



PSHE/RSE Curriculum Map

By the end of Key Stage Two, children will have covered the following content:

- ✓ Families and people who care for me
- ✓ Caring Friendships
- ✓ Respectful, kind relationships
- ✓ Online safety and awareness
- ✓ Being Safe
- ✓ General wellbeing
- ✓ Physical health and fitness
- ✓ Healthy eating
- ✓ Drugs, alcohol, tobacco and vaping
- ✓ Health protection and prevention
- ✓ Personal safety
- ✓ Basic first aid

➤ Link to full content coverage [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Year 1	Autumn Family and Relationships	Autumn Health and Wellbeing	Spring Safety	Spring Citizenship	Summer Economic Wellbeing	Summer The Changing Body
RDPS Knowledge and Skills	To understand that families look after us. To know some words to describe how people are related (e.g. aunty, cousin, etc.) To know that some information about me and my family is personal. To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome. To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. Explore how families are different to each other. Explore how friendship problems can be overcome. Explore friendly behaviours. Recognise how other people show their feelings. Identify ways, we can care for others when they are sad. Explore the ability to successfully work with different people.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people. To know that sleep helps my body to repair itself, to grow and restores my energy. To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions. Learn how to wash my hands properly. Learn how to deal with an allergic reaction. Explore positive sleep habits. Explore two different methods of relaxation: progressive muscle relaxation and laughter. Explore health-related jobs and people who help look after our health. Identify personal strengths and qualities.	To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury. To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that emergency services are the police, fire service and the ambulance service. Practise what to do if you get lost. Identify hazards that may be found at home. Understand people's roles within the local community that help keep us safe. Learn what is and is not safe to put in or on our bodies. Practise making an emergency phone call	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to decide. To understand that people are all different. Recognise why rules are necessary. Discuss how to meet the needs of different pets. Explore the differences between people. Recognise the groups that we belong to.	Know why people use money and its role in our lives. Know some of the ways children may receive money. Know it is wrong to steal money. Know money is valuable and needs to be taken care of to avoid losing or damaging it. Know money should be stored in a safe place, such as a piggy bank or a wallet, to keep it secure. Know they should not show or give money to strangers and should only trust trusted adults with their money. Know they should be mindful when handling money in public, keeping it hidden and not displaying it openly. Know they can seek adult assistance, particularly from parents or guardians, when they need help in handling or storing money safely. Know banks are places where we can store our money. Discuss what to do if we find money. Explore choices people make about money. Think about questions they would like to ask others about their job.	To know the definitions and situations of appropriate and inappropriate behaviours. To know that some types of physical contact are never appropriate. Be able to name some simple body parts. Know about keeping private parts private. Know what to do if they feel uneasy about a part of their body.

At the start of every PSHE lesson, each class will be taught Online Safety and Awareness

Knowing that we can encounter a range of things online including things we like don't like as well as things which are real or make believe or a joke
Knowing how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened

Year 2	Autumn <u>Family and Relationships</u>	Autumn <u>Health and Wellbeing</u>	Spring <u>Safety</u>	Spring <u>Citizenship</u>	Summer <u>Economic Wellbeing</u>	Summer <u>The Changing Body</u>
RDPS Knowledge and Skills	To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand some ways people, show their feelings. To understand what good manners are. To know that there are ways we can remember people or events. Understand ways to show respect for different families. Understand that families offer love, care and support. Understand difficulties in friendships and discussing action that can be taken. Learn how other people show their feelings and how to respond to them. Explore the conventions of manners in different situations.	To know that food and drinks with lots of sugar are bad for our teeth. To understand the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax. To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them. Explore the effect that food and drink can have on my teeth. Explore some of the benefits of exercise on body and mind. Explore some of the benefits of a healthy, balanced diet and suggesting how to improve an unbalanced meal. Learn breathing exercises to aid relaxation. Explore strategies to manage different emotions. Identify personal goals and how to work towards them.	To know the rules for crossing the road safely. To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can. Learn how to behave safely near the road and when crossing the road. Explore what people can do to feel better when they are ill. Learn how to be safe around medicines.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that everyone has similarities and differences. Explain why rules are in place. Identify positives and negatives about the school environment. Learn how to discuss issues of concern to me. Recognise the importance of looking after the school environment. Recognise the contribution people make to the local community.	Know that some adults earn money by having a job. Know some basic needs for survival. Know what a bank account is and what a bank account card is used for. Know what a skill or talent is and that different jobs require different skills. Know the concept of saving money and understanding its benefits for future goals or things they want to buy. Know the difference between a 'want' and 'need'. Know why diversity and inclusion are important in workplaces. Explain adult money sources. Compare and contrast 'wants' and 'needs. Explore personal skills and talents. Explore the reasons why people choose certain jobs.	To know the PANTS rule. To understand the difference between secrets and surprises. To know the names of parts of my body, including private parts. Discuss the concept of privacy. Know the life cycle of a human.
<u>At the start of every PSHE lesson, each class will be taught Online Safety and Awareness</u> Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Explain why some information we find online may not be real or true.						

Year 3	<u>Autumn Family and Relationships</u>	<u>Autumn Health and Wellbeing</u>	<u>Spring Safety</u>	<u>Spring Citizenship</u>	<u>Summer Economic Wellbeing</u>	<u>Summer The Changing Body</u>
RDPS Knowledge and Skills	To know that I can talk to trusted adults or services such as Childline if I experience family problems. To know that bullying can be physical or verbal and that bullying is repeated, not a one-off event. To know that violence is never the right way to solve a friendship problem. To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand that there are similarities and differences between people. To understand some stereotypes related to age. Learn that problems can occur in families and that there is help available if needed. Explore ways to resolve friendship problems. Develop an understanding of the impact of bullying and what to do if bullying occurs. Learn about the effects of non-verbal communication. Explore the negative impact of stereotyping.	To understand ways to prevent tooth decay. To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet. To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome. Learn stretches that can be used for relaxation. Develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Explore my own identity through the groups I belong to. Identify my strengths and exploring how I use them to help others. Be able to break down a problem into smaller parts to overcome it.	To know the rules for being safe near roads. To understand the role, I can take in an emergency. To know some basic first aid. Identify unsafe things people might do near roads unsafe.	To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community. Explore how children's rights help them and other children Consider the responsibilities that adults and children must maintain children's rights. Discuss ways, we can make a difference to recycling rates at home/school. Identify local community groups and discussing how this supports the community.	Know the pros and cons of different payment methods. Know the reasons for spending money. Know the benefits of budgeting. Know the emotional impact of money. Know the societal and environmental impact of spending choices. Know the range of jobs and opportunities available. Know what job stereotypes are. Know individual talents should guide career choices. Know anyone can aspire to any career. Contemplate budgeting benefits. Plan and calculate within a budget. Discuss attitudes and feelings about money. Develop empathy in financial situations. Handle negative financial emotions. Make ethical spending decisions. Assess the impact of spending choices.	To know the PANTS rule. To understand the difference between secrets and surprises. To know the names of parts of my body, including private parts. Discuss the concept of privacy. Know the life cycle of a human.

At the start of every PSHE lesson, each class will be taught Online Safety and Awareness

Explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’ and give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.

Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Year 4	<u>Autumn</u> <u>Family and</u> <u>Relationships</u>	<u>Autumn</u> <u>Health and Wellbeing</u>	<u>Spring</u> <u>Safety</u>	<u>Spring</u> <u>Citizenship</u>	<u>Summer</u> <u>Economic</u> <u>Wellbeing</u>	<u>Summer</u> <u>The Changing</u> <u>Body</u>
RDPS Knowledge and Skills	To know that families are varied in the UK and across the world. To understand the different roles related to bullying including the victim, bully and bystander. To understand that everyone has the right to decide what happens to their body. To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability. To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. Using respectful language to discuss different families. Explore physical and emotional boundaries in friendships. Explore how my actions and behaviour can affect other people. Discuss how to help someone who has experienced a bereavement.	To know key facts about dental health. To know that visualisation means creating an image in our heads. To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health. Develop independence in looking after my teeth. Identify what makes me feel calm and relaxed. Learn how visualisation as a tool to aid relaxation. Explore how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Develop the ability to appreciate the emotions of others in different situations. Learn to take responsibility for my emotions by knowing that I can control some things but not others. Develop a growth mindset.	To understand the risks associated with smoking tobacco. To know that asthma is a condition that causes the airways to narrow. Discuss the benefits of being a non-smoker. Learn how to help someone who is having an asthma attack.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors must balance looking after residents and the needs of the council. To know that there are several groups that make up the local community. Discuss how we can help to protect human rights. Identify ways items can be reused. Explain why reusing items is of benefit to the environment. Identify the benefits different groups bring to the local community. Discuss the positives diversity brings to a community.	Know how to determine value for money. Know the factors influencing buying decisions. Know the importance of monitoring and tracking money. Know the role and features of bank accounts. Know the methods for safeguarding money. Know how to challenge workplace stereotypes. Recognise value for money. Understand differing opinions on spending. Recognise how to track money spent and saved. Understand reasons for using a bank. Identify influences on job choices. Understand careers can change. Challenge workplace stereotypes.	To understand the physical changes to both male and female bodies as people grow from children to adults. Discuss some physical and emotional changes during puberty. Understand the changes they have already gone through and aware of some changes to come. To develop an understanding of privacy and the difference between secrets and surprises.

At the start of every PSHE lesson, each class will be taught Online Safety and Awareness

Explain why lots of people sharing the same opinions or beliefs online do not make those opinions of beliefs true.

Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what he benefits, and the risks might be.

Explain what is meant by fake news e.g. why some people will create stories or alter photography and put them online to pretend something is true when it isn't.

Year 5	Autumn Family and Relationships	Autumn Health and Wellbeing	Spring Safety	Spring Citizenship	Summer Economic Wellbeing	Summer The Changing Body
RDPS Knowledge and Skills	To know that marriage is a legal commitment and a choice people can make. To know that, if I have a problem, I can call ChildLine on 0800 1111. To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Identify ways families might make children feel unhappy or unsafe. Explore the impact that bullying might have. Explore issues that might be encountered in friendships and how these might impact the friendship.	To understand the risks of sun exposure. To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality. To understand what can cause stress. To understand that failure is an important part of success. Develop independence for protecting myself in the sun. Understand the relationship between stress and relaxation. Consider calories and food groups to plan healthy meals. Develop greater responsibility for ensuring good quality sleep. Take responsibility for my own feelings.	Begin to understand how others can influence our decisions with choices such as drugs, tobacco and alcohol. Know how to help someone who is bleeding. To know how to assess a casualty's condition.	To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. Explain why reducing the use of materials is positive for the environment. Discuss how rights and responsibilities link. Explore the right to a freedom of expression. Identify the contribution people make to the community and how this is recognised. Develop an understanding of how parliament and Government work. Know ways people can bring about change in society.	Know the principles of budgeting and its consequences. Know the concepts of income, expenditure, and informed spending. Know the responsibilities and consequences of borrowing money. Know the risks and strategies for safeguarding money. Know the factors influencing career decisions. Know the impact of education and interests on career paths. Know the effects and challenges of workplace stereotypes. Discuss money risks and management. Make and prioritising budgets. Discuss money's role in career choices. Assess loan and borrowing responsibilities and suitability. Implement money-safeguarding strategies. Navigate emotional implications in financial situations. Seek guidance for financial dilemmas. Integrate factors to inform career decisions.	To know the names of the external sexual parts of the body and the internal reproductive organs. To understand the process of the menstrual cycle. To know that puberty happens at different ages for different people. Learning about the emotional changes during puberty. To know the names of the external sexual parts of the body and the internal reproductive organs.

At the start of every PSHE lesson, each class will be taught Online Safety and Awareness

Explain what is meant by 'being sceptical'; give examples of when and why it is important to be 'sceptical'.

Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

Explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence.

Identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.

Describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.

Explain what is meant by a 'hoax'. explain why someone would need to think carefully before they share.

Year 6	<u>Autumn</u> <u>Family and</u> <u>Relationships</u>	<u>Autumn</u> <u>Health and Wellbeing</u>	<u>Spring</u> <u>Safety</u>	<u>Spring</u> <u>Citizenship</u>	<u>Summer</u> <u>Economic</u> <u>Wellbeing</u>	<u>Summer</u> <u>The Changing</u> <u>Body</u>
RDPS Knowledge and Skills	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise. To understand what respect is. To understand that everyone deserves respect, but respect can be lost. To understand that stereotypes can lead to bullying and discrimination. To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies. Identify ways to resolve conflict through negotiation and compromise. Discuss how and why respect is an important part of relationships. Identify ways to challenge stereotypes. Explore the process of grief and understanding that it is different for different people.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. To understand that several factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. To understand that several factors contribute to my mental health (diet, exercise, rest/relaxation). To know the effects technology can have on mental health. Consider ways to prevent illness. Identify some actions to take if I am worried about my health or my friends' health. Identify a range of relaxation strategies and situations in which they would be useful. Explore ways to maintain good habits. Set achievable goals for a healthy lifestyle. Explore personal qualities and how to build on them. Develop strategies for being resilient in challenging situations.	To understand the risks associated with drinking alcohol. Discuss the reasons why adults may or may not drink alcohol. Learn how to help someone who is choking. Know how to place an unresponsive patient into the recovery position.	To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors. Learn about environmental issues relating to food. Discuss how education and other human rights protect us. Identify causes that are important to us. Discuss how people can influence what happens in parliament. Discuss ways to challenge prejudice and discrimination. Identify appropriate ways to share views and ideas with others.	Identify emotions linked to money. Understand how money affects feelings and behaviour. Learn healthy ways to cope with feelings about money. Identify risks to money safety in both physical and digital environments. Understand methods to safeguard money physically and digitally. Apply understanding to real-world scenarios to take appropriate safeguarding actions. Understand the changes in financial responsibilities when transitioning to secondary school. Learn budgeting and career planning skills. Relate these changes to personal preparation for secondary school. Understand what gambling is and identify its different forms. Recognise the risks and consequences associated with gambling. Develop responsible attitudes towards gambling and apply this understanding to real-world scenarios. Understand different types of workplace environments and their characteristics.	Understand the menstrual cycle and that a male and a female are needed to conceive a baby. To understand how a baby is conceived and develops. Understand the biology of conception. Know the development of a baby during pregnancy. Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.

At the start of every PSHE lesson, each class will be taught Online Safety and Awareness

Explain how and why some people may present 'opinion' as 'facts'.

Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).

Demonstrate how to analyse and evaluate the validity of 'facts and information and explain why using these strategies are important.

Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.

Describe the difference between online misinformation and disinformation.

Explain why information that is on many sites may still be inaccurate or untrue. Assess how this might happen (e.g. the sharing of misinformation or disinformation).

Identify, flag and report inappropriate content.