



PSHE/RSE/SMSC Overview Year 1/2

September 2025-July 2026



As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation
Perseverance	Optimism	Self-control	Self-belief		

Key messages to teach our children from the start

- "You are always allowed to say no."
- "If something feels wrong, you should tell a trusted adult."
- "It's never your fault if someone tricks or pressures you."
- "Trusted adults will listen and help you."
- "If something feels wrong, trust that feeling."
- "You are not responsible for someone else's bad behaviour."
- "It's always okay to ask for help."
- "Real friends and trusted adults won't pressure or trick you."
- "Exploitation is never your fault."
- "You have the right to feel safe and respected."
- "If something feels wrong, trust your instincts and speak up."
- "Trusted people won't pressure, trick, or control you."
- "Exploitation is never the victim's fault."
- "Consent, respect, and choice are essential in all relationships."
- "Trust your instincts—if something feels wrong, it probably is."
- "Support is always available, and speaking up can help keep people safe."

Year 1/2 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
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<p>Being me in my world The world and us</p> <p>Protected Characteristic: diversity</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> The characteristics of friendships, including mutual respect <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others even when they are different from them The conventions of courtesy and manners That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others. <p>Mental wellbeing</p> <ul style="list-style-type: none"> How to recognise and talk about their emotions <p>Project Protect</p> <ul style="list-style-type: none"> know that there are different feelings that we might feel at different times describe how it feels to belong to a group know that some rules keep them safe know that it is ok to ask for help. 	<ul style="list-style-type: none"> The Role of the Police in keeping Britain safe and good order (SO). The Royal Family and their role in modern Britain (C) Understanding the world (M,SO, C, SP) Children in Need (SO, M) How Parliament works and how it affects me. Linked to the Gunpowder Plot and Emily Wilding Davison. (SO) My right to vote to make a change. Why do some children have to work rather than go to school? What are Laws? (D) 			<ul style="list-style-type: none"> Current age appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)
<p>Celebrating difference The same but different</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others <p>Respectful relationships</p>	<ul style="list-style-type: none"> Expect respect (M, SO, C) I know about significant people who have changed history and changed people's lives (M, SO, C) My friends and I, How we are similar but unique (C) I know that people have different skin colour, can live 			<ul style="list-style-type: none"> What do I believe in? How does this affect my life (SP)

<p>(Relationships – families and people who care for me. Caring friendships)</p> <p>Protected Characteristic: celebrating diversity</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them • Practical steps they can take in a range of different contexts to improve or support respectful relationships • About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help <p>Being safe</p> <ul style="list-style-type: none"> • How to ask for advice or help for themselves or others and to keep trying until they are heard • How to report concerns or abuse • Clever never goes <p>Mental wellbeing</p> <ul style="list-style-type: none"> • That bullying has a negative and often lasting impact on mental wellbeing. • Where and how to seek support, including whom in school they should speak to if they are worried. 	<p>in different countries and have different beliefs – Race equality (M, SO, C)</p> <ul style="list-style-type: none"> • Different forms of bullying – linked to anti-bullying week. • What do I believe in? How does this affect my life? (SP) 			
<p>Dreams and Goals Rights and Responsibilities</p> <p>Protected Characteristic:</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others <p>Mental wellbeing</p> <ul style="list-style-type: none"> • How to recognise and talk about their emotions. • Where and how to seek support or help 	<ul style="list-style-type: none"> • Different forms of bullying – linked to anti-bullying week. SENSE DVD – Staying safe section 2 Bullying. • E-safety week – SENSE DVD Staying safe section 2 internet safety. 	<ul style="list-style-type: none"> • My hobbies in and out of school and how this makes me feel (C) • What are my aspirations – Where do I see myself as an adult? (SO) • What does freedom mean? What does it look like? Is it the same in all countries (M, C) 		<ul style="list-style-type: none"> • Magic learning habits • School Parliament (SP, SO) • Playground Pals (SP, C) • How do I contribute to my community? And help to improve my local area (SO) • What makes an excited learner? How do you provide awe

different families					and wonder for your pupils? • Anti-bullying week.
<p>Healthy me Healthy mind, healthy body (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p> <p>Protected Characteristic: disability</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> • The benefits of exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques • Where and how to seek support <p>Physical health and fitness</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this • The risks associated with an inactive lifestyle • How and when to seek support if they are worried about their health <p>Healthy eating</p> <ul style="list-style-type: none"> • What constitutes a healthy diet • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours <p>Health and prevention</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illnesses. • About personal hygiene and germs, how they are spread and treated and the importance of handwashing 	<ul style="list-style-type: none"> • Healthy lunch - Food plate - Create a fruit salad • RSE - Y1 lesson 2 - Same but different - use same but different resources (Stonewall) • RSE - Y2 Lesson 1 - I can do - use the resource 'What can I do? And Growing up. • Importance of hygiene - Care and Commitment 	<ul style="list-style-type: none"> • Stranger Danger • Road safety (M, SO) • Water Safety (M, SP) • Fire Safety (M, SP) • Rail Safety (M, SP, SO) 		

Relationships
 (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)

Protected
 Characteristic:
 race

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life
- That other families sometimes look different from their own family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are the heart of happy families, and are important for children's security as they grow up

Caring friendships

- How important friendships are in making us feel happy and secure and how people choose and make friends.
- The characteristics of friendships
- How to recognise who to trust and who not to trust

Respectful relationships

- The importance of respecting others
- The importance of permission seeking and giving in relationships with friends, peers and adults

Being safe

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact

- How are my friends the same/different to me? (SP, SO)
- What does it mean to be British?
- Expect respect - Understanding domestic abuse - Friends, secrets and people who help us.

- Magic learning habits
- Self-confidence and self-awareness (SP)
- Managing feelings and behaviour (M)

- How to recognise and report feelings of being unsafe or feeling bad about any adult
 - Where to get advice
- During science on seasonal changes (summer)
- How to stay safe in the sun.

Scenarios

1. **The Playground Deal** - An older child offers you football stickers if you carry something for them that you feel unsure about. Questions: Why might this feel wrong? What should you do?
2. **The "Don't Tell" Game**- A friend says, "You have to keep this a secret or I won't be your friend anymore. Questions: Is that a safe friendship? What kind of secrets are, okay?
3. **Repeated Pressure**- Someone keeps asking you to do something after you've already said no. Questions: What does pressure feel like? What can you say or do?

Project Protect

- learn what it means to seek and give consent, including how to say no
- act in a respectful manner to others and themselves
- recognise that some things are private

**Changing me
Me the
successful
learner**

(Health Education -
Drugs, Alcohol,
Tobacco, Health
and Prevention,
Basic First-Aid)

Protected
Characteristic:
everyone should
be included

Changing adolescent body

- Some physical changes to their body from a baby

Being safe

- What sort of boundaries are appropriate in friendships and others
- About the concept of privacy and the implications of it for both children and adults

That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact

- Medicines - How they can change the way you feel (M, SP, C)
- NHS - Who, Where, When, Why and How was it established? (SO)
- Do other countries have an NHS? (C)

- What makes me an excited learner? (SP)
- How do you provoke awe and wonder and instil curiosity in lessons?