CRST Primary Curriculum

PSHE Long - Term Sequence			
Foundational Knowledge: • **Managing self** • **Building relationships** • **Health and self-care**		**Substantive Concepts and Disciplinary Knowledge:** • **Health and personal safety.** • **Mental and physical wellbeing** • **Positive relationships.** • **Financial knowledge.**	
	Autumn	Spring	Summer
Nursery	<u>New beginnings</u> Settling in and learning routines, making friends. <u>Healthy eating and bodies</u> Taking turns and sharing. Showing independence and confidence.	<u>Getting on and falling out</u> Talk about feelings and emotions. Awareness of others. <u>Being kind and showing respect for all living things</u> Caring for plants and the outside environment.	<u>Going for goals</u> My aspirations <u>People who help us</u> Helping others. Developing independence for transition.
Reception	<u>Self-regulation: My feelings</u> Recognising and describing different feelings, and learning strategies to regulate and feel calm. <u>Building relationships: Special relationships</u> Exploring the people who are special to us, developing skills for sharing and taking turns, and celebrating our individual interests and differences.	<u>Managing self: Taking on challenges</u> Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies. <u>Self-regulation: Listening and following instructions</u> Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	<u>Building relationships: My family and friends</u> Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills. <u>Managing self: My wellbeing</u> Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians, and consider the importance of a balanced diet.

CRST Primary Curriculum

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Year 1	<u>My healthy self: How can we look after our emotions?</u> Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions. <u>Connecting with others: How can I help myself and others feel happy and safe?</u> Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	<u>The online world: How do we spend time online?</u> Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content. <u>Citizenship: How can I help others and the environment?</u> Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.	<u>Health protection: How can I protect myself and others in daily life?</u> Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency. <u>Staying safe: How can I stay safe?</u> Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

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Year 2	<u>My healthy self: How can we look after our bodies?</u> Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine. <u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	<u>The online world: How can we stay safe online?</u> Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help. <u>Citizenship: How do people belong to a community and earn money?</u> Exploring communities, belonging and oney through learning about the groups people belong to, the jobs people do and where money comes from.	<u>Growing up: How can we look after and respect our bodies as we grow?</u> Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe. <u>Staying safe: How can I make safe choices in different places?</u> Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.

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Year 3	<u>My healthy self: How can I take care of my mind and body?</u> Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed. <u>Connecting with others: What helps us feel safe and included?</u> Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	<u>The online world: How should we communicate online?</u> Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online. <u>Citizenship: What rights and responsibilities do we have?</u> Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet their communities' needs.	<u>Health protection: How can we prevent illness and injury and respond if they happen?</u> Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999. <u>Citizenship: What careers do people choose and why?</u> Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities.

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Year 4	<u>My healthy self: How can I make healthy choices?</u> Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others. <u>Connecting with others: How can we respect each other?</u> Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	<u>The online world: How can we decide what to trust online?</u> Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe. <u>Citizenship: How can I spend money responsibly?</u> Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.	<u>Growing up: How will my body and emotions change as I grow up?</u> Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. <u>Staying safe: What signs help me recognise what is safe or unsafe?</u> Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.