



**PSHE**

**At Our Lady of the Rosary  
Primary School**

**Personal Development Overview Autumn 1- Being Me in my World**

Week	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	I understand how it feels to belong and that we are similar and different	I know how to use my Jigsaw Journal	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal
2	I can start to recognise and manage my feelings	I understand the rights and responsibilities as a member of my class	I understand the rights and responsibilities for being a member of my class and school	I can face new challenges positively, make responsible choices and ask for help when I need it	I understand who is in my school community, the roles they play and how I fit in	I understand my rights and responsibilities as a citizen of my country	I know that there are universal rights for all children but for many children these rights are not met
3	I enjoy working with others to make school a good place to be	I understand the rights and responsibilities for being a member of my class	I understand the rights and responsibilities for being a member of my class	I understand why rules are needed and how they relate to rights and responsibilities	I understand how democracy works through the School Council	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I understand that my actions affect other people locally and globally
4	I understand why it is good to be kind and use gentle hands	I know my views are valued and can contribute to the Learning Charter	I can listen to other people and contribute my own ideas about rewards and consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I can make choices about my own behaviour because I understand how rewards and consequences feel	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
5	I am starting to understand children's rights and this means we should all be allowed to learn and play	I can recognise the choices I make and understand the consequences	I understand how following the Learning Charter will help me and others learn	I can make responsible choices and take action	I understand how groups come together to make decisions	I understand how an individual's behaviour can impact on a group	I understand how an individual's behaviour can impact on a group
6	I am learning what being responsible means	I understand my rights and responsibilities within our Learning Charter	I can recognise the choices I make and understand the consequences	I understand my actions affect others and try to see things from their points of view	I understand how democracy and having a voice benefits the school community	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand how democracy and having a voice benefits the school community

## Personal Development Overview Autumn 2

Week	Focus	Calendar Links	Lesson Ideas
1	<b>Safety</b>	All Saints' Day (1 <sup>st</sup> ) Bonfire Night (5 <sup>th</sup> ) Diwali Climate Change Conference UK Parliament Week	How are you kept safe in school? What do adults do to ensure you are kept safe? Discuss adults outside their own classroom. Reflect on the building, timetables, and school systems such as lanyards. E.g. do they know the difference between a green and yellow lanyard? Who can they talk to about safety? When does this happen during the school day?
2	<b>Progress</b>	World Science Day (11 <sup>th</sup> ) Remembrance Day (11 <sup>th</sup> ) Kindness Day (13 <sup>th</sup> )	How do you know if you are making positive progress? What is the purpose of the date, LO, books and displays? Why do visitors come to our school or other adults into our classroom? Reflect on the key calendar events and discuss emotional progress. Debate – Does progress look the same for all?
3	<b>Friendship</b>	Road Safety Week Anti-Bullying Week Inter Faith Week Children in Need (19 <sup>th</sup> )	What is friendship? What is bullying? Is there bullying at our school? Who do you talk to about a concern? What is conflict? Link this to resolution and coping strategies. All of this is a normal part of an effective friendship. Communication Skills. Providing a safe and open space with trust for communication (link to inter faith week). Supportive friendships (Children in Need)
4	<b>Praise</b>	Disability History Month No Pens Day (24 <sup>th</sup> )	How do you know you are doing well at our school? What praise systems are in place? Why? What is the school approach to behaviour? Can they explain the school system? Is it fair? Link to marking system.

5	<b>Our School Offer</b>	Christmas Fayre (3 <sup>rd</sup> )	What does an outstanding lesson look like? How does it feel? How about the classroom environment? Discuss their classroom. What is special about our school?
6	<b>Pupil Voice</b>	Human Rights Day (10 <sup>th</sup> )	I hope that by this point in the half term we will have a school council setup to discuss. Who listens to you at school? When? Is pupil voice acknowledged at our school? How and when? Do you have choice? For example, are they able to vote to decide? How often does this happen?
7		International Migrants Day (18 <sup>th</sup> )	

## Personal Development Overview Spring 1

Week	Focus	Calendar Links	Lesson Ideas
1	<b>Reading</b>	<b>World Braille Day 4<sup>th</sup> Jan</b> <b>Walker Books Week (officially in week 2 but could link to Reading lesson)</b> Epiphany 6 <sup>th</sup> Jan	Explore the routines that we have in school for reading including cross-curricular links. Inspire the children using their favourite authors. Ofsted have asked the below questions <ul style="list-style-type: none"> <li>• What is your favourite book you've read at school this year?</li> <li>• What books have you taken home? How often do you take them home?</li> <li>• Does your teacher read aloud to you? When? How much?</li> <li>• Do your adults at home read with you? Do your adults know which reading books you take home?</li> <li>• Do you enjoy story time?</li> <li>• Do you read in other subjects?</li> </ul> You could do a questionnaire and share their ideas. Coach the children to understand our systems.
2	<b>Democracy</b>	Lohri 13 <sup>th</sup> Jan	British Value focus. Democracy ' <b>We all have a say</b> ' Linked vocabulary – solidarity and equality Is there a sense of democracy at our school? How? When do you get a chance to have your say? (Link to pupil voice in Autumn 2) Next PD lesson is on the school council, in every class from Rec-Y4 there needs to be a Class Rep elected. In Y5 and Y6 there needs to be two children from each class. These upper KS2 children will form the core school council. Plan your fair vote in a democratic way. Will children need to prepare a speech? Will they vote in a ballot?

3	<b>School Council</b>	World Religion Day 17 <sup>th</sup> Jan <b>Energy Saving Week</b> <b>Martin Luther King Jr, Day 18<sup>th</sup> Jan (great link to how to make a change)</b>	Host your class rep and school council vote. Email Miss Lawrence the name of the successful student or ask the child/class to write a letter? What would you like the school council's Spring goals to be? Discuss improvements that we could make as a school team. Establish a sense of pride in our school and the potential that their voice can have. We will work as a team of staff to create school council projects. This could be linked to your subject lead or your year group.
4	<b>Rule of Law</b>	National Handwriting Day 23 <sup>rd</sup> Jan Burns Night 25 <sup>th</sup> Jan Saint Dwynwen's Day 25 <sup>th</sup> Jan Holocaust Memorial Day 27 <sup>th</sup> Jan Winter Watch BBC live lesson 28 <sup>th</sup> Jan	<b>British Values Focus. Rule of Law 'We respect the rules of school and laws in society'</b> <b>Linked vocabulary – equity and solidarity</b> What rules do we have in place at our school? Why? What is the behaviour system? Is it fair? Is it the same for all children? Why? (consider SEND discussion) Do staff have rules? What is their understanding of this? Does everyone have rules in society? Discuss the law. What do they already know? What is legal? Who helps to enforce the law? Why?
5	<b>Tolerance of Different Cultures and Religions</b>	<b>In RE islam is your focus this week, a great link!</b> <b>Chinese New Year – Year of the Tiger</b>  National Storytelling Week World Read Aloud Day 2 <sup>nd</sup> Feb National Heart Month Candlemas 2 <sup>nd</sup> Feb Rosa Parks Day 4 <sup>th</sup> Feb NSPCC Number Day 4 <sup>th</sup> Feb	<b>British Values Focus. Tolerance of Different Cultures and Religions 'Together we are one community who care, respect and understand one another.'</b> <b>Linked vocabulary – equity and equality</b> Define tolerance, differences, culture and religion. What is culture? Why is it important? As for religions, which are they aware of? Can they name a wide range with key facts including the origin? Why must we tolerate? Discuss religions around the world. Discuss 'British culture' and what do you think represents the culture where they live? Role play and scenarios on how to be tolerant and to celebrate our differences. This is brilliant opportunity to link to current news stories such as 'Say No to Racism' the sports initiative. Discuss specific examples such as kneeling at the beginning of a match. What is the purpose of this?
6	<b>Mutual Respect</b>	<b>Children's Mental Health Week</b> Winter Olympics Rugby Six Nations Charles Dickens' Birthday 7 <sup>th</sup> Feb	<b>British Values Focus. Tolerance of Different Cultures and Religions 'Together we are one community who care, respect and understand one another.'</b> <b>Linked vocabulary – equity and equality</b> Define respect.

		<p><b>Safer Internet Day 8<sup>th</sup> Feb</b>          Chalres Darwin's Birthday 12<sup>th</sup> Feb</p>	<p>Provide a range of examples of how to be respectful in school. Is respect the same outside of school?          Discuss.          Who do you respect? Why?          Should respect be earned? Is that fair?          Discuss the value of respect in different cultures around the world and within religions. (Link to above lesson)  <b>Link to the Trust Values.</b></p>
7	<b>Individual Liberty</b>	<p>Random Acts of Kindness Week  <b>Sports Relief</b></p>	<p>British Values Focus. Individual Liberty. <b>'We know our human right and exercise these in school life and beyond.'</b>          Linked vocabulary – self-help, equality and self-responsibility          What does it mean to be an individual?          What are human rights? Does a child have the same human rights as an adult? Why?          Which rights do you exercise in school life?          What is the difference between rights and responsibilities? Could lead a sorting activity for this. The children could create their own examples for each.          Link to the Parliament and establish an understanding of the setup of leadership in our country.</p>



Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the national curriculum.

### PSHE - End of Year Expectations – Nursery

Health & Wellbeing	<ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink and various activities that keep us fit.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> </ul>
Living in the Wider World	<ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>

## PSHE - End of Year Expectations - Reception

Health & Wellbeing	<ul style="list-style-type: none"><li>• Know and talk about the different factors that support their overall health and wellbeing and the impact of those different things: - regular physical activity - tooth brushing - dressing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian - healthy food.</li><li>• Manage their own needs: -personal hygiene.</li><li>• Negotiate space and obstacles safely with consideration to themselves and others.</li></ul>
Relationships	<ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and create positive friendships with peers.</li><li>• Show sensitivity to their own and others' needs and feelings.</li></ul>
Living in the Wider World	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li></ul>

**PSHE - End of Year Expectations –**  
**Year 1**

Health & Wellbeing	<ul style="list-style-type: none"><li>• describe how to keep fit and healthy and understand basic dental hygiene</li><li>• share personal successes with his/her class.</li><li>• use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings.</li></ul>
Relationships	<ul style="list-style-type: none"><li>• can explain how others are feeling and how they show those feelings. e.g. Smiling, crying, being quiet etc.</li><li>• understands how his/her actions may make others feel.</li><li>• recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong.</li></ul>
Living in the Wider World	<ul style="list-style-type: none"><li>• makes a positive contribution to the classroom environment.</li><li>• follows the classroom and school rules.</li><li>• can share, take turns and return borrowed items.</li></ul>

**PSHE - End of Year Expectations –**

**Year 2**

Health & Wellbeing	<ul style="list-style-type: none"><li>• understands how to keep themselves clean.</li><li>• describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</li><li>• understands the difference between a secret and a surprise.</li><li>• understands who they can seek help from if they are worried e.g. Teachers, family, friends.</li></ul>
Relationships	<ul style="list-style-type: none"><li>• can describe people that are special to them and what makes them special e.g. Parents, carers, friends etc.</li><li>• can describe different ways others can be teased or bullied and understand that these are wrong.</li><li>• understands how to resist teasing or bullying and who to go to for help if they witness it.</li></ul>
Living in the Wider World	<ul style="list-style-type: none"><li>• understands that money comes from different places</li><li>• understands that money can be used for different purposes. e.g. Spending and saving.</li><li>• understands simple ways to keep money safe and the different ways they can spend it.</li><li>• understands that there are different forms of media. e.g. Newspaper, radio, TV.</li></ul>

**PSHE - End of Year Expectations –**  
**Year 3**

<b><u>Health &amp; Wellbeing</u></b>	<ul style="list-style-type: none"><li>• can explain what can affect his/her health positively and negatively including dental health.</li><li>• can share personal successes and describe how they achieved them.</li><li>• can use vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings.</li><li>• understands how and why they should keep themselves clean.</li></ul>
<b><u>Relationships</u></b>	<ul style="list-style-type: none"><li>• explain how others are feeling and describe how they can support them.</li><li>• understands how his/her actions impacts on others and how they can address problems caused.</li><li>• recognises from his/her own and others actions what is fair and unfair, kind and unkind and right and wrong</li></ul>
<b><u>Living in the Wider World</u></b>	<ul style="list-style-type: none"><li>• understands his/her responsibilities at school.</li><li>• follows the classroom and school rules and works as a role model to younger children.</li><li>• understands how money plays a role in his/her own and other"s lives.</li><li>• can explain different ways to manage his/her money.</li></ul>

**PSHE - End of Year Expectations –**  
**Year 4**

<b><u>Health &amp; Wellbeing</u></b>	<ul style="list-style-type: none"><li>• can describe a variety of ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.</li><li>• understands when it is necessary to share secrets with others so they do not put themselves or others at risk.</li><li>• understands when it is necessary to seek help from others and who they can ask for that help.</li></ul>
<b><u>Relationships</u></b>	<ul style="list-style-type: none"><li>• can describe how they are important to others and how they can care for others.</li><li>• understands that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex, etc.</li><li>• recognises a dare and understands how to not give in to pressure.</li></ul>
<b><u>Living in the Wider World</u></b>	<ul style="list-style-type: none"><li>• can describe the different cultural, ethnic and religious groups that make up the UK.</li><li>• can describe differences between different cultural, ethnic and religious groups.</li><li>• understands that our society has rules and laws which govern us.</li><li>• understands that the media may not always portray the truth.</li></ul>

## PSHE - End of Year Expectations - Year 5

<u>Health &amp; Wellbeing</u>	<ul style="list-style-type: none"><li>• can explain how the media can have positive and negative impacts upon his/her health including dental health and understands the risks of not maintaining good levels of personal hygiene.</li><li>• can share personal successes with the class and set further goals from those achievements.</li><li>• can explain when they have experienced conflicting emotions and how they dealt with the situation.</li></ul>
<u>Relationships</u>	<ul style="list-style-type: none"><li>• can recognise a wide range of emotions in others and know when to support them or to seek help from someone else.</li><li>• understands that different people will respond to the same situation in different ways and how to deal with a variety of scenarios.</li><li>• recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong and that people's opinions may differ.</li></ul>
<u>Living in the Wider World</u>	<ul style="list-style-type: none"><li>• fulfils his/her responsibilities at school in different contexts e.g. The playground, the classroom.</li><li>• follows the classroom and school rules and works as a role model to younger children.</li><li>• has a basic understanding of money concepts. e.g. loan and debt and is starting to understand the idea of being a consumer.</li></ul>

### PSHE - End of Year Expectations - Year 6

<u>Health &amp; Wellbeing</u>	<ul style="list-style-type: none"><li>• can predict and assess risks in different situations and explain how to manage them responsibly.</li><li>• understands when and how to help others if they feel they are at risk.</li><li>• understands the importance of resisting pressure to do something that is wrong or they feel uncomfortable with and who they can go to for help with this.</li></ul>
<u>Relationships</u>	<ul style="list-style-type: none"><li>• show respect to people around them and if necessary constructively challenge their point of view.</li><li>• can explain the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to it.</li><li>• recognises and challenges stereotypes.</li></ul>
<u>Living in the Wider World</u>	<ul style="list-style-type: none"><li>• can describe the different cultural, ethnic and religious groups that make up the world.</li><li>• explains and understands the need to respect the differing ideas of a range of people in society.</li><li>• understands that rules and laws differ in different parts of the world.</li><li>• understands reasons why the media may present information in different ways.</li></ul>







