



**St Mary's CE School**

**PSHE & RSE Curriculum Framework: Whole School Overview**

Rights and responsibilities			Feelings and friendship			
Money			Safety and risk			
Health			Identity			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Starting Nursery</b> Session routines Modelling how to use resources	<b>Who do I live with?</b> Who is in my house? Pets What do I do with my family?	<b>Relationships</b> Turn taking – using timers. Listening to others	<b>Our school values</b> Briefly explain what each value means How can we show the school values in Nursery?	<b>Working together</b> Collaborative play activities Sharing	<b>Moving on</b> What will it be like in Reception?
<b>Reception</b>	<b>New beginnings</b> Starting school Rules & Routines	<b>All about me</b> Families Different types of families Similarities and differences between ourselves and others. Who is special to me?	<b>Emotions</b> How to manage emotions? Resolving conflicts with others. Perseverance – Never giving up/overcoming obstacles.	<b>What makes a good friend?</b> Friendship qualities Sharing and turn taking Taking on board other peoples views/ideas Dealing with falling out	<b>Respecting others</b> Discuss school values	<b>Transitions</b> Getting ready for change What will it be like in Year 1? Visiting Year 1 and meeting teachers.
	<b>How I feel</b> Taking care of themselves and their belongings	<b>Keeping ourselves safe</b> NSPCC Pantosaurus	<b>Looking after myself</b>		<b>Keeping ourselves safe</b> Stranger danger	



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	<p>Feelings &amp; emotions</p> <p>Anti-bullying week – being kind</p>	<p><b>RSE (CWP):</b> Lesson 1 and Lesson 3</p>	<p>Oral health – why do we need to brush our teeth? Healthy eating Exercise – keeping fit Getting enough sleep</p>			
<p><b>Year 1</b></p>	<p><b>How do we decide to behave?</b> Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt; Zones of Regulation EY transition.</p>	<p><b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but everyone has similarities.</p>	<p><b>How do we keep safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medication) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help. Nurse visit.</p>	<p><b>What can we do with money?</b> Where does money come from; spending; saving; keeping money safe.</p>	<p><b>How do we feel?</b> Different kinds of feelings; strategies to manages feelings; change and loss Yr2 transition</p> <p><b>RSE (CWP) Growing and caring for ourselves:</b> <b>Lesson 1: Different friends</b> <b>Lesson 2: Growing and Changing</b> <b>Lesson 3: Families and Care</b></p>	



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<p><b>Year 2</b></p>	<p><b>How can we help?</b> Group and class rules and why they are important; respecting own and others' rights and need; groups and communities they belong to; privacy; looking after the environment</p>	<p><b>How can we be healthy?</b> What keeps our bodies and minds healthy; hygiene routines; healthy choices</p>	<p><b>What is bullying?</b> Recognising feelings; how our behaviour affects others; Teasing; recognising bullying and teasing are wrong; what to do about bullying; unsafe secrets; inappropriate touch and what to do if it happens;</p>	<p><b>How can we keep safe in different places?</b> Rules for keeping safe; including online; people who work in the community; asking for help; what do in an emergency</p>	<p><b>How are we the same and different?</b> Recognise our talents; set simple goals; growing and changing (physically as well); being more independent; belonging to different groups</p> <p><b>RSE (CWP) Differences:</b> <b>Lesson 1: Different friends</b> <b>Lesson 2: Growing and Changing</b> <b>Lesson 3: Families and Care</b></p>	<p><b>How do we show our feelings?</b> Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others feel; sharing feelings; how to ask for help if you are worried</p>
<p><b>Year 3</b></p>	<p><b>How can we describe our feelings?</b></p>	<p><b>What can we do about bullying?</b></p>	<p><b>What are we responsible for?</b></p>	<p><b>What jobs would we like?</b></p>	<p><b>How can we eat well?</b></p>	<p><b>What are the rules that keep us safe?</b></p>



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	<p>Wider range of feelings; conflicting feelings and how we deal with them; describing different feelings linked with changes; recognising wider range of feelings in others' and responding to other's feelings</p>	<p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p>	<p>Responsibilities at home and school; rights and duties at home; in school and the local area; how our actions affect ourselves and others</p>	<p>Role of Money; enterprising; interest and loans; working collaboratively to the shared goals; recognise achievements and set targets</p>	<p>What makes a balanced lifestyle; balanced diet; making choices; what influences our choices</p>	<p>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local area; how to get help in an emergency; people who help us stay safe</p> <p><b>RSE (CWP) Valuing difference and Keeping Safe</b></p> <p><b>Lesson 1: Body Differences</b></p> <p><b>Lesson 2: Personal Space</b></p> <p><b>Lesson 3: Help and Support</b></p>
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Year 4	<b>How can we keep ourselves safe in our local area?</b> How to manage risks in familiar and unfamiliar situations in and around the local environment; how to manage negative pressures e.g. peer pressure, dares; how their actions affect themselves and others; who can help us stay healthy and safe		<b>What is diversity?</b> Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	<b>How can we be a good friend?</b> What makes a positive healthy relationship; Recognising a wider range of feelings; responding to feelings; how our behaviour affects ourselves and others; strategies to resolve disputes; negotiation and compromise; resolving differences.	<b>How do we grow and change?</b> Changes that happen at puberty; good hygiene habits; managing complex emotions; <b>RSE (CWP) Growing up:</b> Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships	
	<b>What makes a community?</b> What does it mean to be in a community; groups and people who help us in the community;	<b>What does discrimination mean?</b> Actions that can affect ourselves and others; discrimination; bullying; stereotypes; differences and	<b>How can we manage our money?</b> Role of money; ways to manage money; images in media don't reflect reality; what is interest; loans	<b>How can we stay safe online and using social media?</b> Keeping safe using a mobile phone; strategies for managing our personal safety online; managing unwanted requests online; personal	<b>What makes us enterprising?</b> Personal goals; setting goals and achieving goals; high aspirations; growth mind-set; resilience; setting up an enterprise;	<b>What choices help health?</b> Balanced lifestyle; making choices about our lifestyles; habits; drugs commonly used in everyday life; who helps us stay healthy and safe



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	diversity; appreciating the range of identities in the UK; values and customs of people living around the world.	similarities between people; equality		boundaries; peer pressure online;	what enterprise means for work;	<b>RSE (CWP) Puberty:</b> <b>Lesson 1: Talking about Puberty</b> <b>Lesson 2: The reproductive system</b> <b>Lesson 3: Help and Support</b>
<b>Year 6</b>	<b>What are human rights?</b> Class/school rules; why and how laws are made; importance of human rights; rights of the child; right to protect their body (FGM and forced marriage); confidentiality and when to break confidence	<b>How can we stay healthy?</b> Positive and negative effects on health; making informed choices about our health; balanced lifestyle; how drugs affect our health and safety; the law and drugs; who is responsible for our health and wellbeing	<b>How can money affect us?</b> Finance and its role in people's lives ; being critical consumers; What is meant by tax, interest, loan, debt; how resources are allocated and how this affects individuals; communities and the environment; research and	<b>How can we manage risk?</b> Strategies to manage risks, different influences; resisting unhelpful distractions and pressure; personal safety, managing unwanted requests from social media, how anti-social behaviour affect wellbeing, how to handle anti-social or aggressive behaviours	<b>What makes a happy and healthy relationship?</b> Different types of relationship (committed, loving, marriage, civil partnership; what makes positive relationships; healthy relationships; recognise unhealthy relationships; human reproduction	<b>RSE (CWP) Puberty, Relationships and Reproduction:</b> <b>Lesson 1: Puberty and reproduction</b> <b>Lesson 2: Communication in Relationships</b> <b>Lesson 3: Families, Conception and Pregnancy</b> <b>Lesson 4: Online Relationships</b>



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			debate health and wellbeing issues		
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Year Group	Units Covered - Relationships and Health Education	Vocabulary
<b>Early Years</b>  <b>Lesson 1-3 – Respect</b>  <b>Pantosaurus – Consent</b>	<p><b>Lesson 1 – Caring friendships</b>            Learning Intention: To recognise the importance of friendship.            Learning Outcomes: Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p> <p><b>Lesson 2 – Being kind</b>            Learning Intention: To recognise the importance of saying sorry and forgiveness.            Learning Outcomes: Know that arguing with friends and then making up can make friendships stronger / That resorting to violence is never right.</p> <p><b>Lesson 3 – Families</b>            Learning Intention: To recognise that all families are different.            Learning Outcomes: Identify different members of the family / Understand how members of a family can help each other</p> <p><b>Pantosaurus – NSPCC – Talk PANTS lessons</b>            Learning Intention: Understand and learn the PANTS rules / Understanding which body parts should be private.</p>	Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, step-mum, stepdad, foster mum, foster dad



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	Learning Outcomes: Know the difference between appropriate and inappropriate touch / Knowing their right to say "no" to unwanted touch.	
<b>Year 1</b>  <b>All lessons – Respect</b>  <b>Pantosaurus / Spring PSHE Unit – How do we keep safe? Consent</b>	<b>Lesson 1 - Different friends</b> Learning Intention: To understand that we are all different but can still be friends. Learning Outcomes: Know that we can be friends with people who are different to us <b>Lesson 2 – Growing and changing</b> Learning Intention: To discuss how children grow and change. Learning Outcomes: Understand that babies need care and support Know that older children can do more by themselves. <b>Lesson 3 – Families and care</b> Learning Intention: To explore different types of families and who to ask for help / To identify who can help when families make us feel unhappy or unsafe. Learning Outcomes: Know there are different types of families / Know which people we can ask for help  <b>Pantosaurus – NSPCC – Talk PANTS lessons</b> Learning Intention: Understand and learn the PANTS rules / Understanding which body parts should be private. Learning Outcomes: Know the difference between appropriate and inappropriate touch / Knowing their right to say "no" to unwanted touch.	Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva
<b>Year 2</b>  <b>Lesson 1 &amp; 3 – Respect</b>	<b>Lesson 1 – Differences</b> Learning Intention: To introduce the concept of gender stereotypes / To identify differences between males and females Learning Outcomes: Understand that some people have fixed ideas about what boys and girls can do / Describe the difference between male and female babies.	Same, different, sex, gender roles, stereotypes, boy, girl,





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<p><b>Pantosaurus – Consent</b></p>	<p><b>Lesson 2 – Male and female animals</b>          Learning Intention: To explore some of the differences between males and females and to understand how this is part of the lifecycle.          Learning Outcomes: Describe some differences between male and female animals / Understand that making a new life needs a male and a female.</p> <p><b>Lesson 3 – Naming body parts</b>          Learning Intention: To focus on sexual difference and name body parts.          Learning Outcomes: Describe the physical differences between males and females / Name the different body parts.</p> <p><b>Pantosaurus – NSPCC – Talk PANTS lessons</b>          Learning Intention: Understand and learn the PANTS rules / Understanding which body parts should be private.          Learning Outcomes: Know the difference between appropriate and inappropriate touch / Knowing their right to say “no” to unwanted touch.</p>	<p>female, male, private parts, penis, vulva</p>
<p><b>Year 3</b></p> <p><b>Lesson 1&amp;3 – Respect</b></p> <p><b>Lesson 2 – Consent</b></p>	<p><b>Lesson 1 – Body differences</b>          Learning Intention: To identify that people are unique and to respect those differences / To explore the differences between male and female bodies.          Learning Outcomes: Know and respect the body differences between ourselves and others / Name male and female body parts using agreed words.</p> <p><b>Lesson 2 – Personal Space</b>          Learning Intention: To consider appropriate and inappropriate physical contact and <b>consent</b>.</p>	<p>Stereotypes, gender roles, similar, different, male, female, private parts, penis, vulva, testicles, vagina, uterus, family, fostering, adoption, relationship</p>



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	<p>Learning Outcomes: Understand that each person's body belongs to them / Understand personal space and unwanted touch</p> <p><b>Lesson 3 – Help and Support</b></p> <p>Learning Intention: To explore different types of families and who to go to for help and support.</p> <p>Learning Outcomes: Understand that all families are different and have different family members / Identify who to go to for help and support.</p>	
<p><b>Year 4</b></p> <p><b>Lesson 1 – Respect – differences</b></p> <p><b>Lesson 3 – Consent</b></p>	<p><b>Lesson 1 – Changes</b></p> <p>Learning Intention: To explore the human lifecycle / To identify some basic facts about puberty.</p> <p>Learning Outcomes: Understand that puberty is an important stage in the human lifecycle / Know some changes that happen during puberty.</p> <p><b>Lesson 2 – What is Puberty?</b></p> <p>Learning Intention: To explore how puberty is linked to reproduction.</p> <p>Learning Outcomes: Know about the physical and emotional changes that happen in puberty / Understand that children change into adults to be able to reproduce if they choose to</p> <p><b>Lesson 3 – Healthy relationships</b></p> <p>Learning Intention: To explore respect in a range of relationships / To discuss the characteristics of healthy relationships.</p> <p>Learning Outcomes: Know that respect is important in all relationships including online / Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings</p>



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<p><b>Year 5</b></p> <p><b>Autumn 2 – PSHE Unit - Respect for others</b></p> <p><b>Consent</b></p>	<p><b>Lesson 1 – Talking about puberty</b>            Learning Intention: To explore the emotional and physical changes occurring in puberty.            Learning Outcomes: Explain the main physical and emotional changes that happen during puberty / Ask questions about puberty with confidence.</p> <p><b>Lesson 2 – The Reproductive System</b>            Learning Intention: To understand male and female puberty changes in more detail.            Learning Outcomes: Understand how puberty affects the reproductive organs / Describe what happens during menstruation and sperm production.</p> <p><b>Lesson 3 – Puberty Help and Support</b>            Learning Intention: To explore the impact of puberty on the body and the importance of physical hygiene / To explore ways to get support during puberty.            Learning Outcomes: Explain how to keep clean during puberty / Explain how emotions/relationships change during puberty / Know how to get help and support during puberty</p>	<p>Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic and facial hair, underarm hair, sexual feelings</p>
<p><b>Year 6</b></p> <p><b>Lesson 2 – Respect and Consent</b></p> <p><b>Lesson 4 – Consent</b></p>	<p><b>Lesson 1 – Puberty and reproduction</b>            Learning Intention: To consider puberty and reproduction.            Learning Outcomes: Describe how and why the body changes during puberty in preparation for reproduction / Talk about puberty and reproduction with confidence</p> <p><b>Lesson 2 – Communication in relationships</b>            Learning Intention: Exploring the importance of communication and respect in relationships.            Learning Outcomes: Explain differences between healthy and unhealthy relationships / Know that communication and permission seeking are important.</p>	<p>Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy,</p>



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	<p><b>Lesson 3 – Families, Conception and Pregnancy</b> Learning Intention: To consider different ways people might start a family. Learning Outcomes: Describe the decisions that have to be made before having children / Know some basic facts about conception and pregnancy.</p> <p><b>Lesson 4 – Online relationships</b> Learning Intention: To explore positive and negative ways of communicating in a relationship. Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship / To know how and where to get support if an online relationship goes wrong.</p>	<p>communication, personal/private curriculum, internet safety</p>
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