

# Drake Primary School

## PSHE and Relationships and Sex Education (RSE)

### Curriculum Map

*(Base curriculum for PSHE is 3D , RSE Solution for RSE)*

Three main core themes cover the key topic areas essential to a comprehensive PSHE (Personal, Social, Health and Economic education.) The curriculum is divided into three levels- Key stage 1, Lower Key Stage 2, Upper Key Stage 2.

<b>Core theme 1: Health and wellbeing</b>	<b>Core theme 2: Relationships</b>	<b>Core theme 3: Living in the wider world</b>
<b>Topic Areas:</b> Personal identity Infection control Emotional awareness Mental health Aspirations Healthy lifestyles Physical exercise Nutrition and food choices Hygiene, personal and dental Keeping safe Changing and growing First aid	<b>Topic Areas:</b> Healthy relationships Communication skills Fairness Anti-bullying Family relationships Caring friendships Inclusion Marriage and partnerships Different kinds of families	<b>Topic Areas:</b> Belonging to Communities Rights and responsibilities Money and finance Enterprise and economics Celebrating diversity Rules and responsibilities Challenging discrimination Seeking social justice

The grid below divides the units in 3D across the year groups. Teachers should use the lessons and resources within each unit with creativity, flexibility and sensitivity to class needs. The 3D Units and PoS are [found here](#) on our shared drive. The grid below also contains suggested times where RSE should be taught using the Educator Solutions “RSE Solution” as your main teaching input. Hard copies are available in the Owens room, with an online version available [here](#).

### RSE Unit overviews

All pupils have a right to receive effective, inclusive and relevant RSE that directly meets their needs which is taught through accessible resources and a non-judgemental approaches. The RSE Solution has 6 key topic areas which have been created and identified through evidence based teaching strategies and which meet national legislation and enables us to teach a spiral curriculum and provide pupils opportunities to develop their understanding in line with their age and development. This means some topic areas may need to be taught from other year groups before they can be taught in their respective age e.g. Year 5 may look at elements from the Year 3 and 4 curriculum before delivering Year 5 elements.

The following themes are consistent across each year group with Reception to Year 6 teaching the same topic areas:

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
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### Links

This curriculum map is designed to link broadly with our **SEAL themes** and **school values**. These are used as an overarching class and whole-school focus, laying a foundation for guiding principles of personal development and school cohesion.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>SEAL</b>	New beginnings	Getting on and falling out	Going for goals	Good to be me	Positive Relationships	Managing changes
<b>School Value focus</b>	<i>Hope</i>	<i>Forgiveness Kindness</i>	<i>Aspiration</i>	<i>Courage Love</i>	<i>Respect</i>	<i>Trust Friendship</i>
	A full explanation of our School Values is <a href="#">found here</a> on the drive.					

EYFS Long-term Overview - PSHE and RSE - Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	<i>New beginnings</i>	<i>Getting on and falling out</i>	<i>Going for goals</i>	<i>Good to be me</i>	<i>Positive Relationships</i>	<i>Managing changes</i>
PSHE						
RSE	<b>My feelings</b> Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing them.	<b>My body</b> Pupils know the importance of basic personal hygiene and understanding how to maintain basic personal hygiene.	<b>My relationships</b> Pupils understand that there are similarities and differences between everyone and can celebrate this.	<b>My beliefs</b> Pupils can recognise what they like, dislike and feel empowered to make real and informed choices.	<b>My rights and responsibilities</b> Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	<b>Asking for help</b> Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

### KS1 Long-term Overview - PSHE and RSE - Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	<i>New beginnings</i>	<i>Getting on and falling out</i>	<i>Going for goals</i>	<i>Good to be me</i>	<i>Positive Relationships</i>	<i>Managing changes</i>
PSHE	<p>I can learn about good hygiene practices.</p> <p><b>C1 Unit 2</b></p> <p><b>Hygiene-</b></p> <p>Knowing how to manage hand hygiene, personal hygiene, dental health.</p>	<p>I can stay safe from bullying</p> <p><b>C2 Unit 2.</b></p> <p><b>Anti-bullying</b></p> <p>-identifying bullying, realising attitudes and behaviours affect others, Understanding how to get help if someone is bullied.</p>	<p>I can learn about rules and responsibilities.</p> <p><b>C3 Unit 1</b></p> <p><b>Rules and Responsibilities</b></p> <p>-Understanding why we have rules, sharing, caring, taking turns, lending and borrowing.</p>	<p>I can develop healthy habits.</p> <p><b>C1 Unit 1</b></p> <p><b>Healthy lifestyles</b></p> <p>-knowing the importance of healthy eating, importance of physical activity</p>	<p>I can express feelings and emotions clearly and fairly</p> <p><b>C2 unit1</b></p> <p><b>Communication</b></p> <p>-expressing feelings, offering opinions, cooperating with others, Having good manners</p>	<p>I can learn about belonging to a community.</p> <p><b>C3 Unit</b></p> <p><b>Families and communities</b></p> <p>-being a good member of my family, school and class, considering what it means to be a responsible and caring member of other communities</p>
RSE	<p><b>My feelings</b></p> <p>Pupils are able to communicate about feelings, to recognise how others show feelings and how to respond.</p>	<p><b>My body</b></p> <p>Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</p>	<p><b>My relationships</b></p> <p>Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p>	<p><b>My beliefs</b></p> <p>Pupils can identify and respect the differences and similarities between people.</p>	<p><b>My rights and responsibilities</b></p> <p>Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</p>	<p><b>Asking for help</b></p> <p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p>

KS1 Long-term Overview - PSHE and RSE - Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	<i>New beginnings</i>	<i>Getting on and falling out</i>	<i>Going for goals</i>	<i>Good to be me</i>	<i>Positive Relationships</i>	<i>Managing changes</i>
PSHE	<p>I know about ways to keep safe.</p> <p><b>C1 Unit5</b></p> <p><b>Keeping safe</b></p> <p>-I know safe practices to help prevent the spread of disease. Sun and road safety. Using medicine safely and drug awareness. Personal safety and how to seek help.</p>	<p>I know what is fair and unfair.</p> <p><b>C2 Unit3</b></p> <p><b>Caring person, fair friend</b></p> <p>-learning what is fair and unfair, reflects similarities and differences, choosing right over wrong, making good and kind choices, challenging gender stereotypes.</p>	<p>I can learn about the role of money in my life.</p> <p><b>C3 Unit3</b></p> <p><b>Money and Finance</b></p> <p>-where money comes from, the role of money in society, keeping money safe, making wise choices with money, learning about enterprise.</p>	<p>I know about my growing and changing body.</p> <p><b>C1 Unit3</b></p> <p><b>Changing and Growing</b></p> <p>-the human body, differences between boys and girls, naming body parts, growth and development, responsibilities and growing emotional maturity</p>	<p>I can learn ways to manage my emotions</p> <p><b>C1 Unit4</b></p> <p><b>My Emotions</b></p> <p>-recognising and naming emotions, managing feelings in a positive way, understanding my behaviours affect others.</p> <p>-The value of aspiration, setting simple goals.</p>	<p>I can build positive relationships with friends and family.</p> <p><b>C2 Unit4</b></p> <p><b>Positive relationships</b></p> <p>-how to be a good friend with a range of people, understanding and respecting cultural differences.</p>
RSE	<p><b>My feelings</b></p> <p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p>	<p><b>My body</b></p> <p>Pupils can recognise how they grow and will change as they become older.</p>	<p><b>My relationships</b></p> <p>Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p>	<p><b>My beliefs</b></p> <p>Pupils can identify the ways in which people and families are unique, understanding there has never been and never will be another them.</p>	<p><b>My rights and responsibilities</b></p> <p>Pupils can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.</p>	<p><b>Asking for help</b></p> <p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>

**LKS2 Long-term Overview - PSHE and RSE - Year 3**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>SEAL</b>	<i>New beginnings</i>	<i>Getting on and falling out</i>	<i>Going for goals</i>	<i>Good to be me</i>	<i>Positive Relationships</i>	<i>Managing changes</i>
<b>PSHE</b>	<p>I can talk about healthy practices. C1 Unit 2 and C1 Unit 3</p> <p><b>Healthy practices</b></p> <p>-Mitigating the spread of disease, understanding the need for physical activity, optimizing mental health, nutrition guidelines, working with food.</p>	<p>I can communicate and collaborate with others.</p> <p><b>C2 Unit 1 and 2 Communication and collaboration</b></p> <p>-giving clear messages, listening and responding to others, expressing opinions. -working effectively with others, spotting problems and working to solve them.</p>	<p>I can talk about setting personal goals.</p> <p><b>C1 unit 4</b></p> <p><b>Aspirations</b></p> <p>-knowing that we all have different strengths and weaknesses, recognising own strength, know how to set goals, realising that different careers will need specific skills</p>	<p>I understand the importance of behaving responsibly.</p> <p><b>C3 unit 1 and 2</b></p> <p><b>Getting on with others</b></p> <p>-knowing that rules and regulations are necessary and beneficial, knowing the importance of being a conscientious member of a family and community.</p>	<p>I know and respect that there are similarities and differences between people.</p> <p><b>Celebrating diversity</b></p> <p><b>C2 unit 4</b></p> <p>-recognising human beings are all connected, knowing and respecting that family units can differ, understanding the need for religious tolerance, celebrating cultural differences</p>	<p>I can show understanding of promoting my well-being. C1 Unit 1</p> <p><b>Well-being</b></p> <p>-Understanding the difference between physical, mental and emotional well-being</p>
<b>RSE</b>	<p><b>My feelings</b></p> <p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.</p>	<p><b>My body</b></p> <p>Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</p>	<p><b>My relationships</b></p> <p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p>	<p><b>My beliefs</b></p> <p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or on way to be a girl.</p>	<p><b>My rights and responsibilities</b></p> <p>Pupils understand the right to protect their body from unwanted touch.</p>	<p><b>Asking for help</b></p> <p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p>

LKS2 Long-term Overview - PSHE and RSE - Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	<i>New beginnings</i>	<i>Getting on and falling out</i>	<i>Going for goals</i>	<i>Good to be me</i>	<i>Positive Relationships</i>	<i>Managing changes</i>
PSHE	<p>I know about ways to keep safe</p> <p><b>C1 unit 8 Safety and First aid</b> -understanding the best ways to minimise the spread of infectious diseases. -taking responsibility for own safety and safety of others, what to do in the case of an emergency.</p>	<p>I can recognise bullying and ways to deal with it.</p> <p><b>C2 unit 3 Anti bullying</b> -recognising problems in behaviour and attitudes that are wrong and destructive, dealing with peer pressure, building self esteem, dealing with hostile incidents, understanding the consequences of bullying.</p>	<p>I can begin to learn about financial management .</p> <p><b>C3 Unit 4 Economic Awareness</b> -knowing the importance of making wise money choices. -Devising an enterprise project with a small group.</p>	<p>I understand the changes that can happen as we grow.</p> <p><b>C1 unit 7 Growing and changing</b> -knowing that bodies develop at different rates, recognising the changes that will happen in their own bodies at puberty, dental development and care.</p>	<p>I can talk about the value of diversity and challenge stereotypes.</p> <p><b>C3 unit 3 plus Inclusion</b> -challenging gender stereotypes, knowing that marriages and partnerships can have different make-ups</p>	<p>I can name and understand the feelings in myself and others.</p> <p><b>C1 unit 5 Managing mental health</b> -understanding the emotions in loss and separation, knowing that families change, the importance of self-respect, knowing when feelings are appropriate and manageable and when to seek help.</p>
RSE	<p><b>My feelings</b> Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p>	<p><b>My body</b> Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p>	<p><b>My relationships</b> Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p>	<p><b>My beliefs</b> Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p>	<p><b>My rights and responsibilities</b> Pupils know that marriage is a commitment freely entered into by both people, and that no one should marry if they absolutely don't want to or are not making the decision freely for themselves.</p>	<p><b>Asking for help</b> Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>

**UKS2 Long-term Overview - PSHE and RSE - Year 5**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>SEAL</b>	<i>New beginnings</i>	<i>Getting on and falling out</i>	<i>Going for goals</i>	<i>Good to be me</i>	<i>Positive Relationships</i>	<i>Managing changes</i>
<b>PSHE</b>	<p>I know about ways to optimise health. I know about changes in puberty.</p> <p><b>C1 Unit 1 and C1 Unit 2</b></p> <p><b>Understand my body and health</b></p> <p>- understanding the connection between physical, and mental health, talking about healthy lifestyles and disease prevention, understanding the changes taking place in puberty</p>	<p>I can build the social skill needed to be a trusted member of a group.</p> <p><b>C2 Unit 1 and 2</b></p> <p><b>Communication and collaboration</b></p> <p>-the principles of effective communication, being an effective member of a group or community.</p>	<p>I can learn what it means to budget.</p> <p><b>C3 unit 3</b></p> <p><b>Economic awareness</b></p> <p>-understanding the importance of budgeting, developing consumer sense.</p>	<p>I can identify the skills I need to work on.</p> <p><b>C1 unit 3</b></p> <p><b>Aspirations</b></p> <p><b>C1 unit 3</b></p> <p>-being able to self assess, recognising achievement, setting goals, identifying skills to work on.</p>	<p>I can learn about the impact of discrimination in society.</p> <p><b>Inclusion.</b></p> <p><b>C2 unit 3</b></p> <p>-talk about racial discrimination it's impact, the importance of working for equality and inclusion for gender, sexuality, race, religion and ethnicity.</p>	<p>I can discuss ways to deal with grief and conflict.</p> <p><b>C1 unit 4</b></p> <p><b>Managing strong emotions</b></p> <p>-understanding the strong feelings associated with grief, loss, conflict and difficult situations. Helping selves and peers experiencing these.</p>
<b>RSE</b>	<p><b>My feelings</b></p> <p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p>	<p><b>My body</b></p> <p>Pupils can anticipate how their body may change as they approach and move through puberty.</p>	<p><b>My relationships</b></p> <p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships</p>	<p><b>My beliefs</b></p> <p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p>	<p><b>My rights and responsibilities</b></p> <p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p>	<p><b>Asking for help</b></p> <p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p>

## UKS2 Long-term Overview - PSHE and RSE - Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	<i>New beginnings</i>	<i>Getting on and falling out</i>	<i>Going for goals</i>	<i>Good to be me</i>	<i>Positive Relationships</i>	<i>Managing changes</i>
PSHE	<p><b>I can learn responsible choices which keep me safe.</b> C1 Unit 5</p> <p><b>Safety, Substance abuse information</b></p> <p>-understanding disease control, understanding the risks of the use and misuse of drugs, alcohol, tobacco and other substances, making responsible decisions in regards to these. Discussing basic first aid.</p> <p><b>Unit C1 unit 4</b> <b>Food and nutrition</b></p> <p>- knowing the principles of good nutrition and sensible approach to food, developing an awareness of own dietary needs.</p>		<p><b>I can understand the principles of enterprise.</b></p> <p>C3 unit 4</p> <p><b>Enterprise</b></p> <p>-understand the principles of profit and global economic realities. Understanding the work of charities, fundraising for a chosen charity.</p>	<p><b>I can respect the need for justice and fairness in a society and globally and can celebrate diversity.</b> C3 unit 1 and 2</p> <p><b>Social justice</b></p> <p>- recognising the need for law and order, knowing ways to protest injustice, understanding principles of democracy and the importance of human rights globally. Celebrating diversity.</p>	<p><b>I know about the importance of healthy relationships.</b></p> <p>C2 unit 4</p> <p><b>Healthy relationships, personal well being</b></p> <p>-knowing about touch in human relationships, judging and responding to inappropriate touching, understanding informed consent, caution in online relationships, the negative impact of coercion and bullying.</p> <p>-knowing that marriage and civil partnerships are formally and legally recognised commitments of two people to each other, intended on being lifelong.</p>	
RSE	<p><b>My feelings</b></p> <p>Pupils can recognise how images in the media, including those online, do not always reflect reality and can affect how people feel about themselves.</p>	<p><b>My body</b></p> <p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</p>	<p><b>My relationships</b></p> <p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p>	<p><b>My beliefs</b></p> <p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM)</p>	<p><b>My rights and responsibilities</b></p> <p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can prevent this.</p>	<p><b>Asking for help</b></p> <p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p>