



## PSHE Curriculum map (including Relationships and Sex Education)

YEAR GROUP	HEALTHY AND HAPPY FRIENDSHIPS TERM 1	SIMILARITIES AND DIFFERENCES TERM 2	CARING AND RESPONSIBILITY TERM 3	FAMILIES AND COMMITTED RELATIONSHIPS TERM 4	HEALTHY BODY, HEALTHY MIND TERM 5	COPING WITH CHANGE TERM 6
Year 1	Forming friendships and how kind and unkind behaviours impact others	Similarities and differences between people and how to respect and celebrate these.	Identify who our special people are and how they keep us safe.	What family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things we can do. Learning the correct names for the different body parts.	Growing from young to old and how we have changed since we were born.
Year 2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Year 3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect to others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Year 4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Right and responsibilities within families and wider society, including the UN convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How we understand the differences between the types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	Coping with changes in friendships (alternative resources used).
Year 5	Identity and peer pressure off and online. Positive emotional health and wellbeing.	Celebrating strengths. Setting goals and keeping ourselves safe online.	How our care needs change and effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships and how these develop as we grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effect on wellbeing.	<b>Sex Education:</b> How bodies change as we enter puberty, including hygiene and menstruation. How puberty changes our emotions and ways to manage this.
Year 6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	<b>Sex Education:</b> adult relationships and human reproduction, including different ways to start a family.	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill health.	Ways to manage the increasing responsibilities and emotional effects of life changes.



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### Happy and Healthy Friendships

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

Year group	Video	Vocabulary	Lessons
Y1	<b>Making friends and getting along</b>	A new school	friend, friendly, kind, unkind, welcoming, happy, sad, share
Y2	<b>What makes a happy friendship?</b>	Friends at first	happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust
Y3	<b>Being a good friend</b>	The friendship tree	friend, respect, values, touch, private, privacy, resilience, encouragement
Y4	<b>Solving friendship difficulties</b>	Peer mediators	friend, values, qualities, difficulty, compromise, communication, yes, no, boundaries, permission
Y5	<b>Changing friendships</b>	Changing friendships	identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety
Y6	<b>Relationships and feelings</b>	Moving on	personal safety, risk, consequences, friends, change, relationships, emotions, feelings



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### Similarities and Differences

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

Year group	Video	Vocabulary	Lessons	
Y1	<b>Recognising strengths and respecting differences</b>	What makes us special	similarity, difference, special, unique, strengths, abilities	<ol style="list-style-type: none"> <li>1. I am special</li> <li>2. Who I am makes me unique</li> <li>3. We don't all feel the same way</li> </ol>
Y2	<b>Strengths, abilities and stereotypes</b>	What can you tell?	strengths, abilities, gender, stereotype, qualities	<ol style="list-style-type: none"> <li>1. My strengths and abilities</li> <li>2. Stereotypes</li> <li>3. Whose job?</li> </ol>
Y3	<b>Valuing and respecting one another</b>	You can do anything	different, equal, respect, community, values, diversity, customs, respect, feelings, values	<ol style="list-style-type: none"> <li>1. Different but equal</li> <li>2. Our school community</li> <li>3. Valuing one another and considering people's feelings</li> </ol>
Y4	<b>Identity and diversity</b>	Celebrating diversity	diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree	<ol style="list-style-type: none"> <li>1. Being British</li> <li>2. Making a judgement</li> <li>3. A different point of view</li> </ol>
Y5	<b>Celebrating strengths and setting goals</b>	See me for who I am	strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety	<ol style="list-style-type: none"> <li>1. Strengths and abilities</li> <li>2. Setting goals</li> <li>3. Online safety</li> </ol>
Y6	<b>Respectful behaviour online and offline</b>	Noah Boundaries	online identity, communication, risk, online bullying, diversity, inclusive, differences	<ol style="list-style-type: none"> <li>1. Identity online</li> <li>2. Online bullying</li> <li>3. Identities and belonging</li> </ol>



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### Caring and Responsibility

This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

Year group	Video	Vocabulary	Lessons	
Y1	<b>Our special people</b>	A special person trophy	special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe	<ol style="list-style-type: none"> <li>1. My special people</li> <li>2. How our special people care for us</li> <li>3. Keeping safe</li> </ol>
Y2	<b>Special people in our communities</b>	My community	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect	<ol style="list-style-type: none"> <li>1. Community helpers</li> <li>2. When we need help</li> <li>3. Our communities and groups</li> </ol>
Y3	<b>Responsibility and boundaries</b>	Anita Care-More	responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding	<ol style="list-style-type: none"> <li>1. Being responsible</li> <li>2. Responsibility and personal space</li> <li>3. Caring and empathy</li> </ol>
Y4	<b>Rights and responsibilities</b>	Being responsible	rights, responsibilities, respect, opportunities, entitled, agreement, rights, convention, United Nations, roles, responsibilities	<ol style="list-style-type: none"> <li>1. Our rights, our responsibilities</li> <li>2. The UN Convention on the Rights of the Child</li> <li>3. Family roles and responsibilities</li> </ol>
Y5	<b>Caring in the community</b>	Caring for one another	care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement	<ol style="list-style-type: none"> <li>1. Changing needs</li> <li>2. Feeling lonely</li> <li>3. Why volunteer?</li> </ol>
Y6	<b>Responsible behaviour as we get older</b>	Changes at secondary school	strengths, self-care, development, saving, bank account, responsible, irresponsible, budget, interest, transition, secondary, Independence, networks	<ol style="list-style-type: none"> <li>1. Taking care of myself</li> <li>2. Looking after my money</li> <li>3. Transition to secondary</li> </ol>



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### Families and Committed Relationships

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

Year group		Video	Vocabulary	Lessons
Y1	<b>The importance of family</b>	My family	family, important, differences, similarities, happy, special, superhero	<ol style="list-style-type: none"> <li>1. My family</li> <li>2. Our families</li> <li>3. Superhero families!</li> </ol>
Y2	<b>The diversity of families</b>	Different families	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions	<ol style="list-style-type: none"> <li>1. Who is in a family?</li> <li>2. A happy family</li> <li>3. Families of all kinds</li> </ol>
Y3	<b>Different types of committed relationships</b>	Belonging together	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce	<ol style="list-style-type: none"> <li>1. Commitment and marriage</li> <li>2. All change!</li> <li>3. Family changes: when parents separate</li> </ol>
Y4	<b>Families and other relationships</b>	Spoiling the fun?	relationships, appropriate, behaviour, belonging, membership, together, family	<ol style="list-style-type: none"> <li>1. Different relationships: boundaries and behaviour</li> <li>2. Belonging</li> <li>3. Caring families</li> </ol>
Y5	<b>Healthy, committed relationships</b>	What is love?	relationships, healthy, diversity, commitment	<ol style="list-style-type: none"> <li>1. Values of healthy relationships</li> <li>2. Diversity in relationships</li> <li>3. It's all about commitment</li> </ol>
Y6	<b>Starting a family (sex education)</b>	Starting a family	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe	<ol style="list-style-type: none"> <li>1. Starting a family</li> <li>2. The impact of having a baby</li> <li>3. When is it right?</li> </ol>



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### Healthy Body, Healthy Mind

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

Year group	Video	Vocabulary	Lessons
Y1	<b>Amazing bodies</b>	Our bodies	body, healthy, private, penis, testicles, vulva, vagina, similar, different, health, healthy choices
Y2	<b>Staying safe and healthy</b>	Where would you go for help?	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind
Y3	<b>Sleep, food and hygiene</b>	Healthy habits	health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap
Y4	<b>Influences and personal choices</b>	Dealing with feelings	Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings, emotions
Y5	<b>Valuing our bodies and minds</b>	Finding your calm	self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic
Y6	<b>Being the best me</b>	Ask the expert: picturing myself	self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental ill-health, wellbeing, illness, symptoms, mind





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### Coping with Change

This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

Year group		Video	Vocabulary	Lessons
Y1	Growing and changing	How I have changed	Growing, adults, babies, change, older, growing up, jobs, future	<ol style="list-style-type: none"> <li>1. Animal babies</li> <li>2. How have we changed?</li> <li>3. A future me</li> </ol>
Y2	Growing up and setting goals	Three generations	Growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future	<ol style="list-style-type: none"> <li>1. When I am older</li> <li>2. Looking at the changed ahead</li> <li>3. Goals</li> </ol>
Y3	Coping with feelings when things change	When bailey's dog died	Changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions	<ol style="list-style-type: none"> <li>1. New changes</li> <li>2. Feeling sad and showing empathy</li> <li>3. Happiness</li> </ol>
Y4	Coping with changes to friendships	N/A	Friend, qualities, values, difficulties, compromise, communication, yes, no, boundaries, permission.	<ol style="list-style-type: none"> <li>1. Shared interests.</li> <li>2. Joining in</li> <li>3. Compromising</li> </ol>
Y5	Puberty and hygiene & puberty and emotions	Sweat, soap and showers Elise explains: Periods	Puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, sweat, health, sperm, ovaries, testicles, vagina, penis, emotions, changes, feelings, support, control	<ol style="list-style-type: none"> <li>1. What is puberty?</li> <li>2. Understanding periods.</li> <li>3. Keeping clean as we grow and change</li> <li>4. Puberty</li> <li>5. Puberty and emotions</li> <li>6. Emotional changes: managing well</li> </ol>
Y6	Coping with emotional effects of life changes	Ask the expert: puberty	Body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect	<ol style="list-style-type: none"> <li>1. Body image</li> <li>2. Puberty and changing relationships</li> <li>3. Moving on</li> </ol>



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### Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>





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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>



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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>
Physical health	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
<p>The RSHE programme should help pupils know and understand those elements of content set out within the National Curriculum for <a href="#">Science</a> and set out below:</p>	



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TOPIC	PUPILS SHOULD KNOW
<b>Animals, including humans</b>	<p><u>Year 1 programme of study</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Year 2 programme of study</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p><u>Year 5 programme of study</u></p> <p>Describe the changes as humans develop to old age (NC Science non-statutory notes &amp; guidance adds: "Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching gestation periods of other animals &amp; comparing them with humans...")</p>
<b>Living things and their habitats</b>	<p><u>Year 5 programme of study</u></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals. (NC Science non-statutory notes &amp; guidance adds: "Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.")</p> <p><u>Year 6 programme of study</u></p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>