

Appendix 2 PSHE/RSE/British Values overview for The Grantham Preparatory International School

PSHE CURRICULUM FRAMEWORK - WHOLE SCHOOL									
Term	Autumn			Spring			Summer		
Core Theme	Health and Well-being (10 Lessons)			Relationships (10 Lessons)			Living in the wider world (10 Lessons)		
Topics	HEALTHY LIFESTYLES	GROWING AND CHANGING	KEEPING SAFE	FEELINGS AND EMOTIONS	HEALTHY RELATIONSHIPS	VALUING DIFFERENCE	RIGHTS AND RESPONSIBILITIES	ENVIRONMENT	MONEY
YEAR 1	What helps keep bodies healthy; hygiene routines.	Recognising what they are good at; setting goals. Change and how it feels.	Keeping safe around household products; How to ask for help if worried about something.	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives. *	Respecting similarities and differences in others sharing views and ideas. *	Group and class rules; everybody is unique in some ways and the same in others. *	Looking after the local environment. (with Year 2)	Where money comes from; how to use money; saving and spending money.
YEAR 2	Healthy choices; different feelings and managing feelings.	Recognising what they are good at and setting goals. Growing and changing and being more independent; correct names	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts.	Behaviour; bodies and feelings can be hurt. *	Listening to others and playing co-operatively; appropriate and inappropriate touch; teasing and bullying.	Respecting similarities and differences in others; sharing views and ideas. *	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community and getting help in an emergency.	Looking after the local environment. (with Year 1)	Where money comes from; saving and spending money; making choices; keeping track of money

		for body parts including external genitalia.			*				spent or saved.
YEAR 3	What makes a balanced diet; opportunities for making own choices with food; what influences food choices; habits.	Recognising what they are good at; setting goals; describing feelings; conflicting feelings and how to manage feelings. *	School rules or health and safety; basic emergency aid; people who help them stay healthy and safe *	Recognising feelings in others; responding to how others are feeling.	Positive healthy relationships and friendships; maintaining friendships; actions affect ourselves and others; working collaboratively. *	Recognising and responding to bullying.	Discuss and debate health and well-being issues; Being a part of the community and who works in the community. *	Responsibilities, rights and duties. *	Enterprise; what it means; developing skills in enterprise. (Cross Year Project with Year 6)
YEAR 4	What makes a balance lifestyle; drugs common to everyday life; hygiene and germs. *	Recognising what they are good at; setting goals; Changes at puberty; Changes that happen in life and feelings associated with change. *	How to keep safe in the local area and online; people who help them stay healthy and safe.	Keeping something confidential or secret; when to break a confidence and manage dares. *	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers.	Listen and respond effectively to people; share points of view.	Discuss and debate health and well-being issues; appreciating difference and diversity in the UK and around the world. *	Sustainability of the environment across the world.	Role of money; managing money; saving and budgeting; what is meant by interest and loan.

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YEAR 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food choices; skills to make choices	Recognising what they are good at; setting goals; aspirations; intensity of feelings; managing complex feelings; coping with change and transition; bereavement and grief.*	Strategies for managing personal safety in the local environment; online safety including sharing images; mobile phone safety. *	Responding to feelings in others.	Actions have consequences; working collaboratively; negotiation and compromise; giving feedback. *	Listening to others; raise concerns and challenge.	Discuss and debate health and wellbeing issues; rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving difference. *	Different rights, responsibilities and duties. *	Importance of finance in people's lives; being a critical consumer; looking after money; interest, loans, debt; management of money; tax. *
YEAR 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs. *	Recognising what they are good at; setting goals; aspirations; change at puberty (recap); human reproduction; role and responsibilities of parents.	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including FGM); who is responsible for	Confidentiality and when to break a confidence.	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriages); committed,	Listening to others; raise concern and challenge. What makes people the same or different; recognising and challenging stereotypes,	Discuss and debate health and wellbeing issues; Human rights; the rights of a child; cultural practices and British Law; Being part of a community; groups that support communities; Being critical of what is in the	How resources are allocated; effect of this on individuals; communities and environment.	Enterprise; setting up an enterprise. (Cross Year project with Year 3)

		*	their health and safety. *		loving relationships and marriage. * Acceptable and unacceptable physical touch; personal boundaries and the right to privacy. *	discrimination and bullying. *	media and what they forward to others.		
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