



PSHEE & Citizenship (including RSE) Subject Overview

Main topic (with subheadings)

Finance Education objectives in purple

Themed weeks/days in red in which the whole school participate in

Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
Weekly topics to be covered:	New beginnings Resilience First Aid Ending conflict/solving problems The importance of charities Other countries and cultures Mental Health Personal health and hygiene Crime awareness Week	World Kindness Day Anti-bullying week Remembrance Day National Parliament Week Children in Need Road safety Healthy exercise and healthy lifestyle Peer pressure Enterprise (Christmas coffee morning) Rights and responsibilities Needs and Wants	National Obesity Week Internet safety World Religion Day LGBT Awareness Month Children's Mental health Week Changing Emotions Safer Internet Day	Fairtrade fortnight National Careers Week Red Nose Day No Smoking Day World Water Day Personal Finance	Family Safety Week Internet Safety Red Cross Week Mental Health Awareness Week Sun Awareness Week	Health Eating Week My Money Week Sex and relationships Education School Sport Week Transition Media bias Looking after the environment
EYFS (3-5 years)	<u>How the Early Years Foundation Stage supports children to lead healthy and happy lives:</u> - Developing strong, warm and supportive relationships with adults - How to understand their own feelings and those of others. - Supported to manage emotions - develop a positive sense of self - set themselves simple goals - have confidence in their own abilities - to persist and wait for what they want and direct attention as necessary. - Learn how to look after their bodies, including healthy eating, and manage personal needs independently. - Learn how to make good friendships, co-operate and resolve conflicts peaceably.					
Early Learning Goal expectations:	Self-Regulation		Managing Self		Building Relationships	
EYFS (3-5yrs) Finance objectives	Using money	Keeping money safe	Choices about saving	Recognising coins	Choices about spending	Feelings about money

Year 1	Becoming an active citizen (Citizenship Education) Keeping myself safe (Drug and wider risk taking) Me and My relationships (Anti-bullying)	Me and my relationships (Anti-bullying) My healthy lifestyle (physical and mental well-being)	My healthy lifestyle (physical and mental well-being) (Emotional health and resilience) Keeping myself safe (Internet safety)	Me and my future (Personal finance) (Careers and enterprise) Becoming an active citizen (Citizenship education)	Keeping myself safe (Internet safety) (Drug and wider risk taking)	Me and my future (Transition) (Careers and enterprise) Me and my relationships (Relationships and sex education)
Year 2	Me and my relationships (anti-bullying) My healthy lifestyle (Emotional health and resilience) (Physical and mental well-being)	Me and my future (Personal finance) Keeping myself safe (Drug and wider risk taking)	Keeping myself safe (internet safety)	Me and my future (Careers and enterprise) Keeping myself safe (Drugs and wider risk taking)	Keeping myself safe (Drug and wider risk taking) (Internet safety)	Me and my future (Transition) (Careers and enterprise) Me and my relationships (Relationships and sex education)
KS1 Finance objectives	Where my money comes from.	Needs and wants. Choices about spending and saving.	Choices about spending and saving. Saving money.	Value of coins and notes	How money developed	Keeping track of money Looking after my money
Year 3	My healthy lifestyle (Emotional health and resilience) Becoming an active citizen (Citizenship education)	Me and my relationships (Anti-bullying) My healthy lifestyle (physical and mental well-being)	My healthy lifestyle (Emotional health and resilience) (Physical and mental well-being) Keeping myself safe (Internet safety)	Me and my future (Personal finance) (Careers and enterprise)	Keeping myself safe (Drug and wider risk taking) My healthy lifestyle (Emotional health and resilience)	Me and my future (Transition) (Personal finance) Me and my relationships (Relationships and sex education)
Year 4	My healthy lifestyle (Emotional health and resilience)	Keeping myself safe (Drug and wider risk taking) Me and my relationships (Anti-bullying)	Me and my relationships (Relationships and sex education) My healthy lifestyle	Me and my future (Personal finance) (Careers and enterprise)	Keeping myself safe (Internet safety) Me and my future (personal finance)	Me and my future (Transition) Me and my relationships (Relationships and sex education)

			(physical and mental well-being)			
LKS2 Finance Education objectives	Helping others	Earning money. Lending and borrowing. Spending and saving priorities.	Using accounts to keep money safe and spend. Earning money. Helping others.	Lending and borrowing. Decisions about saving and spending. Lending and borrowing.	Decisions about saving and spending. Spending and saving priorities. Using accounts to keep money safe and to save.	Ways to pay. Keeping records.
Year 5	Becoming an active citizen (Citizenship education) My healthy lifestyle (Mental health and resilience)	Me and my relationships (Anti-bullying) Keeping myself safe (Drug and wider risk taking)	Me and my relationships (Relationships and sex education) Keeping myself safe (Internet safety)	Becoming an active citizen (Citizenship education) Me and my future (personal finance)	Keeping myself safe (Internet safety) Me and my future (personal finance)	Me and my future (Transition) (Careers and enterprise) Me and my relationships (Relationships and sex education)
Year 6	Becoming an active citizen (Citizenship education)	Me and my future (personal finance) Keeping myself safe (Drug and wider risk taking)	Me and my relationships (Relationships and sex education) Keeping myself safe (Internet safety)	Becoming an active citizen (Citizenship education) Me and my future (personal finance) (careers and enterprise)	Keeping myself safe (Internet safety) Me and my future (Careers and enterprise)	Me and my future (Transition) (Personal finance) Me and my relationships (Relationships and sex education)
UKS2 Finance Education objectives	Links between work and money. Wider communities.	Value for money. Protecting my money. Saving and borrowing.	Protecting my money. Saving and borrowing.	Wider communities. Foreign currency.	Value for money. Links between work and money. Wider communities	Simple financial records. Influences on saving and spending.

Early Years Foundation Stage overview (3-5years):

- Every child is a **unique** child, who is constantly learning and can be **resilient, capable, confident and self-assured**
- Children learn to be strong and independent through **positive relationships**
- Children benefit from a **strong partnership between practitioners and parents and/or carers.**

By the time a child reaches 5 years old, they should be able to:

Self-Regulate - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Manage Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Build Relationships - Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

End of primary school expectations – these skills build on progressively within year groups:

Me and My Relationships:

Relationships and Sex Education – Focussing on building and maintaining positive and safe relationships, and what to do if children feel unhappy or unsafe. Understanding their bodies can change as they grow older, including puberty and emotional changes, and using correct terminology in an age-appropriate manner. Sex Education also ensures that children are emotionally prepared for the changes in adolescence, as well as the human life cycle.

Anti-bullying – Understanding and recognising aggressive and assertive behaviours that can make others feel uncomfortable, including bullying, cyber-bullying, homophobia, transphobia, biphobia and racism, and having effective strategies to deal with these. Understanding and recognising discriminatory behaviour and children's rights and responsibilities relating to this. Children should know, and be able to act upon, advice on dealing with bullying and discriminatory behaviour.

Keeping Myself Safe:

Drug (and Wider Risk Taking) Education – Being able to respond to challenges, as well as assessing risks and acting accordingly at an age-appropriate level. Being able to make decisions based on legal and illegal activity, such as smoking, alcohol, drugs and other substances, and the effects these will have on my body. Recognising further risks to be taken such as road, sun, bicycle, travel safety and know how to respond safely to these.

Internet Safety – Being able to balance their time on and off the internet, as well as adhering to age-appropriate content. Learning how to communicate appropriately online and ask for help if they have access to something which makes them feel uncomfortable or threatened. Knowing

what information to share online, and with whom, and the dangers associated with this. Knowing the negative impact on cyber-bullying or harassment online and what to do if they, or someone they might know, is affected by this.

My Healthy Lifestyle:

Physical and Mental Wellbeing – Knowing how and why it is important to look after their physical and mental well-being, including a healthy balanced diet, regular exercise, mental health, oral hygiene and general body hygiene. Also, it is knowing the risks associated with not having good mental and physical health and the impact this can have in the future. It is also recognising the exposure to harm to the body, such as sun awareness, and poor diet/lifestyle choices, and how to reduce the risk of future complications, such as cancer. Knowing and recognising their mental well-being and how to act on support for this.

Emotional Health and Resilience – Knowing and recognising that there are a range of emotions that are to be used throughout childhood, building into adolescence, and knowing that children may experience conflicting emotions. Knowing about mental health illness and how to act on support for this. Being and building resilience to become well-equipped citizens in and out of school.

Me and My Future:

Personal Finance – Understanding the value of money (coins and notes) and how we have to earn it to truly appreciate its value. Recognising that the money we earn from our jobs may be used to help and support the lives of others – charities, fundraisers etc. Knowing that there are different needs and wants of an individual, and how advertising can influence this. Money can be used within different countries around the world, and that they have different currencies for this.

Careers and Enterprise – Understanding the different jobs and careers people may have and how they develop in different ways, as well as exploring the career children aspire to have when they are older, and what qualifications they need to achieve this. Exploring how mental well-being can be supported at work, and having a negative mental well-being can impact on your job. Ensure children are aware of their rights and responsibilities as a customer, consumer, employer and employee and ensure everyone is treated fairly. Children will also explore the law and how it protects within a work environment.

Transition – Reflecting on the year they have had in school, recognising their strengths and weaknesses as they transition into the next year group. Children will learn new expectations as they grow older and will know how they are expected to learn in their new year group. Children will also set themselves some goals to achieve over the next year, and who will support them in doing so. Year 6 pupils will ensure they are fully prepared for the transition into secondary school, as well as explain any worries they may have.

Becoming and Active Citizen:

Citizenship Education - Learning how to be a sensible and respectful member of society, both locally and nationally. Children will learn how to research and discuss topical issues, and take part in a series of votes, understanding why they are fair and necessary. They will also demonstrate a sense of community achievements, as well as understand stereotyping and how to address this.