



PSHE/RSE/SMSC Overview Year R/I

September 2025–July 2026



Abdulla (nee Charles), Sarah

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/1 ~ 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"> 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 	<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) What are Rules? (Cornerstones) (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. Picture news to be used as a focus for guided reading – non-fiction and weekly P4C activity.
<p>Celebrating difference ~ The same but different (Relationships ~ families and people who care for me. Caring friendships)</p> <p>Protected Characteristic: race</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"> 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 <p>Mental wellbeing</p>	<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) My family and me - Todd Parr. I understand the severity of racism (M, SO, C) My friends and I, how we are similar but unique (C) What do I believe in? How does this affect my life? (SP) 	<ul style="list-style-type: none"> Tackling homophobia, biphobia, transphobia and all forms of bullying. Revisit knowledge of Parliament and voting 		<ul style="list-style-type: none"> What do I believe in? How does this affect my life (SP). Picture news to be used as a focus for guided reading – non-fiction and weekly P4C activity.

	<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>Dreams and Goals Rights and Responsibilities</p> <p>Protected Characteristic: gender equality</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"> • 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) • E-Safety - Keeping safe on-line. What do I do if I am worried when on the computer 		<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. • Picture news to be used as a focus for guided reading - non-fiction and weekly P4C activity.
<p>Healthy me ~ Healthy mind, healthy body (Health Education ~ mental well-being, internet safety, Physical health and</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 	<ul style="list-style-type: none"> • Healthy lunchbox - Why is it important to eat healthy food. • Identifying and sorting different foods • RSE - Y1 Lesson 1 - Amazing me - use me as a baby resource • RSE - Y1 lesson 3 - Animals and their babies - Use baby animals resources 	<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) 		<ul style="list-style-type: none"> • Picture news to be used as a focus for guided reading - non-fiction and weekly P4C activity.

<p>fitness, healthy eating, Changing adolescent body)</p> <p>Protected Characteristic: accepting difference</p>	<ul style="list-style-type: none"> 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 <p>Project Protect</p> <ul style="list-style-type: none"> be able to talk about their own and other people's feelings identify places where they feel safe identify adults who keep them safe, inside and outside of school. 	<ul style="list-style-type: none"> Care and Commitment - The importance of hygiene 			
<p>Relationships (Families and People who care for me, caring friendships, respectful relationships, on-line relationships, being safe)</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 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 			<ul style="list-style-type: none"> What is a friend - Stories relating to friendships? How are my friends the same/different to me? (SP, SO) Healthy relationships - RSE - Explore this through books - Families and friends. What does it mean to be British? 	<ul style="list-style-type: none"> Magic learning habits Self-confidence and self-awareness (SP) Managing feelings and behaviour (M) Picture news to be used as a focus for guided reading - non-fiction and weekly P4C activity.

Protected
Characteristic:
disability

- 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 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.

Project Protect

- 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"> • 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>Changing adolescent body</p> <ul style="list-style-type: none"> • Some physical changes to their body from a baby <p>Being safe</p> <ul style="list-style-type: none"> • 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 			<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? • Magic learning habits to be revisited every term