

Rossett Acre Primary School LTP PSHCEe

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| E a r l y Y e a r s | <p>No Outsiders Theme <i>Make a new friend- Blue Chameleon</i></p> <p>Zones of Regulation Introduce Zones boards Introduce colours.</p> <p>Objectives How I Feel: Managing feelings and emotions</p> <p>My Body – Looking after myself (healthy foods, healthy teeth)</p> <p>Positive Relationships – resolving conflict, making friendships.</p> | <p>No Outsiders Theme <i>To say hello- Hello Hello</i></p> <p>Zones of Regulation Blue Zone- what can I do if I am in blue?</p> <p>Objectives How I Feel: Managing feelings and emotions</p> <p>My Body – Looking after myself (healthy foods, healthy teeth)</p> <p>Positive Relationships – resolving conflict, making friendships.</p> | <p>No Outsiders Theme <i>All families are different- The Family Book</i></p> <p>Zones of Regulation Red Zone- what can I do if I am in red?</p> <p>Objectives Being Safe – Identifying and managing dangers.</p> <p>Working together – learning about rules, taking turns etc.</p> <p>Reach for the Stars – Developing resilience, confidence, and focus.</p> | <p>No Outsiders Theme <i>To celebrate my family- Mommy, Mama and Me</i></p> <p>Zones of Regulation Yellow Zone- what can I do if I am in yellow?</p> <p>Objectives Being Safe – Identifying and managing dangers.</p> <p>Working together – learning about rules, taking turns etc.</p> <p>Reach for the Stars – Developing resilience, confidence, and focus.</p> | <p>No Outsiders Theme <i>Choosing what I like- You Choose</i></p> <p>Zones of Regulation Green Zone- How will I know if I am in green?</p> <p>Objectives Me and my world – people who help us, our environment, and the wider world.</p> <p>Super Me – Recognising our abilities and differences.</p> | <p>No Outsiders Theme <i>It's ok to like different things- Red Rockets and Rainbow Jelly</i></p> <p>Zones of Regulation Scenarios- what zone is someone in?</p> <p>Objectives Me and my world – people who help us, our environment, and the wider world.</p> <p>Super Me – Recognising our abilities and differences.</p> |
| <p>**EY objectives are covered continuously throughout the year. They are revisited and repeated as and when necessary for the current cohort.**</p> | | | | | | |
| Y e a r 1 | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>I like the way I am-Elmer</i></p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>Proud to be me- Hair, it's a Family Affair</i></p> | <p>Relationships</p> <p>No Outsiders Theme <i>To Join in- Going to the Volcano</i></p> | <p>Relationships</p> <p>No Outsiders Theme</p> | <p>Living in the Wider World</p> <p>No Outsiders Theme</p> | <p>Living in the Wider World</p> <p>No Outsiders Theme <i>Recognise People are Different Ages- My Grandpa is Amazing</i></p> |

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| | <p><i>Our Bodies Work in Different Ways- Max the Champion</i></p> <p>Zones of Regulation Introduce Zones boards Recapping colours</p> <p>Progression document Meaning of 'healthy'/who helps us stay healthy Things we put in our bodies affect how we feel Medicines/vaccinations/immunisations</p> | <p>Zones of Regulation Blue Zone</p> <p>Progression Document Community roles/jobs Who can help when out/how to get help Responding to unknown adults Feeling unsafe/what to do/persistence 999/knowing what to say</p> | <p><i>To work Together- Errols Garden</i></p> <p>Zones of Regulation Red Zone</p> <p>Progression Document Likes/dislikes Strengths/uniqueness Similarities/differences Correct names for body parts/personal privacy</p> | <p><i>To find ways to play together- Want to Play Trucks?</i></p> <p><i>To Play with Boys and Girls- 10 Little Pirates</i></p> <p>Zones of Regulation Yellow Zone</p> <p>Progression Document Family/other groups belonging Family members/caring individuals Different family structures/family lives Importance of sharing worryes about family with trusted adults</p> | <p><i>I share the world with many people- My World, Your World</i></p> <p><i>Recognise People are Different Ages- My Grandpa is Amazing</i></p> <p>Zones of Regulation A Little Spot- identifying feelings and zones</p> <p>Progression Document What money is How we get money Spending/saving Needs/wants Keeping money safe</p> | <p>Zones of Regulation Inner coach- positive thoughts</p> <p>Progression Document How behaviour affects others/politeness/cooperation Classroom responsibilities Caring for people/animals Harm/care for local/global environment people's growth/change & changing needs as they age managing change (class/year group)</p> |
| Year 2 | <p>Relationships</p> <p>No Outsiders Theme <i>What makes a good friend? - Amazing</i></p> <p>Zones of Regulation Introduce Zones boards Recapping colours</p> | <p>Relationships</p> <p>No Outsiders Theme <i>What makes people proud? - The Odd Egg</i></p> <p>Zones of Regulation Blue Zone</p> | <p>Living in the Wider world</p> <p>No Outsiders Theme <i>To welcome different people- Can't I Join Your Club?</i></p> <p>Zones of Regulation Red Zone</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To Know I Belong- All Are Welcome</i></p> <p>Zones of Regulation Yellow Zone</p> <p>Progression document</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To have Self Confidence- How to be a Lion</i></p> <p>Zones of Regulation A Little Spot- identifying feelings and zone</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To feel proud to be different- Just Because</i></p> <p><i>To understand what diversity is- The Great Big Book of Families</i></p> |

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| | <p>Progression document Making friends Recognising/addressing loneliness Behaviour/characteristics of friends Resolving arguments Friendship problems/asking for help</p> | <p>Progression document Effect of words/actions on others' feelings Giving/denying consent for physical contact Responding to unwanted physical contact Why bullying/associated behaviours are unacceptable How to respond to bullying/associated behaviours Importance of/how to report bullying/e-bullying</p> | <p>Progression document Jobs/money People they know and their jobs/different jobs Different strengths/interests & associated jobs Jobs/the internet/digital devices</p> | <p>Rules/restrictions/safety Identifying risk/resisting peer pressure Online safety/trustworthiness of information/people How to tell trusted adults about unsafe/scary/worrying things</p> | <p>Progression document Food/drink/exercise/sleep Sugar & health incidental Physical activity/rest Different ways to learn/play/screen breaks Sunshine safety/vitamin D</p> | <p>Zones of Regulation Inner coach- positive thoughts</p> <p>Progression document Naming/describing feelings Not feeling good/improving this Different things/experiences/times & associated feelings Feelings/bodies/behaviours Managing big feelings/importance of sharing feelings Recognising/asking for help with feelings RSE curriculum</p> |
| Year 3 | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>Understand what discrimination means- This is Our House</i></p> <p>Zones of Regulation Introduce Zones boards Recapping colours</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To understand what a bystander is- We're all Wonders</i></p> <p>Zones of Regulation Blue Zone</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To recognise a stereotype- The Truth about Old People</i></p> <p>Zones of Regulation Red Zone</p> | <p>Relationships</p> <p>No Outsiders Theme <i>To be Welcoming- Beegu</i></p> <p>Zones of Regulation Yellow Zone</p> | <p>Relationships</p> <p>No Outsiders Theme <i>To consider living in Britain today- Planet Omar Accidental Trouble Magnet</i></p> <p>Zones of Regulation</p> | <p>Living in the Wider World</p> <p>No Outsiders Theme <i>To recognise an outsider- The Hueys in the New Jumper</i></p> <p>Zones of Regulation Inner coach- positive thoughts</p> |

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| | <p>Progression document Identifying hazards that can cause injury/reducing them Keeping bodies safe (e.g. seat belt) Consent/physical touch Peer pressure health and hygiene routines help to stay healthy and safe first aid what to do in an emergency</p> | <p>Progression document Healthy diet/nutritionally rich foods Good oral hygiene Impact of an unbalanced diet Making choices about food/influences Where to seek advice food/dental</p> | <p>Progression document Physical activity benefits body/feelings Being active daily/weekly/what happens if we are not Choosing physical activity/influence Sleep Seeking support in relation to physical activity/sleep</p> | <p>Progression document Supporting one another/seeking support if lonely Recognising others feeling lonely Positive friendships/recognising unhappy/unsafe friendships and seeking support Managing conflict amongst friends</p> | <p>A Little Spot- identifying feelings and zones</p> <p>Progression document Different types of families Shared experiences of family life (e.g. holidays) How to care for family members/asking for advice</p> | <p>Progression document Different groups Diverse community How community helps people feel included Respecting different ways of life RSE curriculum</p> |
| <p>Y e a r 4</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To help someone accept difference- Along Came Different</i></p> <p>Zones of Regulation Introduce Zones boards Recapping colours</p> <p>Progression document</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To look after our mental health- When Sadness Comes to Call</i></p> <p>Zones of Regulation Blue Zone</p> <p>Progression document</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To find common ground- Alfred and Albert</i></p> <p>Zones of Regulation Red Zone</p> <p>Progression document Recognise/predict/assess/manage risk</p> | <p>Living in the Wider World</p> <p>No Outsiders Theme <i>To show acceptance- Julian is a Mermaid</i></p> <p>Zones of Regulation Yellow Zone</p> <p>Progression document Share responsibility to protect the world</p> | <p>Relationships</p> <p>No Outsiders Theme <i>To choose when to be assertive- Dogs Don't Do Ballet</i></p> <p>Zones of Regulation A Little Spot- identifying feelings and zones</p> <p>Progression document Effects of behaviour on themselves and others inc. online</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To be proud of who I am- Red, A Crayon's Story</i></p> <p>Zones of Regulation Inner coach- positive thoughts</p> <p>Progression document Body change in puberty/menstruation/ male changes</p> |

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| | <p>Recognising personally qualities/individuality Developing self-worth/identifying positives/achievements Personal attributes/strengths/skills/interests/self esteem Setting goals Setbacks/learning from mistakes/ reframing unhelpful thinking</p> | <p>Everyday things can affect feelings Feelings can change over time/different levels of intensity/feelings can change in different circumstances Expressing feelings Loss, grief and change Advice/support in managing feelings</p> | <p>Keeping safe in local environment (rail/water/fire/road etc.) Peer influence/peer approval management Impacts of online actions Online safety/sharing personal information Reporting concerns inc. online content/contact Rules/restrictions/laws/responding to anti-social/law breaking</p> | <p>Everyday choices affect the environment Fairtrade Skills/vocabulary to share ideas/opinions on topical issues Show care for others (people/animals)</p> | <p>Modelling polite/courteous behaviour and reciprocal respectful behaviour Rights and responsibilities Privacy/confidence/secrets/when to tell Rights of the child/protecting these Inclusion/respect/discrimination/responses Responding to/reporting aggressive/inappropriate behaviour</p> | <p>Puberty can affect emotions/feelings Personal hygiene Advice and support</p> |
| Year 5 | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To consider responses to racist behaviour- Mixed (links with Black History Month)</i></p> <p>Zones of Regulation Introduce Zones boards Recapping colours</p> <p>Progression document First aid</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>To consider consequences- Kenny Lives with Erica and Martina (links with Anti-bullying week)</i></p> <p>Zones of Regulation Blue Zone</p> | <p>Relationships</p> <p>No Outsiders Theme <i>Justify my actions- Rose Blanche (links with Holocaust Remembrance Day)</i></p> <p><i>Art can demonstrate freedom- The Artist who Painted a Blue Horse (links with Holocaust Remembrance Day)</i></p> <p>Zones of Regulation</p> | <p>Living in the Wider World</p> <p>No Outsiders Theme <i>To express an opinion- And Tango Makes Three (links with LGBTQ+ month)</i></p> <p>Zones of Regulation Yellow Zone</p> <p>Progression document Range of jobs</p> | <p>Relationships</p> <p>No Outsiders Theme <i>To explore friendship- The Girls</i></p> <p>Zones of Regulation A Little Spot- identifying feelings and zones</p> <p>Progression document</p> | <p>Living in the Wider World</p> <p>No Outsiders Theme <i>To recognise when someone needs help- How to Heal a Broken Wing</i></p> <p>Zones of Regulation Inner coach- positive thoughts</p> <p>Progression document</p> |

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| | <p>Head injuries Seeking adult help Remaining calm</p> | <p>Progression document Everyday drugs e.g. caffeine/medicines Illegal/legal drugs Drug laws exist to protect people Preventing and reducing the risk Habits Drug support organisations How to ask for help</p> | <p>Red Zone- Tool box</p> <p>Progression document Similarities/differences between people Aspects of identity Individuality/personal qualities/identity Stereotypes/attitude/behaviour Challenging stereotypes/assumptions</p> | <p>Voluntary/paid Skills/attributes/qualifications/ training Different ways into jobs What influences people's decisions Challenging stereotypes Choosing a job</p> | <p>Different types of relationships Different ways of communicating Knowing online/in person Risks in friendships Types of content that is safe to share online Responding to friendship difficulty Asking for help RSE curriculum</p> | <p>Spending/saving decisions Tracking spending/saving Ways to pay Value for money Risks associated with money</p> |
| Year 6 | <p>Relationships</p> <p>No Outsiders Theme <i>To recognise my freedom- Dreams of Freedom</i> <i>Acceptance- Introducing Teddy</i></p> <p><i>Language and Freedom of Speech- The Only Way is Badger</i></p> <p>Zones of Regulation Introduce Zones boards Recapping colours</p> <p>Progression document Mental/physical health links</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>Overcome fears about difference- Leaf</i> <i>Stand up to discrimination- The Whisperer</i></p> <p>Zones of Regulation Blue Zone</p> <p>Progression document Healthy/unhealthy habits</p> | <p>Living in the Wider world</p> <p>No Outsiders Theme <i>Promote diversity- My Princess Boy</i></p> <p><i>Consider responses to immigration- King of the Sky</i></p> <p>Zones of Regulation Red Zone</p> <p>Progression document Media influence on wellbeing</p> | <p>Living in the Wider world</p> <p>No Outsiders Theme <i>Considerate Democracy- A Day in the Life or Marlon Bundo</i></p> <p><i>Consider causes of racism- The Island</i></p> <p>Zones of Regulation Yellow Zone</p> <p>Progression document Unsafe/suspicious content</p> | <p>Relationships</p> <p>No Outsiders Theme <i>Consider how life changes as you grow up- Love You Forever</i></p> <p>Zones of Regulation A Little Spot- identifying feelings and zones</p> <p>Progression document Different relationships e.g. friends/romantic</p> | <p>Health and Wellbeing</p> <p>No Outsiders Theme <i>Understand how our bodies function- Being Human</i></p> <p>Zones of Regulation Inner coach- positive thoughts</p> <p>Progression document Puberty How babies are conceived and born Contraception Increase opportunities and responsibilities with age</p> |

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| Positive friendship/involvement with clubs supports wellbeing Making choices that support a balanced lifestyle inc. food, fitness, dental, sun, internet, sleep, and friends | How drugs (legal/illegal) can affect health Identifying early signs of physical or mental ill-health Anyone can experience mental ill-health Seeking support FGM is illegal and how to tell an adult | Sharing on social media Inconsistent media messages/images being manipulated Reliable sources | Targeted adverts Making decisions on content viewed Reporting information Recognising risks in gambling Discuss/debate influences on people's decisions | Gender, ethnicity, or faith doesn't affect love Marriage/civil partnerships Forced marriages | Friendships can change as we grow Managing change |
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