

Pathway 1 - Personal, Social, Health Education					
Year 1 of 3 year rolling programme - Phase 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-awareness and confidence	Managing Feelings and relationships	The world I live in	RSE- Changing and Growing	Keeping safe	Developing a healthy Lifestyle
<p><b>Knowing myself-</b> Recognise themselves Who am I Know their name Respond to their name</p> <p>Recognise how they have changed from a baby</p>	<p><b>Caring</b> Cooperate with activities that help others -Encounter regular opportunities to help and show awareness.</p>	<p><b>Belonging to groups</b> Interact with others in a group: -Tolerate an encounter with another person for an increased time. -Initiate interaction with others.</p>	<p><b>Knowing My Body</b> Identify and name body parts relating to the face/head</p> <p>To know that I am a boy/girl</p>	<p><b>Risk Assessment and keeping safe</b></p> <p><b>Share Experiences</b> Interact socially with familiar adults and peers within school. Respond to the different environments around the school. (Inside and out).  Respond with curiosity to stimuli about different ways of keeping safe online.</p>	<p><b>Ourselves</b> Establish routines for taking care of their belonging -hanging up coat &amp; carrying bag</p> <p>Establish hygiene routines -Washing hands (some support may be required) and wiping mouth after eating</p> <p>Match and handle items that are needed for personal care</p>
<p><b>Being aware in the community</b> Recognise they belong to a community -class and school</p>	<p><b>The people around me</b> Recognise and interact with familiar people -Show awareness of someone who is familiar</p>	<p><b>Looking after our environment</b> Show a preference for a particular place.</p>	<p><b>Knowing me</b> To explore one's self.</p>	<p><b>Key stage focus:</b> Safety around the school Road and car safety Stranger Danger Water Safety – School and home Sun Safety Internet safety</p>	<p>Handle a variety of fruit and vegetables Encounter and tolerate a variety of tastes</p>

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Year 2 of 3 year rolling programme - Phase 1					
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<p><b>Knowing myself</b> Recognise that all people are different. Recognise that people grow and change.</p>	<p><b>Caring</b> Begin to understand the basic care needs of pets -- Show awareness of an animal (movement)</p>	<p><b>Belonging to groups</b> Interact with others in a group by initiating interactions. - Cooperate with peers (work collaboratively)</p>	<p><b>Knowing my body</b> Identify and name common body parts To know that others are a boy or girl.</p>	<p><b>Risk assessments</b> Interact socially with familiar adults. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.  Describe ways to communicate including online.</p>	<p><b>Ourselves</b> Establish routines for taking care of their belonging - after PE and swimming Use the mirror to see if their face is clean and Wipe their face after eating if necessary.  Develop fine motor skills to fasten/zip and button clothing</p>
<p><b>Being aware in the community</b> Recognise they belong to a community -Family -Know names of family members</p>	<p><b>The people around me</b> Understand that each person has a different role in their life -Role play</p>	<p><b>Looking after our environment</b> Pupils show an emerging awareness of people, objects and places</p>	<p><b>Knowing Me</b> To explore one's self and can demonstrate likes and dislikes.</p>	<p><b>Key stage focus:</b> Safety around the school Road and car safety Stranger Danger Water Safety – School and home Sun Safety Internet safety</p>	<p>Attempt to wipe their nose and use a tissue appropriately  Name some fruit and vegetables and indicate food they like and dislike</p>

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<b>Self-awareness and confidence</b>	<b>Managing Feelings and relationships</b>	<b>The world I live in</b>	<b>RSE- Changing and Growing</b>	<b>Keeping safe</b>	<b>Developing a healthy Lifestyle</b>
<p><b>Knowing myself</b> Can indicate differences between people</p> <p>Understand what you need to grow and change.</p>	<p><b>Caring</b> Recognise the main objects/ items that are needed to care for pets</p> <p>- Explore objects related to caring for a pet</p> <p>Understand that pets need daily care routines</p> <p>-Sequence a simple care routine</p>	<p><b>Belonging to groups</b> Recognise and respond to people/objects in a familiar group</p> <p>-Class teacher -Friends -Favourite toy.</p>	<p><b>Knowing My Body</b> Identify and name body parts</p> <p>To know that others are a boy or girl and man/woman</p>	<p><b>Risk Assessment and keeping safe</b> Interact socially with familiar adults inside school/outside school/family members/peers.</p> <p>Describe some simple ways we can help keep ourselves safe in school.</p> <p>Explain what is meant by social media and how people use it?</p>	<p><b>Ourselves</b> Recognise the main objects/ items that are needed for personal care routines.</p> <p>Know that some personal care routines are done in private</p> <p>Identify what is needed to brush teeth</p> <p>Identify what is needed to take care of your hair</p> <p>Know that exercise is good for them</p> <p>Copy some basic aerobic movements and be able to recognise that exercise makes them hot tired and breathless</p> <p>Take turns whilst exercising</p>
<p><b>Being aware in the community</b> Take part in activities within the school grounds, outside the classroom setting.</p>		<p><b>Looking after our environment</b> Encounter opportunities to touch, smell, and view different planted areas.</p>	<p><b>Knowing Me</b> To explore one's self and be comfortable with the things we like and the things we don't like.</p>	<p><b>Key stage focus:</b> Safety around the school Road and car safety Stranger Danger Water Safety – School and home Sun Safety Internet safety</p>	

## Pathway 1 - Personal, Social, Health Education

### Year 1 of 3 year rolling programme - Phase 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Self-awareness and confidence</b>	<b>Managing Feelings and relationships</b>	<b>The world I live in</b>	<b>RSE- Changing and Growing</b>	<b>Keeping safe</b>	<b>Developing a healthy Lifestyle</b>
<p><b>Being aware of my ability</b></p> <p>Recognise what makes them special</p>	<p style="text-align: center;"><b>Friends</b></p> <p>Interact socially with family adults/peers. -Have an awareness of other people and respond to some people positively.</p>	<p style="text-align: center;"><b>Valuing money</b></p> <p>Encounter opportunities to handle real money -Role Play</p>	<p style="text-align: center;"><b>Knowing My Body</b></p> <p>Identify and name common body parts  To know that others are a boy or girl.</p>	<p style="text-align: center;"><b>Risk Assessment and keeping safe</b></p> <p>Identify people at home, school and in other settings who are responsible for helping us keep physically safe.  Describe some simple ways we can help keep ourselves safe in school. Explain what is meant by social media and how people use it?</p>	<p style="text-align: center;"><b>Personal Hygiene</b></p> <p>I can attend to my personal hygiene -Follow/copy instructions/sequences for washing hands and brushing teeth  -Identify the difference between clean and dirty</p>
<p style="text-align: center;"><b>Choosing</b></p> <p>Experience a range of choices</p>	<p style="text-align: center;"><b>My Family</b></p> <p>Recognise one or more important family members. - Have an awareness of themselves in their family.</p>	<p style="text-align: center;"><b>Rules</b></p> <p>I can make choices.</p>	<p style="text-align: center;"><b>Knowing Me</b></p> <p>To see that we are often both the same and different from other people.</p>		
<p style="text-align: center;"><b>Communities</b></p> <p>I Can match job roles to pictures in the school community.</p>	<p style="text-align: center;"><b>Playing and learning together</b></p> <p>Interact socially with familiar adults/family members/peers. - Have an awareness of themselves as they encounter others.</p>	<p style="text-align: center;"><b>Recycling</b></p> <p>Identify a piece of rubbish. -Encounter activities and experiences -Co-operate with shared exploration and supported participation-Combine two elements of communication to express their choices</p>	<p style="text-align: center;"><b>Private and Public</b></p> <p>Social touch: To know that cuddling our family members is ok.</p>	<p style="text-align: center;"><b>Key stage focus:</b></p> <p>Internet safety Stranger danger/safer strangers Road/car safety Safety around the public in different settings. Safety around the home Water safety (school, home, local environment). Sun safety</p>	<p style="text-align: center;"><b>Exercise</b></p> <p>Participate in physical and social interaction. Recognise how exercise and being active makes you feel</p>
<p style="text-align: center;"><b>Taking responsibility towards others</b></p> <p>Take on individual responsibilities Identify caring behaviour</p>					<p style="text-align: center;"><b>Medicine/ Drugs</b></p> <p>Demonstrate how to tell someone you are ill Identify some things that help us when we are ill. Identify people who help us when we are ill.</p>

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Year 2 of 3 year rolling programme - Phase 2					
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<b>Self-awareness and confidence</b>	<b>Managing Feelings and relationships</b>	<b>The world I live in</b>	<b>RSE- Changing and Growing</b>	<b>Keeping safe</b>	<b>Developing a healthy Lifestyle</b>
<b>Being aware of my ability</b> Recognise visually items that will be used in celebrations like birthdays.	<b>Friends</b> Co-operate with others - Have an awareness of other people and respond to some people positively	<b>Recycling</b> Identify what is and is not rubbish.	<b>Knowing My Body</b> Identify and name body parts To know that others are a boy or girl and man/woman	<b>Risk Assessment and keeping safe</b> Identify people at home, school and in other settings who are responsible for helping us keep physically safe. Describe some simple ways we can help keep ourselves safe in school. Explain what is meant by social media and how people use it?	<b>Healthy lifestyles Personal hygiene</b> Sequence steps for washing and brushing teeth. Identify the difference between clean and dirty Know at least 1 reason why good personal hygiene is essential.
<b>Choosing</b> Develop an ability to choose sensibly.	<b>My Family</b> Begin to understand who is in their family. - Have an awareness of themselves as part of a family.	<b>Rules</b> Anticipate the outcome of a choice -Go out in the rain, you will get wet.	<b>Knowing Me</b> To know what we are good at.		<b>Diet</b> Identify some examples of healthy foods.
<b>Equals Scheme 2.1c Communities</b> Can match job roles to pictures in the wider community.	<b>Playing and learning together</b> Recognise people who are familiar to them. - Have an awareness of themselves as they encounter others.	<b>Valuing money</b> Use money to buy items -Role play -Explore the exchange of money -Put money into a till.	<b>Private and Public</b> To demonstrate appropriate social touch -To know that cuddling strangers is not ok.	<b>Key stage focus:</b> Internet safety Stranger danger/safer strangers Road/car safety Safety around the public in different settings. Safety around the home Water safety (school, home, local environment). Sun safety	<b>Medicine/ Drugs</b> Identify what it means to hurt or be unwell Know that medicines go into your body and plasters and cream go on your body.
<b>Taking responsibility towards others</b> Take on individual responsibilities Demonstrate caring behaviour					

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<b>Self-awareness and confidence</b>	<b>Managing Feelings and relationships</b>	<b>The world I live in</b>	<b>RSE- Changing and Growing</b>	<b>Keeping safe</b>	<b>Developing a healthy Lifestyle</b>
<b>Taking responsibility towards others</b> Take on individual responsibilities Recognise and name some animals that can be kept as pets.	<b>Friends</b> Demonstrate increased self-control when situations vary. - Have an awareness of other people and respond to some people positively.	<b>Recycling</b> L/O Encounter activities and experiences related to recycling	<b>Knowing My Body</b> Identify and name body parts To know if others are a boy or girl. To look at gender body changes over time (SGG) To know how to shut, lock and unlock a toilet	<b>Risk Assessment and keeping safe</b> Name and describe feelings associated with not feeling safe. Identify trusted adults who can help us. Explain actions that we all have to undertake in school to keep safe.	<b>Medicine &amp; Drugs</b> Identify the differences between things that go on and in our body. Recognise that people need to take medicines in different forms. Know they should never take medicine without an adult present.
<b>Communities</b> Show an understanding of good and bad choices.	<b>My Family</b> Recognise their own position in the family towards people in the family - Have an awareness of themselves as part of a family.	<b>Rules</b> Understand and follow class rules.	<b>Knowing Me</b> To be comfortable with our own strengths and weaknesses.	Explain how other people's identity online may be false. <b>Key stage focus:</b> Internet safety Stranger danger Road/car safety Safety around the public Safety around the home	<b>Sleep</b> Recognise how we feel when we have not had enough sleep. Know some simple routines for going to bed.
<b>Choosing</b> Choose appropriate clothing for the weather or an activity.	<b>Playing and learning together</b> Share equipment. - Have an awareness of themselves as they encounter others.	<b>Valuing money (KS2)</b> Respond to the sound and feel of money	<b>Private and Public</b> To know that some parts of our bodies are private.	Water safety (school, home, local environment). Sun safety Safety around the home- (Inc. Dangerous substances around the home).	<b>Diet</b> Encounter and tolerate a variety of drinks and know it is important to drink regularly.
<b>Being aware of my ability</b> Show awareness of likes and dislikes					

Pathway 1 - Personal, Social, Health Education					
Year 1 of 3 year rolling programme - Phase 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-awareness and confidence	Managing Feelings and relationships	The world I live in	RSE- Changing and Growing	Keeping safe	Developing a healthy Lifestyle
<b>Recognise My needs</b> Identify likes and dislikes about school	<b>Have an awareness of themselves and their relationships.</b> Recognise that their moods and other people's moods change during the day.	<b>Money and environment.</b> Encounter activities which encourage spending money. -Role play -Handling money.	<b>Knowing My Body</b> Identify and name common body parts To know that others are a boy or girl and man/woman To know and name private body parts. To look at gender body changes over time (SGG	<b>Risk Assessment and keeping safe</b> Identify people at home, school and in other settings who are responsible for helping us keep physically safe. Describe some simple ways we can help keep ourselves safe in school.	<b>Personal Hygiene</b> Be capable of being helped to make choices about their personal hygiene Know why personal care is important Name a range of personal care products.
<b>Media and advertising</b> Encounter a range of media resources	<b>Be aware of themselves as young people and as members of a community.</b> Recognise themselves alongside others.	<b>Earning and spending</b> Access a variety of shops. -Tolerate a variety of environments.	<b>Knowing Me</b> To know who they can trust.	Explain what is meant by social media and how people use it?	<b>PSHE association</b> Describe our favourite foods and drink and give reasons for our choice
<b>Communities and cultures</b> Encounter multicultural images and tastes	<b>Make or be helped to make choices, communicate these to peers.</b> Interact socially with peers.	<b>Looking after our school</b> Recognize different areas within the school- -Show emerging awareness of activities and experiences.	<b>Private and Public</b> To understand the underwear rule.	<b>Key stage focus:</b> Internet safety Stranger danger/safer strangers Road/car safety Environmental dangers Safety around the home (Inc. Dangerous substances around the home). Fire safety Electrical safety	<b>Diet and Exercise</b> Know that food gives us energy Identify some food that gives us energy Know that breakfast is important
	<b>Make or be helped make choices and communicate these to others.</b> Express likes and dislikes.	<b>Helping others</b> Respond positively to people and environments not immediately familiar.	<b>Touching and allowing others to touch me</b> To seek permission to touch others anywhere on their body apart from the hands.		

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<b>Recognise My needs</b> Encounter a new activity -Fine and Gross Motor.	Recognise the major differences between themselves and people of a different ethnic origin. - Be aware of themselves as young people and as members of a community.	<b>Money and environment.</b> Encounter board game activities which illustrate the use of money.	<b>Knowing My Body</b> To begin to understand the function of body parts To know and name private body parts. To look at gender body changes over time (SGG) To show awareness of having a period (SGG). To know the importance of keeping private parts of the body clean (SGG).	<b>Risk Assessment and keeping safe</b> Identify some different responsibilities we may have to keep ourselves and others safe. Give examples of how others may put us under pressure to do something. Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.	Identify our favourite forms of physical activity Identify some of the benefits of being physically active and possible consequences of inactivity.
<b>Media and advertising</b> Identify and respond to a range of media resources.	Communicate a choice clearly.	<b>Earning and spending</b> Exchange money for goods.	<b>Knowing Me</b> To be aware that it may be necessary to trust some people.	Give examples of how others may put us under pressure to do something. Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.	<b>Exercise is fun</b> Identify what they have enjoyed from participating
<b>Communities and cultures</b> Know that we are all different.	Cope with changing moods.	<b>Looking after our school</b> Identify areas which are tidy / untidy, clean / dirty.	<b>Private and Public</b> L/O To know that for girls, breasts, vagina and bottom and boys, the penis and bottom are private.	<b>Key stage focus:</b> Internet safety Stranger danger/safer strangers Road/car safety Environmental dangers Safety around the home Fire safety Electrical safety	<b>Personal Hygiene</b> Be capable of being helped to make choices about their personal hygiene Know why personal care is important Name a range of personal care products.
	<b>Friendships</b> Recognise friendships and what friends do together.	<b>Helping others</b> Explore new or unfamiliar activities and resources.	<b>Touching and allowing others to touch me</b> To recognise where it's inappropriate to touch others on their bodies.		<b>Health and Exercise</b> Know and participate in a range of different exercise and relaxation activities.

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<p><b>Recognise My needs</b> Show awareness of personal achievements Watch and engage in a TV advertisement</p>	<p>Recognise that their feelings towards others changes as they get older - Have an awareness of themselves and their relationships.</p>	<p><b>Money and environment.</b> Encounter a variety of banking techniques and procedures. - Look at the logos and advertisements of banks and building societies -Talk about saving money.</p>	<p><b>Knowing My Body</b> To know and name private body parts. To understand that menstruation happens to all girls/women and is a perfectly normal part of growing up (SGG).</p>	<p><b>Risk Assessment and keeping safe</b> Explain why it is important to persist with asking for help if our initial requests are not met or understood. Explain that we should not keep any secrets that makes us feel unsafe. Identify some possible risks of using social media. Describe how to call 999</p>	<p><b>Personal Hygiene</b> Be capable of being helped to make choices about their personal hygiene Participate in a personal care programme at their level Know why personal care is important Name a range of personal care products</p>
<p><b>Communities and cultures</b> Know your own and other people's gender</p>	<p>Recognise the similarities between themselves and people from different origins. - Be aware of themselves as young people and as members of a community.</p>	<p><b>Earning and spending (KS3)</b> Choose one item from a selection. - Allow pupils to make choices, choosing one chocolate bar, or one packet of crisps, or a loaf of bread.</p>	<p>To show awareness of having a period (SGG). To have understanding that menstruation, like going to the toilet, is a private process To know the importance of keeping private parts of the body clean (SGG). <b>Knowing Me</b> To reflect on friends and friendships. <b>Private and Public</b> To know that some forms of social touching. E.g., Shaking hands. <b>Touching and allowing others to touch me</b> To know that it is inappropriate to touch others' private body parts.</p>	<p>Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. <b>Key stage focus:</b> Internet safety Stranger danger/safer strangers Road/car safety Environmental dangers Safety around the home Fire safety Electrical safety Substance abuse.</p>	<p><b>Medicines and medication</b> Respond to stimuli about different health professionals Recognise what is meant by a medicine Identify some substances people might swallow drink or inhale that could be harmful to their health  Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.</p>
	<p>Recognise right and wrong behaviours. - Make or be helped to make choices, communicate these to peers.</p>	<p><b>Looking after our school</b> Explore cleaning equipment and its uses.</p>			
	<p>Show an awareness of the results of their own actions. - Make or be helped make choices and communicate these to others.</p>	<p><b>Helping others</b> Begin to respond to the feelings of others.</p>			

Personal, Social, Health Education

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