

## Curriculum Connection PHSEE and RHSE Yearly Overview

	Key Stage 1 (Age)			Key Stage 2 (Age)			Key Stage 3 (Age) Over 2 years			Key Stage 4+ Over 2 years		
	Engagement*	Core	Extended	Engagement*	Core	Extended	Engagement*	Core	Extended	Engagement	Core	Extended
<b>Aut 1</b>	<b>Self-Awareness</b> SA 1 Things we are good at SA 2 Kind and unkind behaviours SA 4 People who are special to us	<b>Self-Awareness</b> SA 1 Things we are good at SA 2 Kind and unkind behaviours SA 4 People who are special to us	<b>Self-Awareness</b> SA 1 Things we are good at SA 2 Kind and unkind behaviours SA 4 People who are special to us	<b>Self-Awareness</b> SA 2 Kind and unkind behaviours SA 3 Playing and working together SA 5 Getting on with others	<b>Self-Awareness</b> SA 2 Kind and unkind behaviours SA 3 Playing and working together SA 5 Getting on with others	<b>Self-Awareness</b> SA 2 Kind and unkind behaviours SA 3 Playing and working together SA 5 Getting on with others	<b>Self-Awareness</b> SA 1 Personal strengths SA 2 Skills for learning	<b>Self-Awareness</b> SA 1 Personal strengths SA 2 Skills for learning	<b>Self-Awareness</b> SA 1 Personal strengths SA 2 Skills for learning	<b>Self-Awareness</b> SA 3 Prejudice and discrimination SA 4 Managing pressure	<b>Self-Awareness</b> SA 3 Prejudice and discrimination SA 4 Managing pressure	<b>Self-Awareness</b> SA 3 Prejudice and discrimination SA 4 Managing pressure
<b>Aut 2</b>	<b>Self-Care, Support and Safety</b> SCSS 1 Taking care of ourselves SCSS 2 Keeping safe	<b>Self-Care, Support and Safety</b> SCSS 1 Taking care of ourselves SCSS 2 Keeping safe	<b>Self-Care, Support and Safety</b> SCSS 1 Taking care of ourselves SCSS 2 Keeping safe	<b>Self-Care, Support and Safety</b> SCSS 3 Trust SCSS 4 Keeping safe online SCSS 5 Public and Private	<b>Self-Care, Support and Safety</b> SCSS 3 Trust SCSS 4 Keeping safe online SCSS 5 Public and Private	<b>Self-Care, Support and Safety</b> SCSS 3 Trust SCSS 4 Keeping safe online SCSS 5 Public and Private	<b>Self-Care, Support and Safety</b> SCSS 1 Feeling unwell SCSS 2 Feeling frightened/worried SCSS 3 Accidents and risk SCSS 4 Keeping safe online	<b>Self-Care, Support and Safety</b> SCSS 1 Feeling unwell SCSS 2 Feeling frightened/worried SCSS 3 Accidents and risk SCSS 4 Keeping safe online	<b>Self-Care, Support and Safety</b> SCSS 1 Feeling unwell SCSS 2 Feeling frightened/worried SCSS 3 Accidents and risk SCSS 4 Keeping safe online	<b>Self-Care, Support and Safety</b> SCSS 5 Emergency situations SCSS 6 Public and private SCSS 7 Gambling	<b>Self-Care, Support and Safety</b> SCSS 5 Emergency situations SCSS 6 Public and private SCSS 7 Gambling	<b>Self-Care, Support and Safety</b> SCSS 5 Emergency situations SCSS 6 Public and private SCSS 7 Gambling
<b>Spr 1</b>	<b>Managing Feelings</b> MF 1 Identifying and expressing feelings MF 2 Managing strong feelings	<b>Managing Feelings</b> MF 1 Identifying and expressing feelings MF 2 Managing strong feelings	<b>Managing Feelings</b> MF 1 Identifying and expressing feelings MF 2 Managing strong feelings	<b>Managing Feelings</b> In more depth MF 1 Identifying and expressing feelings MF 2 Managing strong feelings	<b>Managing Feelings</b> In more depth MF 1 Identifying and expressing feelings MF 2 Managing strong feelings	<b>Managing Feelings</b> In more depth MF 1 Identifying and expressing feelings MF 2 Managing strong feelings	<b>Managing Feelings</b> MF 1 Self-esteem and unkind comments MF 2 Strong feelings	<b>Managing Feelings</b> MF 1 Self-esteem and unkind comments MF 2 Strong feelings	<b>Managing Feelings</b> MF 1 Self-esteem and unkind comments MF 2 Strong feelings	<b>Managing Feelings</b> MF 3 Romantic feelings and sexual attraction MF 4 Expectations of relationships/abuse	<b>Managing Feelings</b> MF 3 Romantic feelings and sexual attraction MF 4 Expectations of relationships/abuse	<b>Managing Feelings</b> MF 3 Romantic feelings and sexual attraction MF 4 Expectations of relationships/abuse
<b>Spr 2</b>	<b>Growing and Changing</b> CG 1 Baby to adult GC 4 Different types of relationships	<b>Growing and Changing</b> CG 1 Baby to adult GC 4 Different types of relationships	<b>Growing and Changing</b> CG 1 Baby to adult GC 4 Different types of relationships	<b>Growing and Changing</b> GC 2 Changes at puberty CG 3 Dealing with touch	<b>Growing and Changing</b> GC 2 Changes at puberty CG 3 Dealing with touch	<b>Growing and Changing</b> GC 2 Changes at puberty CG 3 Dealing with touch	<b>Growing and Changing</b> GC 1 Puberty GC 2 Positive/unhealthy relationships GC 3 Friendships	<b>Growing and Changing</b> GC 1 Puberty GC 2 Positive/unhealthy relationships GC 3 Friendships	<b>Growing and Changing</b> GC 1 Puberty GC 2 Positive/unhealthy relationships GC 3 Friendships	<b>Growing and Changing</b> GC 4 Intimate relationships, consent and contraception GC 5 Long-term relationships/parenthood	<b>Growing and Changing</b> GC 4 Intimate relationships, consent and contraception GC 5 Long-term relationships/parenthood	<b>Growing and Changing</b> GC 4 Intimate relationships, consent and contraception GC 5 Long-term relationships/parenthood
<b>Sum 1</b>	<b>Healthy Lifestyles</b> HL 1 Healthy Eating HL 2 Taking care of physical health HL 3 Keeping well	<b>Healthy Lifestyles</b> HL 1 Healthy Eating HL 2 Taking care of physical health HL 3 Keeping well	<b>Healthy Lifestyles</b> HL 1 Healthy Eating HL 2 Taking care of physical health HL 3 Keeping well	<b>Healthy Lifestyles</b> HL 1 Healthy Eating HL 2 Taking care of physical health HL 3 Keeping well	<b>Healthy Lifestyles</b> HL 1 Healthy Eating HL 2 Taking care of physical health HL 3 Keeping well	<b>Healthy Lifestyles</b> HL 1 Healthy Eating HL 2 Taking care of physical health HL 3 Keeping well	<b>Healthy Lifestyles</b> HL 1 Elements of a healthy lifestyles HL 2 Mental wellbeing HL 3 Physical activity HL 4 Healthy eating	<b>Healthy Lifestyles</b> HL 1 Elements of a healthy lifestyles HL 2 Mental wellbeing HL 3 Physical activity HL 4 Healthy eating	<b>Healthy Lifestyles</b> HL 1 Elements of a healthy lifestyles HL 2 Mental wellbeing HL 3 Physical activity HL 4 Healthy eating	<b>Healthy Lifestyles</b> HL 5 Body image HL 6 Medicinal drugs HL 7 Drugs, alcohol & tobacco	<b>Healthy Lifestyles</b> HL 5 Body image HL 6 Medicinal drugs HL 7 Drugs, alcohol & tobacco	<b>Healthy Lifestyles</b> HL 5 Body image HL 6 Medicinal drugs HL 7 Drugs, alcohol & tobacco
<b>Sum 2</b>	<b>World I live in</b> W1 Respecting differences between people W2 Jobs people do W3 Rules and laws	<b>World I live in</b> W1 Respecting differences between people W2 Jobs people do W3 Rules and laws	<b>World I live in</b> W1 Respecting differences between people W2 Jobs people do W3 Rules and laws	<b>World I live in</b> W3 Taking care of the environment W4 Belonging to a community W5 Money	<b>World I live in</b> W3 Taking care of the environment W4 Belonging to a community W5 Money	<b>World I live in</b> W3 Taking care of the environment W4 Belonging to a community W5 Money	<b>World I live in</b> W1 Human diversity W2 Rights and responsibilities W4 Taking care of the environment	<b>World I live in</b> W1 Human diversity W2 Rights and responsibilities W4 Taking care of the environment	<b>World I live in</b> W1 Human diversity W2 Rights and responsibilities W4 Taking care of the environment	<b>World I live in</b> W5 Preparing for adulthood W3 Managing online information W6 Managing finances	<b>World I live in</b> W5 Preparing for adulthood W3 Managing online information W6 Managing finances	<b>World I live in</b> W5 Preparing for adulthood W3 Managing online information W6 Managing finances



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- \* Although there are specific focus areas of learning under each strand of PSHEE designated at different Key Stages, it is important that other areas of learning are incorporated into PSHEE lessons and across their curriculum so that children are given opportunities deepen their learning or where further learning is relevant to their stage in life – e.g. it would be important to look again at personal strengths in KS4 in careers lessons.
- \* Children on the Engagement pathway will focus on these areas through their learning activities and PLIMS – please see the Engagement pathway PHSEE phase documents.
- \* As this is age and stage framework, not all elements of each strand can be taught in each half term. Over the child's journey through each keystage phase leaders will ensure that they will have covered all elements of each strand of PHSEE.