period, erection, sperm, sperm duct, semen, wet dreams, ejaculation, breasts, egg, puberty, hormones, urethra, anus, uterus, ovary, fallopian tubes</b>
<b>Cross Curricular Links</b>	<b>Computing</b> – Online safety, friendships, influence, health, responsibilities, support Privacy, reliability ( <b>Healthy</b> ) <b>RE</b> – Going to church ( <b>Team</b> ) <b>Music</b> – Bullying ( <b>Team</b> )			<b>Geography</b> – Protecting the environment and sustainability ( <b>Responsibility</b> )  <b>PE</b> – OAA – Problem Solving ( <b>Innovative</b> )  <b>Maths</b> – Money ( <b>Innovative</b> )			<b>Music</b> – Bullying ( <b>Valued</b> )		



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Year Five	Unit outcome			Unit Outcome			Unit Outcome		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<b>Team</b> – Managing friendships and peer influence; building and maintaining positive and safe relationships <b>Healthy</b> - Healthy sleep habits; sun exposure and sun safety; medicines, vaccinations, immunisations and allergies; everyday hygiene routines		<b>kindness, kindly, important, care, thought, consideration, interests, actions, friendship, emotions, consent, anger, upset, frustrated, calming, actions, consequences, disagree, agree, conflict, argue, resolution, fall out, friends, honesty, polite, influence, peer, resist, uncomfortable, wrong, secrets, shared, kept, confidential, confidence, healthy, ending</b>  <b>balanced, healthy, sleep, routine, support, mental health, dangers, sun exposure, skin, effect, damage, physical, medicines, protect, allergies, bacteria, bacterial illness, vaccinations, hygiene</b>	<b>Responsible</b> - keeping safe in different situations, including responding in emergencies, first aid; the importance of protecting the environment and what can damage it; acceptable and unacceptable physical contact; keeping safe online  <b>Innovative</b> – future careers; the role of ambition; factors that influence jobs and careers; diversity and inclusion in careers; stereotyping in the work place and how to challenge it; the routes into work		<b>rights. responsibility, protecting, physical, unacceptable, acceptable, permission, education, safety, emergency, risky, unsafe , potential hazard, high/ medium/ low risk assessing, online safety, relationships, risk, danger</b>  <b>ambition, determination, leadership skills, decision-making, influences, working conditions, qualities, choice, inclusion, college, apprenticeships, university, training</b>	<b>Valued</b> – responding respectfully to a wide range of people; recognising prejudice and discrimination; respecting differences; personal identity & recognising individuality; recognise discrimination and how to safely challenge this <b>Empathy</b> – physical and emotional changes during puberty (revisit the puberty sessions taught at the end of Year 4); identify the links between love, committed relationships and conception The science behind how pregnancy occurs e.g. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.  <b>(Please refer to RSE policy and Appendix 1: RSE curriculum map for further information on curriculum coverage)</b>	<b>stereotype, homophobic, homophobia, racism, sexism, disability, discrimination, gender, role models, prejudice, anti-social, responsibility, migration, rights, reflect, respect (+names of religions) diverse, stereotype, relationships, religions, equal, respectful, beliefs, difference</b>  <b>reproduction, sex, sexual intercourse, fertilised, ovum, pregnancy, foetus, womb, conception, love, consent</b>	





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### Sequence of teaching overview in PSHE

Cross Curricular Links	Computing – Online safety, friendships, influence, health, responsibilities, support Privacy, reliability (Healthy)			Geography – Protecting the environment and sustainability (Responsibility) Music – Civil Rights			RE – Differences between commitments and religions (Valued)				
Year Six	Unit outcome			Unit Outcome			Unit Outcome				
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary		
	<b>Team</b> - Expressing opinions and respecting other points of view, types of families and relationships (marriage as a commitment); increasing independence <b>Healthy</b> - mental health and strategies to take care of it; healthy lifestyle (nutrition and exercise); having a positive body image; risks and effects of different drugs and the laws around medical drugs and illegal drugs, alcohol, nicotine / vaping / e-cigarettes; how to get help in these situations		<b>kindness, kindly, important, care, thought, consideration, interests, actions, friendship, emotions, consent, anger, upset, frustrated, calming, actions, consequences, disagree, agree, conflict, argue, resolution, fall out, friends, honesty, polite, influence, peer, resist, uncomfortable, wrong, secrets, shared, kept, confidential, confidence, healthy,</b>	<b>Responsible</b> – the importance of balancing screen-time; why social media and apps have age restrictions; how the image can distort things; sharing online media without consent; how to receive help with sharing content without consent; the rules and laws relating to social media risks  <b>Innovative</b> – the role that money plays in people’s lives; the value of money; the role of companies in influencing people to buy goods; how not having money can impact a person’s health and wellbeing; the risks associated with money; how people can get help with financial risks		<b>Peer pressure, consequence, antisocial, law, peer pressure, independent, youths, behaviour, protected, habits, media, online, consent (in general terms), online safety, computer game, pressure, Choices, Habits, gaming</b>  <b>lifestyle, social life, success, fulfilment, satisfaction, consumers, purchase, interest (loans), credit cards, interest rates, management debt, unmanageable debt, government, taxes, wellbeing, finance, financial risks, gambling, advice, scams</b>		<b>Valued</b> – individual’s personal identities and what contributes to it; stereotypes in different contexts and the influences they have; understand that all genders, ethnicities and faiths are equal; the differences between prejudice and discrimination; stereotypes and how to safely challenge these  <b>Empathy</b> – how independence can increase; revisit relationships, consent and conception from Year 5; identify the links between love, committed relationships and conception; the responsibilities of being a parent or carer and how having a baby changes someone’s life.  <b>(Please refer to RSE policy and Appendix 1: RSE curriculum map for further information on curriculum coverage)</b>		<b>identity, community laws, conflict, organisations, prejudice, genders, ethnicity, faith</b>  <b>making love, appropriate, inappropriate, prejudice, discrimination, reproduction, sex, sexual intercourse, fertilised, ovum, pregnancy, foetus, womb, conception, love, consent</b>	
Cross Curricular Links	<b>Computing – Online safety</b> , opinions, viewpoints, topical issues ( <b>Team</b> ) <b>Music</b> – What makes us happy?			<b>History</b> – British Values ( <b>Responsibility</b> ) <b>Music</b> – Civil Rights ( <b>Rights and Responsibilities</b> ) <b>Maths</b> – Money ( <b>Innovative</b> )			RE – Differences between commitments and religions ( <b>Valued</b> )				





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	<b>RE – Respecting others (Team)</b> <b>RE – Islam &amp; Commitment (Team)</b>	<b>History – Looking after people ‘life expectancy’ (Responsibility)</b>	<b>History – British Values (Valued)</b>
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