

# Nelson Academy RSHE/PSHE/British Values Curriculum Overview

## 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Asking for help	My feelings	My body	My relationships	My beliefs	My rights and responsibilities
Year 1	Asking for help	My feelings	My body	My relationships	My beliefs	My rights and responsibilities
Year 2	Asking for help	My feelings	My body	My relationships	My beliefs	My rights and responsibilities
Year 3	Asking for help	My feelings	My body	My relationships	My beliefs	My rights and responsibilities
Year 4	Asking for help	My feelings	My body	My relationships	My beliefs	My rights and responsibilities
Year 5	Asking for help My feelings	My beliefs	My relationships	My rights and responsibilities	My body	
Year 6	Asking for help My feelings	My relationships	My rights and responsibilities		My body	

Individual classes will also complete work from Skills Builders – this is class and pupil specific.

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By the end of Key Stage 1, pupils will:	By the end of Key Stage 2, pupils will:
<ul style="list-style-type: none"> <li>• Pupils understand ways to keep themselves physically and mentally healthy.</li> <li>• Pupils can understand, accept, respect and celebrate diversity.</li> <li>• Pupils are able to explore different beliefs and experiences and show respect to the thoughts and feelings of others.</li> <li>• Pupils have developed a sense of responsibility for their own behaviour.</li> <li>• Pupils are able to take turns and work together.</li> <li>• Pupils can co operate with each other and are able to participate positively within the community.</li> <li>• Pupils can show tolerance and an appreciation for other cultures within British Society.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to understand the difference between right and wrong and can put their choices into practise.</li> <li>• Pupils have developed a sense of responsibility for their own behaviour and are able to work well with those around them.</li> <li>• Pupils can participate, cooperate and contribute positively to their community.</li> <li>• Pupils can understand and respect diversity of faiths and cultures.</li> <li>• Pupils have developed an understanding for British Culture including a respect for democracy.</li> <li>• Pupils have developed the skills to promote their self-esteem, self-confidence and self- awareness.</li> </ul>

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| <ul style="list-style-type: none"><li>• Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</li><li>• Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</li><li>• Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</li><li>• Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</li><li>• Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</li><li>• Pupils can identify and respect the differences and similarities between people.</li><li>• Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</li><li>• Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention</li></ul> | <ul style="list-style-type: none"><li>• Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem</li><li>• Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</li><li>• Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</li><li>• Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</li><li>• Pupils understand the right to protect their body from unwanted touch.</li><li>• Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</li></ul> |
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- Pupils can recognise how they grow and will change as they become older.
- Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.
- Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.
- Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.
- Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

- Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.
- Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.
- Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.
- Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.
- Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.
- Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
- Pupils can anticipate how their emotions may change as they approach and move through puberty.
- Pupils can anticipate how their body may change as they approach and move through puberty.

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	<ul style="list-style-type: none"><li>• Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</li></ul>
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