Subject Curriculum Overview

Wellbeing and RSHE

Planning and Progression

Nurture curious minds through providing opportunities to excel.
Create resilient and resourceful life – long learners.
Value pupil voice, promote high self-esteem and emotional wellbeing.

Subject Vision and Rationale



Tony Robbins – The only impossible journey is the one you never begin.

Personal, Social, Health and Economic (PSHE) education enables the children at Ringmer Primary and Nursery school to develop the knowledge, skills and attributes they need to manage their lives now and in the future. These attributes help our children to stay healthy, safe and prepare them for life and work in modern Britain. Our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our curriculum equips our children with the knowledge to understand the choices they face as they grow up and the skills to make safe choices as they prepare to become adults. We help our children learn about mental health as well as physical health as part of our whole school well-being approach to teaching and learning. Our children are taught to recognise, name, express and manage a range of emotions. They learn about healthy lifestyles, personal safety (including on-and offline), managing money, relationships and preparing for work. Our children acquire skills to develop positive friendships and explore bullying and controlling behaviour and what to do if they are being treated in a way they do not like. We create a non-judgemental environment where all our children feel safe and secure to ask questions, so everyone feels valued and respected.

Our programme of study aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking. These are delivered in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education), as well as the statutory aspects of the Relationships and Sex Education, and Health Education guidance.

PSHE enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to

provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, assemblies, special school projects and other activities that enrich pupils' experiences. Such as taking part in Mental Health Week, Anti-bullying week, Internet Safety Week, Cycle/Walk to school week along with eco and other local projects. We welcome a range of visitors into school from the world of work and the local community to enrich the children's learning experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. At Ringmer Primary and Nursery School, we embrace the way in which PSHE supports many of the principles of safeguarding and its close links to the school's Safeguarding, SMSC and British Values Policies.

By the end of Key Stage 1, children will be able to:

- Recognise their own emotions and understand that behaviour has impact,
- Discuss and understand relationships with others,
- Identify healthy habits and lifestyles,
- Name and use strategies to support mental wellbeing.
- Recognise different roles in the wider community and discuss their impact

By the end of Key Stage 2, children will be able to:

- Understand safe ways of managing emotions,
- Discuss their role in contributing positively to societies,
- Identify ways to manage difficult and challenging situations,
- Recognise what can impact their physical and mental health, and discuss ways to support this,
- Name and utilise strategies and skills to support them in transition to higher education.

These end points will be developed through overarching concepts of:

- Building resilience
- Respectful relationships
- Caring friendships
- RSE and Health Education
- Mental wellbeing and
- Living in the wider world

Vision for RSE

Relationships and sex education (RSE) at Ringmer Primary and Nursery School is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if it is needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the

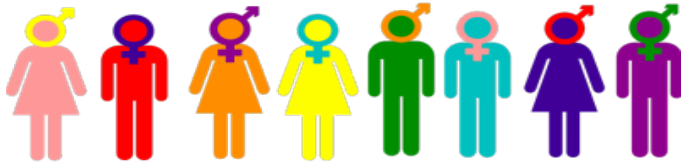
learner. Providing an inclusive learning environment which is safe and empowering for everyone involved.

Teaching non-biased, accurate and factual information that is positively inclusive.

Developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology.

Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.

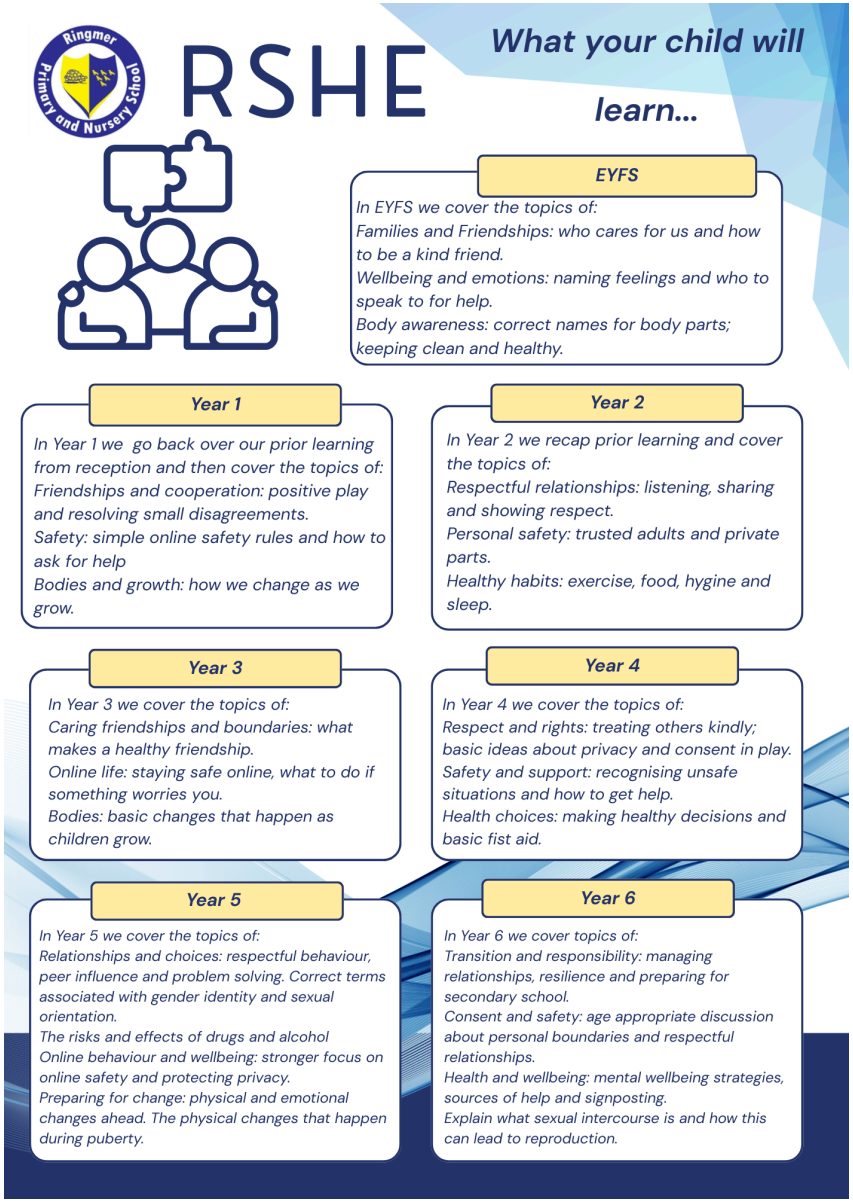
Providing protection from shock or guilt.
Actively involving pupils as evaluators to ensure relevance.



Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Oscar Wilde – Be yourself, everyone else is taken.

RSHE Overview



Wellbeing Overview

Ringmer Primary and Nursery School "Wellbeing Curriculum" – 2 Year Program Overview

A Year	Autumn Term			Spring Term				Summer Term		
Core Theme	Relationships			Living in the Wider World				Health and Wellbeing		
	Term 1	Term 2		Term 3		Term 4		Term 5	Term 6	
KS1	Families and Close Positive Relationships ZoR Resource L "Me in the __ zone"	Safe Relationships ZoR Resource M Idioms alongside EI Vocab	November: Antibullying Week	Communities ZoR Resource T Lazy 8 breathing	February: Safer Internet Day and Internet Safety Week (Media Literacy and Digital	Economic Wellbeing - Money LifeSavers ZoR Resource U Calming Sequence	NSPCC Speak Out Stay Safe lessons and Y2, Y5, Y6 workshops	Healthy Lifestyles ZoR transition work	Keeping Safe ZoR transition work	June: World Wellbeing Week Term 6: Transition program
LKS2	Families and Close Positive Relationships ZoR EI Vocab	Safe Relationships ZoR Resource BB Tools		Communities ZoR Resource C Facial Expressions		Economic Wellbeing - Money LifeSavers ZoR EI Vocab and Resource I Expected/Unexpected		Healthy Lifestyles ZoR Resource S Six Sides of Breathing	Keeping Safe ZoR transition work	
UKS2	Families and Close Positive Relationships ZoR EI Vocab and Resource CC Yellow Zone Tools	Safe Relationships ZoR Resource EE Tools I can try		Communities ZoR Resource K Social Behaviour		Economic Wellbeing - Money LifeSavers ZoR Resource V Size of the problem		Healthy Lifestyles ZoR Resource X and Y Inner Coach and Critic	Keeping Safe ZoR transition work	

B Year	Autumn Term			Spring Term				Summer Term		
Core Theme	Relationships			Living in the Wider World				Health and Wellbeing		
	Term 1	Term 2		Term 3		Term 4		Term 5	Term 6	
KS1	Friendships ZoR Resource L "Me in the __ zone"	Respecting ourselves and others ZoR Resource M Idioms alongside EI Vocab	November: Antibullying Week	Shared Responsibilities ZoR Resource U Calming Sequence	February: Safer Internet Day and Internet Safety Week (Media Literacy and Digital Resilience)	Economic Wellbeing - Careers and Aspirations LifeSavers ZoR Resource U Calming Sequence	NSPCC Speak Out Stay Safe lessons and Y2, Y5, Y6 workshops	Mental Wellbeing ZoR transition work	Ourselves - Growing and Changing ZoR transition work	June: World Wellbeing Week Term 6: Transition program
LKS2	Friendships ZoR EI Vocab	Respecting ourselves and others ZoR Resource BB Tools		Shared Responsibilities ZoR Resource C Facial Expressions		Economic Wellbeing - Careers and Aspirations LifeSavers ZoR EI Vocab and Resource I Expected/Unexpected		Mental Wellbeing ZoR Resource S Six Sides of Breathing	Ourselves - Growing and Changing ZoR transition work	
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Progression of Vocabulary

Key strand	EYFS	KS1	LKS2	UKS2
Health and Well Being	Exercise Healthy food Physical activity Sleep Clean Bodies Respecting my body Fun Fears Growth	Medicine Medication Road safety Relaxation Nutrition Lifestyle Life cycles (animal/human) Male Female Changes	Food labelling Healthy choices Online safety Offline safety Healthy friendships Smoking Alcohol Inner strength Assertiveness Life cycles (plants) Young Old Independence Internal External Needs Being unique Body changes Transition Accepting change Having a baby	Vaping Emergency aid Body image Relationships with food Healthy choices Personal responsibility Substances Exploitation County Lines/Gangs Managing stress Self-image Media influence Puberty Conception IVF Body image Physical attraction Consent Sexting

Relationships Skills	Talents Families Home Friends Standing up for myself	Similarities Differences Bullying Celebrating Assumptions Stereotypes	Diverse families Family conflict Child-centred Compliments Witness Solutions	Cultural diversity Racism Rumours Material wealth Respecting culture

	Family life Friendship Falling out	Gender Gender diversity Belonging Physical contact Preferences Celebrations Boundaries Secrets Trust Appreciation	Judgment Appearance Acceptance Influences Impressions Roles Negotiation Diverse lives Impact Jealousy Love/loss Memories Girlfriends Boyfriends	Perceptions of normality Disability Empathy Inclusion Exclusion Self-recognition Self-esteem Online communities Gaming Gambling Grooming Mental health Sources of support Control Power

Living in the Wider World	Myself Feelings Being gentle Rights Responsibilities Challenges Perseverance Jobs Help	Special Safe Community Consequences Rewards Hope Fear Fair Valuing Contributions Choices Success Achievement Learning styles Overcoming obstacles Realistic Strengths	Goals self-worth Positivity Challenges Perspectives Democracy Motivation Class Citizen Voice Peer pressure Ambitions Enthusiasm Managing feelings Budgeting Disappointment Overcoming	Aspirations National citizenship Conflict Vote Participation Global citizenship Children's Universal Rights Group dynamics Role-modelling Anti-social behaviour Financial success Long-term Charity

		cooperation Contributing	Resilience Positive attitude	Success criteria Recognition Evaluating

Sexual Health and Education	Washing Brushing teeth Getting dressed Clean Boy Girl Same Different Face Hair skin	Clean Boy Girl Penis Vagina Same Different Physical characteristics Gender Hair Face Sex Gender roles Stereotypes	Comfortable Uncomfortable Like Dislike Touch Hug Kiss Family Fostering Adoption Relationship Puberty Lifecycle Reproduction Physical Pregnancy Breasts Sperm Egg Pubic hair Emotions Feelings	Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Wet dreams Semen Erection Sweat Spots Facial hair Underarm hair Sexual feelings Privacy Human rights Protection Female Genital Mutilation Conception Fertilisation Pregnancy Sexual intercourse Twins Friendship Love Consent Intimacy