



PSHE/RSE/SMSC

Overview Year R

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 R ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
<p>Being me in my world The world and us</p> <p>Protected Characteristic: All families are 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 relationships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Respectful Relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different. 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, including those in positions of authority. <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. Where to get advice. Clever never goes <p>Mental wellbeing</p> <ul style="list-style-type: none"> How to recognise and talk about their emotions 	<ul style="list-style-type: none"> The Role of the Police in keeping us safe (SO). The Royal Family and their role in modern Britain (C) Understanding the world (M,SO, C, SP) Sports relief (SO, M) Children in Need (SO, M) How Parliament works (SO) Who has the right to go to school? (SO) The freedom to vote (SO) 			<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,
<p>Celebrating difference ~ The same but different</p>	<p>Families and people who care for us</p> <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. <p>Caring friendships</p> <ul style="list-style-type: none"> The characteristics of friendships That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even 	<ul style="list-style-type: none"> Expect respect (M, SO, C) I know that people have different skin colour, can live in different countries and have different beliefs (M, SO, C) I understand the severity of racism (M, SO, C) 			<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: pupil voice</p>	<p>strengthened, and that resorting to violence is never right.</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> About different types of bullying, the impact of bullying and how to get help. 	<ul style="list-style-type: none"> My friends and I, how we are similar but unique (C) What do I believe in? How does this affect my life? (SP) 			
<p>Dreams and Goals Rights and Responsibilities</p> <p>Protected Characteristic: all families are different</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions or courtesy and manners The importance of self respect and how this links to their own happiness. <p>Mental well being</p> <ul style="list-style-type: none"> How to recognise and talk about their emotions. Simple self-care techniques. Where and how to seek support. 	<ul style="list-style-type: none"> Anti-bullying week and understanding how to resist peer pressure and when this might happen. Friendship – What is a Friend and how can I be a good friend? What are rules and why are they important? School rules – Whale rules 	<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 and wonder for your pupils? Anti-bullying week.
<p>Healthy me Healthy mind, healthy body (Health Education – mental well-being, internet safety,</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> Recognise who to trust and who not to trust and how to seek advice from others if needed. <p>Mental wellbeing</p> <ul style="list-style-type: none"> The benefits of physical exercise and time outdoors on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 		<ul style="list-style-type: none"> Stranger Danger E-safety(M, Sp, SO) Road safety (M, SO) Water Safety (M, SP) Fire Safety (M, SP) Rail Safety (M, SP, SO) The importance of hygiene Healthy lunch-boxes 		

Physical health and fitness, healthy eating, Changing adolescent body)

Protected Characteristic: race

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into your routine.

Healthy eating

- What constitutes a healthy diet
- The characteristics of a poor diet and the risks associated with unhealthy eating.

Health and prevention

- The importance of sufficient good quality sleep for good health and that a lack sleep can affect weight, mood and ability to learn
- About personal hygiene and germs including bacteria, viruses and how they are spread and treated and the importance of hand washing

Being safe

- How to respond appropriately and safely to adults they may encounter whom they do not know.

• Scenarios:

1. The Toy Trade - Sam's older friend says, "Give me your toy or I won't let you play with us." Questions: Is that fair? How might Sam feel?

What could Sam do?

2. The Secret Sweet - Someone says, "I'll give you sweets if you don't tell anyone I asked you to do something." Questions: Is this a good or bad secret? Who should you tell?

3. Being Left Out- A child says, "You can only play if you do what I say." Questions: Is that kind? What could you say?

Project Protect

- be able to talk about their own and other people's feelings

	<ul style="list-style-type: none"> • identify places where they feel safe • identify adults who keep them safe, inside and outside of school. 				
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</p> <p>Protected Characteristic: accepting difference</p>	<p>Families and people who care for me</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life <p>Respectful relationships</p> <ul style="list-style-type: none"> • About different types of bullying, the impact of bullying and how to get help. <p>Being safe</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships • How to recognise and report feelings of being unsafe • That there is a normal range of emotions and scale of emotions that all humans experience • How to recognise and talk about their emotions • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • Isolation and loneliness can affect children and it is very important to discuss their feelings with an adult. <p>Project Protect</p> <ul style="list-style-type: none"> • know that good friendships are a two-way relationship • know who to share worries with • understand it is ok to say 'no' • begin to understand the term 'consent' in different situations 			<ul style="list-style-type: none"> • What is a friend? • How are my friends the same/different to me? (SP, SO) • What does it mean to be British? • Healthy relationships with friends and family - RSE. 	<ul style="list-style-type: none"> • Magic learning habits • Self-confidence and self-awareness (SP) • Managing feelings and behaviour (M)

	<ul style="list-style-type: none"> • know there are good secrets and bad secrets and it is ok to share secrets with a trusted adult. 				
<p>Changing me Me the successful learner (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First-Aid)</p> <p>Protected Characteristic: disability</p>	<p>Being safe</p> <ul style="list-style-type: none"> • That each person's body belongs to them. <p>Healthy eating</p> <ul style="list-style-type: none"> • What constitutes a healthy diet • The characteristics of a poor diet and risks associated with unhealthy eating 			<ul style="list-style-type: none"> • Medicines - How they can change the way you feel (M, SP, C) • NHS - who helps us when we are not well? Different health care professionals we might see (health visitors, school nurse, nurses, doctors, dentist, SALT) (SO) 	<ul style="list-style-type: none"> • What makes me an excited learner? (SP) • How do you provoke awe and wonder and instil curiosity in lessons?