

Association. We have 6 half termly themes which are covered at the same time across all year groups (suited to specific age related learning) We also have many cross curricular links which have been highlighted in our PSHE/RSE policy. PSHE is also implemented through worships, school trips, guest speakers to school, workshops, celebration days, displays and through a range of resources.

Impact

Children will be happy, healthy, respectful and active members of society. They will appreciate difference and diversity and recognise and apply St Dunstan's values and British Values. Children will also be able to recognise and look after their own mental health and well-being, have positive self-esteem and be able to develop positive and healthy relationships with others. They should understand RSE at their age related level and have respect for themselves and others.

Personal, Social and Emotional Development (PSED) -EYFS

PSED is taught daily in EYFS. Knowledge and skills are taught and developed throughout the year.

<p>Nursery</p>	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Help to find solutions to conflicts and rivalries. -Increasingly following rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings. -Understand gradually how others might be feeling. -Be increasingly independent in meeting their own care needs. -Make healthy choices about food, drink, activity and toothbrushing.
<p>Reception</p>	<p>ELG:</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> -show an understanding of their own feelings and those of others and begin to regulate their behaviours 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. <p>Managing Self:</p> <ul style="list-style-type: none"> -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. <p>Building Relationships:</p> <ul style="list-style-type: none"> -work and play cooperatively and take turns with other.s -form positive attachments to adults and friendship with peers. -show sensitivity to their own and others' needs.

	Autumn 1		Autumn 2	Spring term			Summer Term		
	New Beginnings-Class charter Families and Friendships	Respecting ourselves and others *Anti-Bullying Week*	Growth Mindset	Safe relationships	Belonging to a community	Money and work (2 weeks) Media literacy and digital resilience	Physical health and mental wellbeing *Sun safety*	Keeping safe	Growing and changing (Medway Scheme)
Year 1	Class charter Roles of different people; families; being cared for.	How behaviour affects others; being polite and respectful. *Anti-Bullying Week*	Growth Mindset	Recognising privacy; staying safe; seeking permission.	What rules are; caring for others' needs; looking after the environment.	Strengths and interests; jobs in the community. Using the internet and digital devices; communicating online.	Keeping healthy, food and exercise; hygiene routines; sun safety.	How rules and age restrictions help us; keeping safe online.	Recognising what makes them unique and special; feelings; managing when things go wrong. Moving on/transition.
Year 2	Class charter. Making friends; feeling lonely and getting help.	Recognising things in common and differences; playing and working cooperatively; sharing opinions. *Anti-Bullying Week*	Growth Mindset	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	Belonging to a group; roles and responsibilities; being the same and different in the community.	What money is; needs and wants; looking after money the internet in everyday life; online content and information.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and keeping safe sun safety.	Safety in different environments; risk and safety at home; emergencies.	Growing older; naming body parts; moving class or year.
Year 3	Class charter. What makes a family; features of family life.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite *Anti-Bullying Week*	Growth Mindset	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	The value of rules and laws; rights, freedoms and responsibilities.	Different jobs and skills; job stereotypes; setting personal goals. How the internet is used; assessing information online.	Health choices and habits; what affects feelings; expressing feelings sun safety.	Risks and hazards; safety in the local environment and unfamiliar places.	Personal strengths and achievements; managing and reframing setbacks. Moving on/transition.
Year 4	Class charter. Positive friendships, including online.	Respecting differences and similarities; discussing difference and sensitively. *Anti-Bullying Week*	Growth Mindset	Responding to hurtful behaviour; managing confidentiality; recognising risks online.	What makes a community; shared responsibilities.	Making decisions about money; using and keeping money safe. How data is shared and used.	Maintaining a balanced lifestyle; oral hygiene and dental care; sun safety.	Medicines and household products; drugs common to everyday life.	Physical and emotional changes in puberty; personal hygiene routines. Moving on/transition.
Year 5	Class charter. Managing friendships and peer influence.	Responding respectfully to a wide range of people; recognising prejudice and discrimination discrimination . *Anti-Bullying Week*	Growth Mindset	Physical contact and feeling safe	Protecting the environment; compassion towards others.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes. How information online is targeted; different media types; their role and impact.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	Keeping safe in different situations, including responding in emergencies, first aid and FGM.	Recap puberty. Personal identity; recognising individuality and different qualities. Moving on/transition.
Year 6	Class charter. What makes a good friend, what skills are needed to be a friend? Attraction to others; romantic relationships; civil partnership and marriage.	Expression opinions and respecting other points of view, including discussing topical issues *Anti-Bullying Week*	Growth Mindset	Recognising and managing pressure; consent in different situations.	Valuing diversity; challenging discrimination and stereotypes.	Influences and attitudes to money; money and financial risks. Evaluating media sources; sharing things online.	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online; sun safety.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.	Further recap on puberty. Human reproduction and birth; increasing independence; managing transitions.