



## PSHE & RSE Curriculum Map

Reception	Autumn		Spring		Summer	
Supporting Materials:  <a href="https://www.kapowprimary.com/subjects/rse-eyfs-reception-2/">https://www.kapowprimary.com/subjects/rse-eyfs-reception-2/</a>	<b><i>My Feelings</i></b> <ul style="list-style-type: none"> <li>Explore and understand their feelings</li> <li>Identify when they may be feeling something</li> <li>Begin to learn how to communicate and cope with feelings and emotions</li> </ul>	<b><i>Special Relationships</i></b> <ul style="list-style-type: none"> <li>Explore why families and special people are valuable</li> <li>See themselves as valuable</li> <li>Celebrate individuality and explore diversity</li> <li>Think about similarities and differences</li> </ul>	<b><i>Taking on challenges</i></b> <ul style="list-style-type: none"> <li>Why we have rules</li> <li>The importance of persistence and perseverance</li> <li>Deal with challenges</li> <li>Practice grounding coping strategies</li> <li>Learn new skills to show resilience</li> </ul>	<b><i>Listening &amp; Following Instructions</i></b> <ul style="list-style-type: none"> <li>Develop skills to become an honest, thoughtful, resilient, and active listener</li> <li>Respond effectively to instructions</li> </ul>	<b><i>My Family and Friends</i></b> <ul style="list-style-type: none"> <li>Understand we all have different beliefs and celebrations</li> <li>What characteristics make a good friend</li> <li>Listening to others</li> </ul>	<b><i>My Wellbeing</i></b> <ul style="list-style-type: none"> <li>Exercise</li> <li>Meditation</li> <li>A balanced diet</li> <li>Self-care</li> <li>Transition</li> </ul>

Year 1	Autumn		Spring		Summer	
Supporting Materials:  <a href="https://www.kapowprimary.com/subjects/rse-pshe/key-stage-1/">https://www.kapowprimary.com/subjects/rse-pshe/key-stage-1/</a>	<b>Family and Relationships</b> <ul style="list-style-type: none"> <li>• Explore how families can be different</li> <li>• Exploring positive friendships</li> <li>• Overcoming differences</li> <li>• Exploring how people show feelings in different ways</li> <li>• Understanding how stereotyping is unfair</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• Exploring personal qualities</li> <li>• Strategies to manage feelings</li> <li>• The importance of sleep</li> <li>• Hygiene and sun protection</li> <li>• Allergic reactions</li> <li>• People who keep us healthy</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>• Adults in school</li> <li>• What do I do if I am lost?</li> <li>• How to call the emergency services</li> <li>• Identifying hazards in the home</li> <li>• People who Keep us safe</li> </ul>	<b>Citizenship</b> <ul style="list-style-type: none"> <li>• Learning about rules and consequence</li> <li>• Caring for babies and young children</li> <li>• Caring for animals</li> <li>• Exploring similarities and differences</li> <li>• An introduction to democracy</li> </ul>	<b>Economic Wellbeing</b> <ul style="list-style-type: none"> <li>• Learning about what money is and where it comes from</li> <li>• How to keep cash safe</li> <li>• What is a bank and a building society</li> <li>• Spending and saving</li> <li>• Jobs in schools</li> </ul>	<b>The Changing Body</b> <ul style="list-style-type: none"> <li>• Appropriate and inappropriate physical contact</li> <li>• People who Keep us safe</li> </ul>
Online Safety	By the time they leave <b>Year One</b> , children should be able to: <ul style="list-style-type: none"> <li>• Understand where to go for help and support when they have concerns about content or contact on the internet.</li> </ul>					

Year 2	Autumn		Spring		Summer	
<p>Supporting Materials:</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/key-stage-1/">https://www.kapowprimary.com/subjects/rse-pshe/key-stage-1/</a></p>	<p><i>Family and Relationships</i></p> <ul style="list-style-type: none"> <li>Resolving relationship problems</li> <li>Effective listening skills</li> <li>Nonverbal communication</li> <li>The impact of bullying</li> <li>Who to trust</li> <li>The existence of stereotyping</li> </ul>	<p><i>Health and Wellbeing</i></p> <ul style="list-style-type: none"> <li>Healthy lifestyles</li> <li>Physical activity</li> <li>A balanced diet</li> <li>Relaxing and rest</li> <li>Belonging</li> <li>Helping others</li> <li>Breaking down problems into small steps</li> </ul>	<p><i>Safety</i></p> <ul style="list-style-type: none"> <li>Road safety</li> <li>Safety with medicines</li> <li>The difference between secrets and surprises</li> </ul>	<p><i>Citizenship</i></p> <ul style="list-style-type: none"> <li>Rules outside of school</li> <li>Caring for the school and local environment</li> <li>Exploring roles within the local community</li> <li>How school council works</li> <li>Giving an opinion</li> </ul>	<p><i>Economic Wellbeing</i></p> <ul style="list-style-type: none"> <li>Where money comes from</li> <li>How to look after money</li> <li>Why we use banks and building societies</li> </ul>	<p><i>The Changing Body</i></p> <ul style="list-style-type: none"> <li>Naming body parts</li> <li>The concept of privacy</li> <li>The difference between secrets and surprises</li> </ul>
<p><b>Online Safety</b></p>	<p>By the time they leave <b>Year Two</b>, children should be able to:</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>Use technology safely and keep personal information private.</li> </ul>					

Year 3	Autumn		Spring		Summer	
<p>Supporting Materials:</p> <p><a href="https://www.kapowprimary.com/projects/rse-pshe/lower-key-stage-2/">https://www.kapowprimary.com/projects/rse-pshe/lower-key-stage-2/</a></p>	<p><i>Family and Relationships</i></p> <ul style="list-style-type: none"> <li>Resolving relationship problems</li> <li>Effective listening skills</li> <li>Nonverbal communication</li> <li>The impact of bullying</li> <li>Who to trust</li> <li>The existence of stereotyping</li> </ul>	<p><i>Health and Wellbeing</i></p> <ul style="list-style-type: none"> <li>Healthy lifestyles</li> <li>Physical activity</li> <li>A balanced diet</li> <li>Relaxing and rest</li> <li>Belonging</li> <li>Helping others</li> <li>Breaking down problems into small steps</li> </ul>	<p><i>Safety</i></p> <ul style="list-style-type: none"> <li>Emergencies and calling for help</li> <li>First aid: bites and stings</li> <li>Road safety</li> <li>Choices and influences</li> </ul>	<p><i>Citizenship</i></p> <ul style="list-style-type: none"> <li>Children's rights</li> <li>Why do we have rules</li> <li>Local community groups</li> <li>Charities and recycling</li> <li>Introduction to local democracy</li> </ul> <p><i>Visit: Walking With</i></p>	<p><i>Economic Wellbeing</i></p> <ul style="list-style-type: none"> <li>Intro to budgeting</li> <li>Which methods do we use to pay?</li> <li>The emotional impact of money</li> <li>The ethics of spending</li> <li>Potential jobs and careers</li> </ul>	<p><i>The Changing Body</i></p> <ul style="list-style-type: none"> <li>Appropriate and inappropriate physical contact</li> <li>People who Keep us safe</li> <li>Naming body parts</li> <li>The concept of privacy</li> </ul>
<p><b>Online Safety</b></p>	<p>By the time they leave <b>Year Three</b>, children should be able to:</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>Use technology safely and keep personal information private.</li> <li>Understand that the internet is a large network of computers, and that information can be shared between computers.</li> <li>Use technology safely and recognise acceptable and unacceptable behaviour.</li> </ul>					

Year 4	Autumn		Spring		Summer	
<p>Supporting Materials:</p> <p><a href="https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/">https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/</a></p>	<p><b>Family and Relationships</b></p> <ul style="list-style-type: none"> <li>• There are a variety of different families, and they all need to be respected</li> <li>• Understand the physical and emotional boundaries in friendships</li> <li>• Roles of bully victim and bystander</li> <li>• The effect behaviours have on others</li> <li>• Manners in different situations</li> <li>• Bereavement</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Developing emotional maturity</li> <li>• We are responsible for the range of emotions we feel</li> <li>• Appreciating the emotions of others</li> <li>• Developing a growth mindset</li> <li>• Identifying calming and relaxing activities</li> <li>• Independence in dental hygiene</li> </ul>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• The risks associated with tobacco</li> <li>• Simple first aid</li> <li>• Knowing how to help someone with asthma</li> </ul>	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• Human rights and caring for the environment</li> <li>• Community diversity</li> <li>• The role of groups within the community</li> <li>• The role of local government</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Choices associated with spending</li> <li>• What makes something good value for money</li> <li>• Career aspirations</li> <li>• What influences our career choices</li> </ul>	<p><b>The Changing Body</b></p> <ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty</li> </ul>
<p><b>Online Safety</b></p>	<p><b>By the time they leave Year Four, children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>• Use technology safely and keep personal information private.</li> <li>• Understand that the internet is a large network of computers, and that information can be shared between computers.</li> <li>• Use technology safely and recognise acceptable and unacceptable behaviour.</li> <li>• Identify the difference between private and public.</li> <li>• Be aware of age restrictions and understand why they are in place.</li> </ul>					

Year 5	Autumn		Spring		Summer	
<p>Supporting Materials:</p> <p><a href="https://www.kapowprimary.com/subjects/rse/upper-key-stage-2/">https://www.kapowprimary.com/subjects/rse/upper-key-stage-2/</a></p>	<p><b>Family and Relationships</b></p> <ul style="list-style-type: none"> <li>Developing and understanding of families</li> <li>Marriage</li> <li>What to do if someone feels unsafe in their family.</li> <li>Dealing with issues and strengthening friendships</li> <li>The impact of bullying</li> <li>Positive self-image</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Taking responsibility for own health</li> <li>Managing Feelings</li> <li>Setting Goals</li> <li>Appreciating individual positive attributes</li> </ul>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Overcoming dangers</li> <li>Administering first aid to someone who is bleeding</li> </ul>	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>An introduction to the justice system</li> <li>How parliament works</li> <li>The role of pressure groups</li> <li>Rights and responsibilities</li> <li>The impact of energy on the planet</li> <li>Contributing to the community</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>Income and expenditures</li> <li>Borrowing</li> <li>Risks with money</li> <li>Stereotypes in the workplace</li> </ul>	<p><b>The Changing Body</b></p> <ul style="list-style-type: none"> <li>Explore the emotional and physical changes of puberty including menstruation</li> </ul>
<p><b>Online Safety</b></p>	<p>By the time they leave <b>Year Five</b>, children should be able to:</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>Use technology safely and keep personal information private.</li> <li>Understand that the internet is a large network of computers, and that information can be shared between computers.</li> <li>Use technology safely and recognise acceptable and unacceptable behaviour.</li> <li>Identify the difference between private and public.</li> <li>Be aware of age restrictions and understand why they are in place.</li> <li><b>Identify the benefits and risks of sharing online information.</b></li> </ul>					

Year 6	Autumn		Spring		Summer	
<a href="https://www.kapowprimary.com/subjects/rse-Upper-key-stage-2/">https://www.kapowprimary.com/subjects/rse-Upper-key-stage-2/</a>	<b>Family and Relationships</b> <ul style="list-style-type: none"> <li>Resolving conflict</li> <li>Negotiation</li> <li>Compromise</li> <li>Respect &amp; understanding</li> <li>Everyone deserves respect</li> <li>Grief</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Diet</li> <li>Oral hygiene</li> <li>Physical Activity</li> <li>Immunisation</li> <li>Rest and relaxation</li> <li>Effects on mental health</li> <li>Resilience</li> <li>Long term goals</li> </ul>	<b>Safety</b> <ul style="list-style-type: none"> <li>The risks of alcohol</li> <li>First aid for someone who is choking or unresponsive</li> </ul>	<b>Citizenship</b> <ul style="list-style-type: none"> <li>Human rights</li> <li>Food choices</li> <li>The environment</li> <li>Caring for others</li> <li>Recognising discrimination</li> <li>Valuing diversity and national democracy</li> </ul>	<b>Economic Wellbeing</b> <ul style="list-style-type: none"> <li>Exploring attitudes to money</li> <li>Keeping money safe</li> <li>Career paths</li> </ul>	<b>The Changing Body</b> <ul style="list-style-type: none"> <li>Explore the emotional and physical changes of puberty</li> <li>How a baby is conceived and develops</li> </ul>
<b>Online Safety</b>	<p>By the time they leave <b>Year Six</b>, children should be able to:</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>Use technology safely and keep personal information private.</li> <li>Understand that the internet is a large network of computers, and that information can be shared between computers.</li> <li>Use technology safely and recognise acceptable and unacceptable behaviour.</li> <li>Identify the difference between private and public.</li> <li>Be aware of age restrictions and understand why they are in place.</li> <li>Identify the benefits and risks of sharing online information.</li> <li>To consider and evaluate the reliability of online information.</li> </ul>					