



Barrowby CE Primary School

PSHCE / RSE Curriculum

Vision:

We aim to enable our children to become healthy, independent and responsible members of society understanding how they are developing personally and socially.

We aim to empower our children so they can lead a healthy and fulfilling life in adulthood, by being able to form and maintain personal relationships in all walks of life.

Intent:

At Barrowby CE Primary School, we believe that Personal, Social, Health and Citizenship Education (PSHCE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We are dedicated to ensuring that our school is a happy, stimulating and caring place; expecting high standards of behaviour and good manners in all contexts of school life. Behaviour and attitude to learning is underpinned by values that are taught through PSHCE lessons. PSHCE is at the heart of our school ethos.

We believe that Relationships and Sex Education (RSE) is essential in empowering our children, in order for them to be able to lead a healthy and fulfilling life in adulthood, forming and maintaining healthy relationships. RSE is embedded within our PSHE curriculum to ensure that children are able to develop their confidence and self-esteem alongside learning about more sensitive topics such as puberty, consent and choice.

Implementation:

Our Reception children will follow the guidelines for Personal, Social and Emotional Development including: self-regulation, managing self and building relationships within the EYFS framework.

Our Key Stage 1 and 2 pupils will be taught the knowledge, skills and understanding under four general headings. More detail on what is included under these headings is outlined in our PSHCE policy.

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Children need to be given accurate information and helped to develop skills to enable them to understand difference, and to respect themselves and others. A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches them the skills they need to fully manage the natural, physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible young adults.

RSHE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Teachers will always be available to answer sensitive questions that fall outside the remit of the planned lesson. This will ensure that children are not left feeling confused if they feel uncomfortable about asking a question in large group situations. However, if the teacher feels that the nature of the question or concern requires an additional adult to be present they will seek assistance, in accordance with our Safeguarding Policy.

For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation. In general, pupils should have the opportunity to develop all the concepts, regardless of their SEN or disability.

All children have an equal entitlement to RSE. Quality RSE should help all children achieve their full potential in life, independence and relationships. However, the approach to these concepts may have to be done differently with different groups of children. Some children may need extra support or extra time to revisit and reinforce learning.

Impact:

PSHCE and RSE are taught as explicit lessons but are also embedded in other areas of the curriculum and day -to-day life of the school. As a result, our children are supported in developing the following characteristics:

- Happy and positive relationships
- Empathy and compassion
- Confidence to make the most of their abilities
- Value and respect of diversity
- Respect for others' rights to their own values and beliefs
- Evaluation (and appropriate challenge) of the opinions and arguments of others
- Leadership and presentation skills
- Strategies for managing influence
- Enterprise skills and attributes
- Skills for employability (aspiration, communication, creativity, goal setting)
- Taking positive risks

Assessment takes place each term for each year group. The nature of this curriculum area includes lots of discussion. Due to this it is important to assess **how** the children are learning rather than assessing them as a person. We assess *knowledge* and *skills* as well as *attitudes* and *attributes* and encourage self-assessment and self-reflection in times of discussion.

The PSHCE/RSE Curriculum for Reception Cycle A

	Autumn Term - Ourselves	Spring Term – Extinct & Endangered	Summer Term – Homes & Habitats			
Unit						
	PSHCE theme: Managing Self RSE: <i>Myself and others</i>	PSHCE theme: Managing Self RSE: <i>Myself and others</i>	PSHCE theme: Building Relationships RSE: <i>Family Networks</i>	PSHCE theme: Building Relationships RSE: <i>Body Awareness</i>	PSHCE theme: Self -Regulation RSE: <i>Family</i>	PSHCE theme: Self-Regulation. RSE: <i>Hygiene</i>
Vocab	Healthy, unhealthy, exercise	Rules, happy, safe	Trust, help, share, friendly	Kindness, helpful, same, different	Happy, sad, safe, family	Needs, wants, rules
Suggested support for children with additional needs.	Use of stickers and other pace markers to motivate children. Availability of low arousal areas to minimise stimulation for those children that find formal learning patterns challenging.		Use of artefacts and objects to make learning visual and tactile. Immediate praise given for good questions and contributions to lessons.		Use ICT to motivate children. Record ideas, video activities and take pictures to record learning. Use picture books and stories to make children feel comfortable with sensitive topics.	
	Children will gain in confidence when accessing new activities.	Children will share their interests/experiences and say what they like to do.	With support, children will begin to invite others into their play.	<i>Identify family members and friends and the roles that they play.</i>	Children will share successes with familiar adults and enjoy receiving praise.	Children can talk about their own and others' feelings and behaviour and begin to show empathy.
	Children can recognise the changes that happen in their body when exercising i.e. their hearts beat faster, they will feel warm, they will breathe quicker, etc	With support, children can follow simple rules, e.g. I can line up, I keep my hands to myself, I tidy up when I've been asked. Assessment: Create a set of class rules.	Children can name the key adults and peers in school. They will seek out a familiar adult when they need help or are upset. <i>Know who they can talk to and trust at home and school.</i>	Children will use their manners around the school environment, e.g. saying 'please' and 'thank you'. Assessment: Create a recipe for friendship.	Children can express their feelings "I am sad, cross, happy, excited".	Children will collaborate to create indoor and outdoor class rules and behaviour expectations and follow them.
	<i>Recognise that our behaviour affects others especially when we are angry.</i>	<i>Realise that people and other living things have needs and that we have a responsibility to meet them.</i>	Children can share classroom resources with adult guidance and play alongside others engaged in the same play.	<i>Appreciate and value our bodies and appreciate their uniqueness.</i>	<i>Understand that there are different types of family and that all families have special roles in children's lives.</i>	<i>Understand basic hygiene routines and how we can help ourselves to keep clean and healthy. Understand some basic hygiene routines.</i>

						Assessment: Make a 'How to wash your hands effectively' poster.
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The PSHCE/RSE Curriculum for Reception Cycle B						
	Autumn Term – Commotion in the Ocean		Spring Term – Wagon’s Roll		Summer Term – Open Your Eyes	
Unit						
	PSHCE theme: Managing Self	PSHCE theme: Managing Self	PSHCE theme: Building Relationships	PSHCE theme: Building Relationships	PSHCE theme: Self -Regulation	PSHCE theme: Self-Regulation.
	RSE: <i>Myself and others</i>	RSE: <i>Myself and others</i>	RSE: <i>Family Networks</i>	RSE: <i>Body Awareness</i>	RSE: <i>Family</i>	RSE: <i>Hygiene</i>
Vocab	Healthy, unhealthy, exercise	Rules, happy, safe	Trust, help, share, friendly	Kindness, helpful, same, different	Happy, sad, safe, family	Needs, wants, rules
Suggested support for children with additional	Use of stickers and other pace markers to motivate children. Availability of low arousal areas to minimise stimulation for those children that find formal learning patterns challenging.		Use of artefacts and objects to make learning visual and tactile. Immediate praise given for good questions and contributions to lessons.		Use ICT to motivate children. Record ideas, video activities and take pictures to record learning. Use picture books and stories to make children feel comfortable with sensitive topics.	
Step						
1	Children will gain in confidence when accessing new activities.	Children will share their interests/experiences and say what they like to do.	With support, children will begin to invite others into their play.	<i>Identify family members and friends and the roles that they play.</i>	Children will share successes with familiar adults and enjoy receiving praise.	Children can talk about their own and others' feelings and behaviour and begin to show empathy.
2	Children can recognise the changes that happen in their body when exercising i.e. their hearts beat faster, they will feel warm, they will breathe quicker, etc	With support, children can follow simple rules, e.g. I can line up, I keep my hands to myself, I tidy up when I've been asked. Assessment: Create a set of class rules.	Children can name the key adults and peers in school. They will seek out a familiar adult when they need help or are upset.	Children will use their manners around the school environment, e.g. saying 'please' and 'thank you'.	Children can express their feelings "I am sad, cross, happy, excited".	Children will collaborate to create indoor and outdoor class rules and behaviour expectations and follow them.

			<i>Know who they can talk to and trust at home and school.</i>	Assessment: Create a recipe for friendship.		
3	<i>Recognise that our behaviour affects others especially when we are angry.</i>	<i>Realise that people and other living things have needs and that we have a responsibility to meet them.</i>	Children can share classroom resources with adult guidance and play alongside others engaged in the same play.	<i>Appreciate and value our bodies and appreciate their uniqueness.</i>	<i>Understand that there are different types of family and that all families have special roles in children's lives.</i>	<i>Understand basic hygiene routines and how we can help ourselves to keep clean and healthy. Understand some basic hygiene routines.</i> Assessment: Make a 'How to wash your hands effectively' poster.

The PSHCE/RSE Curriculum for Year One Cycle A

The PSHCE/RSE Curriculum for Year One Cycle A						
	Autumn Term - Ourselves		Spring Term – Extinct & Endangered		Summer Term – Homes & Habitats	
Unit						
	<p>PSHCE theme: Developing confidence and responsibility and making the most of my abilities.</p> <p>RSE: <i>Myself and others</i></p>	<p>PSHCE theme: Preparing to play an active role as citizens.</p> <p>RSE: <i>Myself and others</i></p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Family Networks</i></p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Body Awareness</i></p>	<p>PSHCE theme: Developing a healthy safer lifestyle.</p> <p>RSE: <i>Family</i></p>	<p>PSHCE theme: Developing a healthy safer lifestyle.</p> <p>RSE: <i>Hygiene</i></p>
Vocab	Difference, respect, understanding, caring, sharing, kind, positivity	Responsibility, belonging, opinion, rights, safe, special,	Good choices, friendships, share, listen, trust, safe, similarities, difference	Unique, celebrate, kindness, teasing, nurture, compassion	Goals, germs, unhealthy, healthy, good choices	Hygiene, sleep, rest, kindness, viruses, love, young, old
Suggested support for children with additional needs.	Use artefacts and visual aids as a starting point for acquisition of vocabulary. Use ICT to photograph and record learning – avoiding unnecessary written work which might challenge motivation.		Transitions from whole class learning to group activities is clearly signalled. Use open ended questions to ensure all children have opportunities to answer.		Give immediate verbal feedback and pace markers (stickers) to motivate children. Provide low arousal areas to minimise distraction and maximise learning.	
Step						
1	Recognise likes and dislikes, fairness and unfairness, right and wrong.	Take part in class discussions and simple debates. Respecting similarities and differences of opinion.	Recognise how our behaviour can affect others.	Understand that family and friends should care for one another. <i>Identify family members and friends and the roles that they play.</i>	Make simple choices that improve their health and wellbeing.	Understand the needs of people at different stages of their life.
2	Share opinions on things that matter to them and explain views.	Can make my own choices and know more about right and wrong. To agree and follow classroom rules. Assessment: Create a set of class rules.	Listen to other people and work and play cooperatively. <i>Know who they can talk to and trust at home and school.</i>	Know that there are different types of teasing. Know that bullying is wrong. Assessment: Create a recipe for friendship.	Understand how to maintain personal hygiene. Know how some diseases are spread and how they can be controlled.	Know correct names for external body parts.
3	Recognise, name and deal with feelings positively.	Realise that people and other living things have needs and that we have	Identify and respect differences and	<i>Appreciate and value our bodies and appreciate their uniqueness.</i>	<i>Understand that there are different types of family and that all families have</i>	<i>Understand basic hygiene routines and how</i>

		a responsibility to meet them.	similarities between people.		<i>special roles in children's lives.</i> ~ same sex parents ~ single parents	<i>we can help ourselves to keep clean and healthy. Understand some basic hygiene routines.</i> Assessment: Make a 'How to wash your hands effectively' poster.
4	<i>Recognise that our behaviour affects others especially when we are angry.</i>	<i>Recognise how our feelings can influence friendships.</i>				

The PSHCE/RSE Curriculum for Year One Cycle B

	Autumn Term – Commotion in the Ocean		Spring Term – Wagon's Roll		Summer Term – Open Your Eyes	
Unit						
	PSHCE theme: Developing confidence and responsibility and making the most of my abilities. RSE: <i>Myself and others</i>	PSHCE theme: Preparing to play an active role as citizens. RSE: <i>Myself and others</i>	PSHCE theme: Developing good relationships and respecting the differences between people. RSE: <i>Family Networks</i>	PSHCE theme: Developing good relationships and respecting the differences between people. RSE: <i>Body Awareness</i>	PSHCE theme: Developing a healthy safer lifestyle. RSE: <i>Family</i>	PSHCE theme: Developing a healthy safer lifestyle. RSE: <i>Hygiene</i>
Vocab	Difference, respect, understanding, caring, sharing, kind, positivity	Responsibility, belonging, opinion, rights, safe, special,	Good choices, friendships, share, listen, trust, safe, similarities, difference	Unique, celebrate, kindness, teasing, nurture, compassion	Goals, germs, unhealthy, healthy, good choices	Hygiene, sleep, rest, kindness, viruses, love, young, old

Suggested support for children with additional needs.	Use artefacts and visual aids as a starting point for acquisition of vocabulary. Use ICT to photograph and record learning – avoiding unnecessary written work which might challenge motivation.		Transitions from whole class learning to group activities is clearly signalled. Use open ended questions to ensure all children have opportunities to answer.		Give immediate verbal feedback and pace markers (stickers) to motivate children. Provide low arousal areas to minimise distraction and maximise learning.	
	Step					
1	Recognise likes and dislikes, fairness and unfairness, right and wrong.	Take part in class discussions and simple debates. Respecting similarities and differences of opinion.	Recognise how our behaviour can affect others.	Understand that family and friends should care for one another. <i>Identify family members and friends and the roles that they play.</i>	Make simple choices that improve their health and wellbeing.	Understand the needs of people at different stages of their life.
2	Share opinions on things that matter to them and explain views.	Can make my own choices and know more about right and wrong. To agree and follow classroom rules. Assessment: Create a set of rules for the adventure playground.	Listen to other people and work and play cooperatively. <i>Know who they can talk to and trust at home and school.</i>	Know that there are different types of teasing. Know that bullying is wrong. Assessment: Sort action pictures. What makes a good friend?	Understand how to maintain personal hygiene. Know how some diseases are spread and how they can be controlled.	Know correct names for external body parts.
3	Recognise, name and deal with feelings positively. <i>Recognise that our behaviour affects others especially when we are angry.</i>	Realise that people and other living things have needs and that we have a responsibility to meet them.	Identify and respect differences and similarities between people.	<i>Appreciate and value our bodies and appreciate their uniqueness.</i>	<i>Understand that there are different types of family and that all families have special roles in children's lives.</i> ~ same sex parents ~ single parents	<i>Understand basic hygiene routines and how we can help ourselves to keep clean and healthy. Understand some basic hygiene routines.</i> Assessment: Instructions on how to wash your hands at school before lunch.
4		<i>Recognise how our feelings can influence friendships.</i>				

The PSHCE / RSE Curriculum for Year Two Cycle A

Unit	Autumn Term - Ourselves	Spring Term – Extinct & Endangered	Summer Term – Homes & Habitats			
	<p>PSHCE theme: Developing confidence and responsibility and making the most of my abilities.</p> <p>RSE: <i>Myself and Others Similarity and Difference</i></p>	<p>PSHCE theme: Preparing to play an active role as citizens.</p> <p>RSE: <i>Friendships</i></p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Safety Choices</i></p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Family Secrets</i></p>	<p>PSHCE theme: Developing a healthy safer lifestyle.</p> <p>RSE: <i>Body Parts Body Development</i></p>	<p>PSHCE theme: Developing a healthy safer lifestyle.</p> <p>RSE: <i>Looking after their bodies.</i></p>
Vocab	Same, different, girl, boy, male, female, achievements, goals	Care, excluded, difficult problems, resolve, responsibility, community, save, spend	Safe, emergency, responsible, rules, hazards, danger, inspire, talents,	Respect, responsibility, rules, rights, safety, teasing, kindness, secret, surprise, comfortable, happy	Medicine, healthy, doctor, pharmacy, instructions, asthma, hygiene, baby, toddler, child, teenagers, adults	Diet, oral health, exercise, active, sleep, rest, routine, vaccination
Suggested support for children with additional needs.	Give immediate verbal feedback and pace markers (stickers) to motivate children. Provide low arousal areas to minimise distraction and maximise learning.		Use artefacts and visual aids as a starting point for acquisition of vocabulary. Use ICT to photograph and record learning – avoiding unnecessary written work which might challenge motivation.		Transitions from whole class learning to group activities is clearly signalled. Use open ended questions to ensure all children have opportunities to answer.	
Step						
1	Think about themselves and learn from experiences. Recognise what you are good at. <i>Value ourselves and celebrate difference.</i>	Know that we belong to lots of different groups and communities. Contribute to the life of class and school.	Understand ways in which we can modify our behaviour / manners. <i>Consider personal space and our bodies. Understand that our bodies belong to us.</i>	Explore ways to show that you care about family and friends. <i>Identify special people our lives and describe what makes them special.</i>	Understand what healthy food and drinks we enjoy.	Know which household substances are helpful or harmful.
2	<i>Know that human differences and similarities arise from a number of factors including gender, disability, religious beliefs.</i>	Understand what harms / improves our local environment. Assessment: Write a letter to persuade people to stop dropping litter in the park.	Understand how we can be kind to one another on a day to day basis. <i>Recognise that kindness is based on choices that we make.</i> Assessment: Create a class anthology of all	Explore ways that we can stop someone from teasing someone else. Have confidence in yourself to know what is right and wrong.	Understand how to keep ourselves clean at school and home. Understand how keeping clean can help to stop the spread of diseases.	Understand rules for, and ways of, keeping safe when crossing the road. Assessment: Write a set of road safety rules.

			our talents celebrating difference.			
3	Set simple goals.	Realise that money comes from different sources and can be used for different purposes.	Understand that if someone is different to us it needs to be celebrated as we can all learn new things from one another.	<i>Consider the difference between a good and bad secret. Know who they can talk to and trust at home and school.</i>	<i>Identify similarities and differences between ourselves using correct body part terminology.</i>	<i>Understand why it is important to keep clean. Describe basic hygiene routines at home and school.</i>
4		<i>To understand what friendship is.</i>			<i>Understand that adults have babies that grow into adults and then have babies themselves - Cycle of life.</i>	

The PSHCE / RSE Curriculum for Year 2 Cycle B

	Autumn Term – Commotion in the Ocean	Spring Term – Wagon’s Roll			Summer Term – Open Your Eyes	
Unit						
	PSHCE theme: Developing confidence and responsibility and making the most of my abilities. RSE: <i>Myself and Others Similarity and Difference</i>	PSHCE theme: Preparing to play an active role as citizens. RSE: <i>Friendships</i>	PSHCE theme: Developing good relationships and respecting the differences between people. RSE: <i>Safety Choices</i>	PSHCE theme: Developing good relationships and respecting the differences between people. RSE: <i>Family Secrets</i>	PSHCE theme: Developing a healthy safer lifestyle. RSE: <i>Body Parts Body Development</i>	PSHCE theme: Developing a healthy safer lifestyle. RSE: <i>Looking after their bodies.</i>
Vocab	Same, different, girl, boy, male, female, achievements, goals	Care, excluded, difficult problems, resolve, responsibility,	Safe, emergency, responsible, rules,	Respect, responsibility, rules, rights, safety, teasing, kindness,	Medicine, healthy, doctor, pharmacy, instructions, asthma,	Diet, oral health, exercise, active, sleep,

		community, save, spend	hazards, danger, inspire, talents,	secret, surprise, comfortable, happy	hygiene, baby, toddler, child, teenagers, adults	rest, routine, vaccination
Suggested support for children with additional needs.	Give immediate verbal feedback and pace markers (stickers) to motivate children. Provide low arousal areas to minimise distraction and maximise learning.		Use artefacts and visual aids as a starting point for acquisition of vocabulary. Use ICT to photograph and record learning – avoiding unnecessary written work which might challenge motivation.		Transitions from whole class learning to group activities is clearly signalled. Use open ended questions to ensure all children have opportunities to answer.	
Step						
1	Think about themselves and learn from experiences. Recognise what you are good at. <i>Value ourselves and celebrate difference.</i>	Know that we belong to lots of different groups and communities. Contribute to the life of class and school.	Understand ways in which we can modify our behaviour / manners. <i>Consider personal space and our bodies.</i> <i>Understand that our bodies belong to us.</i>	Explore ways to show that you care about family and friends. <i>Identify special people our lives and describe what makes them special.</i>	Understand what healthy food and drinks we enjoy.	Know which household substances are helpful or harmful.
2	<i>Know that human differences and similarities arise from a number of factors including gender, disability, religious beliefs.</i>	Understand what harms / improves our local environment. Assessment: Write a letter for our school newsletter to encourage parents to park safely.	Understand how we can be kind to one another on a day to day basis. <i>Recognise that kindness is based on choices that we make.</i>	Explore ways that we can stop someone from teasing someone else. Have confidence in yourself to know what is right and wrong. Assessment: Sort statements in order of importance – what makes a good friend?	Understand how to keep ourselves clean at school and home. Understand how keeping clean can help to stop the spread of diseases.	Understand rules for, and ways of, keeping safe when crossing the road.
3	Set simple goals.	Realise that money comes from different sources and can be used for different purposes.	Understand that if someone is different to us it needs to be celebrated as we can all learn new things from one another.	<i>Consider the difference between a good and bad secret. Know who they can talk to and trust at home and school.</i>	<i>Identify similarities and differences between ourselves using correct body part terminology.</i>	<i>Understand why it is important to keep clean. Describe basic hygiene routines at home and school.</i> Assessment: Body map how do we keep ourselves clean?
4		<i>Understand what friendship is.</i>			<i>Understand that adults have babies that grow into adults and then have babies themselves - Cycle of life.</i>	

The PSHCE / RSE Curriculum for Year 3

	Autumn Term – Stone Age	Spring Term – Ancient Greece	Summer Term – Ancient Egypt
Unit			
	<p>PSHCE theme: Developing confidence and responsibility and making the most of my abilities.</p> <p>RSE: <i>Self Esteem</i></p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Differences and Similarities</i></p>	<p>PSHCE theme: Developing a healthy safer lifestyle.</p> <p>RSE: Decision Making</p>
			<p>PSHCE theme: Preparing to play an active role as citizens.</p> <p>RSE: <i>Body Parts</i></p>
			<p>PSHCE theme: Developing a healthy safer lifestyle.</p> <p>Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Safety</i></p>
			<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Safety</i></p>
Vocab	<p>Goal, challenge, skill, attribute, celebrate, positive, kindness, debate, opinions, respect</p>	<p>falling out, unacceptable, help, support, emotions, unhappy, acceptance, understanding, empathy, judge</p>	<p>Diet, nutrition, energy, healthy choices, germs, hygiene, responsibility, caring, others, community</p>
	<p>Decisions, pressure, value, qualities, role model, judge, rules, majority, minority, penis, vagina</p>	<p>Family, culture, age, gender, belief, community, diverse, views, respect, disability, acceptance, inclusion</p>	<p>Talents, attributes, celebrate, unique, legacy, perseverance, responsibility, confidence, right, wrong</p>
Suggested support for children with additional needs.	<p>Specific feedback is given using comments that are positive and explicit. Verbalise with an adult before carrying out an activity.</p>	<p>Peer marking – so that buddies can evaluate each other's work. Simple audio recorders can be used instead of written notes during discussions.</p>	<p>Offer support to children that may find some topics sensitive or difficult to verbalise. Allow them to time to express feelings by other means (art, drama) if appropriate.</p>
			<p>Make targets clear by talking to pupils about what they are trying to achieve.</p>
			<p>Mind mapping and revisiting mind maps to consolidate learning. Encourage empathy by using drama, role play, stories if children find discussions challenging or uncomfortable.</p>
Step			
1	<p>Talk and write about their opinions and explain views on issues that affect them and others.</p>	<p>Be able to see things from another point of view. Appreciate that how I behave affects others around me.</p>	<p>Know what makes a healthy lifestyle. Prepare a healthy lunchbox / meal / menu.</p>
			<p>Discuss and debate topical issues and problems.</p>
			<p>Understand why health and safety rules are important. Know how to receive emergency assistance if needed 999.</p>
			<p>Recognise and challenge stereotypes. Examine classroom stories and identify</p>

	Debate: Should we be allowed screens at the dinner table?			Learn more about events around us and investigate.	Role play.	stereotypes. Think of an alternative version.
2	Recognise their worth as individuals by celebrating achievements, amending mistakes and setting personal goals. Personal Passports.	Acknowledge the contribution people from other cultures make to a diverse society.	Know that viruses and bacteria can affect health and that following simple routines can reduce their spread. Cartoon strip of a germ and how it is being chased away.	Understand how and why rules are made. Understand what a democracy is. Assessment: Create a list of rules for the adventure playground.	Recognise and challenge stereotypes. Examine fairy-tale characters and identify stereotypes. Assessment: Create a fairy-tale character challenging stereotype.	People with disabilities have special talents that contribute to our society. Examine the lives and talents of significant people past or present who have a disability. Louie Braille, Evelyn Glennie
3	<i>Build self esteem by recognising strengths, abilities and personal characteristics.</i> <i>Love & Sex Matters</i> <i>Lesson One – Making Me</i>	<i>Recognise that human differences and similarities arise from a number of factors.</i> <i>~ cultural / ethnic</i> <i>~ religious diversity</i> <i>~gender</i> <i>~disability</i> <i>~sexual orientation</i> <i>Recognise and challenge some stereotypes.</i>	<i>Demonstrate different decision making strategies</i> <i>Love & Sex Matters</i> <i>Lesson Two – My World</i> <i>Your world.</i>	<i>Know the correct names for the reproductive parts of the male and female body. Penis / vagina.</i>	People with disabilities have special talents that contribute to our society. Write a set of questions for Sam Ruddock (Para Olympian)	<i>Use basic techniques to resist pressure.</i> Demonstrate basic techniques to resist pressure by removing yourself from a situation and having the confidence to say 'no'.
4	Assessment: How would you welcome a newcomer to our school?				<i>Use basic techniques to resist pressure.</i> <i>Recognise that pressure to behave in a certain way can come from a variety of sources including the media.</i>	

The PSHCE / RSE Curriculum for Year 4

Autumn Term - Romans	Spring Term - Grantham	Summer Term – Anglo-Saxons
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Unit						
	<p>PSHCE theme: Developing confidence and responsibility and making the most of my abilities.</p> <p>RSE: <i>Emotions</i></p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Emotions</i></p>	<p>PSHCE theme: Developing a healthy safer lifestyle.</p> <p>RSE: Change</p>	<p>PSHCE theme: Preparing to play an active role as citizens.</p> <p>RSE: <i>Looking after our bodies</i></p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Hygiene</i></p>	<p>PSHCE theme: Developing a healthy safer lifestyle</p> <p>RSE: Assertiveness.</p>
Vocab	<p>Determination, self-belief, advice, guidance, trust, positive emotions, positive / negative responses, support</p>	<p>Diverse, difference respect, inspiration, valued, excluded, team, belonging, influence</p>	<p>Puberty, changes, physical, emotional, support, advice, trust, understanding</p>	<p>Community, help, share, responsibility, valued, excluded, team, belonging, influence, personal hygiene,</p>	<p>Racism, discrimination, aggression, respect, understanding, acceptance, valued, disability, welcome, attitude</p>	<p>Peer pressure, confidence, assertiveness, advice, trust, intuition, safety, responsibility,</p>
Suggested support for children with additional needs.	<p>Avoid the need for unnecessary written work by the use of audio / visual recordings.</p>	<p>Peer discussions and feedback – so children can evaluate each other's work.</p>	<p>Mind mapping and revisiting mind maps to consolidate learning.</p>	<p>Encourage empathy by using drama, role play, stories if children find discussions challenging or uncomfortable.</p>	<p>Consider sensitivities by providing low arousal areas.</p>	<p>Make targets clear by talking to pupils about what they are trying to achieve.</p>
Step						
1	<p>Know what I am good at. Know how to seek advice and learn from it. Make a personal passport.</p>	<p>Acknowledge the contribution people from other cultures make to a multicultural society. Examine artwork from other cultures. What can we learn about their lives?</p>	<p>Know that viruses and bacteria can affect health and that following simple routines can reduce their spread.</p>	<p>Teasing is always wrong and to understand the consequences of my conduct on others. Snakes and ladders game based on good / bad behaviours.</p>	<p>Realise the nature and consequences of racism, teasing and aggressive behaviours.</p>	<p>Know that people who I know or do not know can put pressure on me to behave in a certain way. Know who to ask for help if I need it and I am not afraid to say 'no'</p>
2	<p>Face new challenges positively. Role play: blind follow my leader course.</p>	<p>Understand that it is important to care in any relationship. Family trees / friendship trees. Assessment: Diamond 9-How does a positive</p>	<p>Assess and trust your instincts about how to keep yourself safe.</p>	<p>Understand my role in class /school/world Assessment: Respond to a Comic Relief newspaper headline. How can we help others around us?</p>	<p>Explore similarities and differences arising from disability.</p>	<p>Understand why health and safety rules are important. Know how to receive emergency assistance if needed 999. Role play.</p>

		relationship make you feel?				Assessment: Health and Safety rules poster for our pond area.
3	<i>Be able to communicate positive and negative emotions in different situations. Love and Sex Matters Lesson 2 – My World, Your World</i>	<i>Understand how their emotions affect their interactions with other people.</i>	<i>Appreciate that over time we change both physically and emotionally.</i>	<i>Learn why it is important to keep clean. Describe how to look after particular parts of the body. e.g., showering after physical activity.</i>	<i>Understand why hygiene is important as we become older.</i>	<i>Practise being assertive in different situations. Role play.</i>

The PSHCE / RSE Curriculum for Year 5						
	Autumn Term - Space		Spring Term - Vikings		Summer Term – Leisure & Entertainment	
Unit						
	PSHCE theme: Developing confidence and responsibility and making the most of my abilities. RSE: <i>Relationships</i>	PSHCE theme: Developing good relationships and respecting the differences between people. RSE: <i>Relationships</i>	PSHCE theme: Developing a healthy safer lifestyle. RSE: Support Networks	PSHCE theme: Preparing to play an active role as citizens. RSE: <i>Puberty and Hygiene</i>	PSHCE theme: Developing good relationships and respecting the differences between people. RSE: <i>Reproduction and Pregnancy</i>	PSHCE theme: Developing a healthy safer lifestyle RSE: <i>Mental Wellbeing</i>
Vocab	Conflict, change, emotion, loss, grief, bereavement, aspiration, diversity, rational, level headed	Marriage, same sex marriage, relationships, kindness, caring, family, safety, racism, impact, understanding, challenge, trust, loyalty,	Characteristics, self-image, perception, puberty, oestrogen, testosterone, hormones, emotional, physical,	Diversity, communication, empathy, understanding, prejudice, privilege, penis, vagina, uterus, ovaries, sperm,	Misleading, advertising, media, reality, manipulate, racism, sexism, discrimination, stereotypes, protection, conception,	Medicines, drugs, substance, cigarettes, e-cigarettes, alcohol, caffeine, legal, illegal, trustworthy, appropriate,

					parenthood, responsibility	inappropriate, personal space, respect
Suggested support for children with additional needs.	Give children time to rehearse points they want to make, to ensure their voice is heard.	Use paired and small group discussions to establish shared ground rules, to help children feel part of the group, and to take some responsibility for themselves and their behaviour within the group.	Plan to teach new vocabulary at the start of a new topic. Have definitions available to help with understanding challenging words: community, identity, democracy.	To aid communication use the 'draw and write' technique': draw a simple picture and write a simple sentence to answer a question such as: What/who is a good citizen?	Use circle approaches with small groups to encourage children to reflect on their learning. To reduce reliance on memory, digital cameras to be used to record a stage of an activity.	Make sure that peer assessment is focused on learning – not just on likes and dislikes.
Step						
1	Face new challenges positively.	Be aware that there are different types of relationships including marriage.	Know how our bodies change as puberty approaches. Body map.	Reflect on SMSC issues using imagination to understand others' experiences. Assessment: What would you include in a welcome pack for a refugee or a homeless person?	Recognise and challenge stereotypes. Examine picture books and identify stereotypes. How could they be altered?	Know the difference between medicine and drugs.
2	Recognise that as we grow our emotions change. Assessment: Respond to a 'problem page' style question.	Realise the nature and consequences of racism, teasing and aggressive behaviours.	Consider which changes in our bodies are physical and emotional.	Acknowledge differences and similarities between people arising from cultural/ethnic/racial/religious diversity.	Know where to find support when in danger or in need. Be aware of agencies to protect children.	Recognise risks in different situations. Know how to behave responsibly. What kind of physical contact is appropriate / inappropriate. Assessment: Diamond 9 appropriate kinds of touching / personal space.
3	<i>Understand diversity in relationships between friends and family.</i> ~civil partnerships ~Single parents ~co-habiting partnership	<i>Consider the word 'trust' and how this is important in a variety of relationships.</i>	<i>Puberty – boys and girls.</i> <i>Love and Sex Matters: Lesson 3 – Changing Bodies</i>	<i>Be aware of the facts of the human life cycle including sexual intercourse using correct terminology for external and internal parts.</i>	<i>Make clear the link between changes at puberty, sexual intercourse and the start of a baby.</i> <i>Love and Sex Matters: Lesson six – Great Expectations.</i>	<i>Understand that mental wellbeing is as important as physical wellbeing.</i> <i>Understand the need to value our bodies and minds.</i>
4	<i>Consider the word 'love' and the variety of different meanings it can have.</i>	<i>Practise skills in order to maintain relationships.</i>		<i>Explore girls' perceptions of boys and boys'</i>	<i>Discuss responsibilities of parenthood.</i>	

		Love and Sex Matters: Lesson 4 – Firm friends.		perceptions of girls in a variety of situations.		
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The PSHCE / RSE Curriculum for Year 6						
	Autumn Term – WW2		Spring Term – Walk on the Wild Side		Summer Term - London	
Unit						
	<p>PSHCE theme: Developing confidence and responsibility and making the most of my abilities.</p> <p>RSE: <i>Resolving conflict in relationships.</i></p>	<p>PSHCE theme: Developing good relationships and respecting the differences between people.</p> <p>RSE: <i>Taking Risks</i></p>	<p>PSHCE theme: Developing a healthy safer lifestyle.</p> <p>RSE: Stereotyping</p>	<p>PSHCE theme: Preparing to play an active role as citizens.</p> <p>RSE: <i>Puberty, Reproduction and Pregnancy</i></p>	<p>PSHCE theme: Preparing to play an active role as citizens.</p> <p>RSE: <i>Relationships and Family</i></p>	<p>PSHCE theme: Preparing to play an active role as citizens.</p> <p>RSE: <i>Relationships and Family</i></p>
Vocab	Loans, credit cards, debt, manageable, unmanageable, enterprise, salary, risk, career, save, spend,	Peer pressure, independent, gangs, behaviour, protected, contribution, pressure,	Mood, feelings, mind, strategies, support, stigma, Medicines, drugs, substance, cigarettes, e-cigarettes, alcohol, caffeine, legal, illegal,	Democratic, choice, opinion, majority, minority, volunteering, generosity, pregnancy, conception, uterus, ovum, penis, erection, sperm	Loans, credit cards, debt, manageable, unmanageable, enterprise, salary, risk, career, marriage, relationships	Misleading, advertising, media, reality, manipulate, racism, sexism, discrimination, stereotypes, protection, security, stability, love
Suggested support for children with additional needs.	Plan to teach new vocabulary at the start of a new topic. Have definitions available to help with understanding challenging words: community, identity, democracy.	Use circle approaches with small groups to encourage children to reflect on their learning. To reduce reliance on memory, digital cameras to be used to record a stage of an activity.	Give children time to rehearse points they want to make, to ensure their voice is heard.	Use paired and small group discussions to establish shared ground rules, to help children feel part of the group, and to take some responsibility for themselves and their behaviour within the group.	Make sure that peer assessment is focused on learning – not just on likes and dislikes.	To aid communication use the 'draw and write' technique': draw a simple picture and write a simple sentence to answer a question such as: What/who is a good citizen?
Step						

1	Explore the range of jobs done by the people they know and begin to think how they could contribute to society in the future.	Explore differences and similarities arising from disability. Understand that people with disabilities have special talents that contribute to our society. Assessment: Research Sam Ruddock (Paralympian) and how his journey to victory.	Consider which changes in our bodies are physical and emotional.	How is democracy supported locally and nationally? How does school council reflect democracy in our school? Assessment: Find evidence of democracy locally in the Grantham Journal newspaper.	Appreciate the range of national, regional and community groups. Respect the richness of our population.	Explore how media presents information. Assessment: Examine and analyse TV adverts – which ones attract us and why?
2	Look after their money and know that we can only have what we want if we save / earn it.	Know where individuals / families can get support.	Know the difference between medicine and drugs.	Recognise the role of voluntary and community groups. Discuss local charities we have supported in school.	Know that resources can be allocated in different ways and how these choices affect individuals and communities. Explore spending v saving. What things do we need / want?	
3	<i>Resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices.</i> <i>Love and Sex Matters: lesson seven – In Need of Restoration</i>	<i>Explain choices and stand by their choices in the face of pressure - E-safety including social media platforms.</i>	Know that people who I know or do not know can put pressure on me to behave in a certain way. Know who to ask for help if I need it and I am not afraid to say 'no'	<i>Revise and develop understanding of puberty. Explain how conception occurs.</i> <i>Understand that many people use contraception to control when and how many children they have.</i>	<i>Understand diversity in relationships.</i> <i>~ civil partnerships</i> <i>~ same sex relationships</i> <i>Love and Sex Matters: Lesson Four – Firm Foundations</i> <i>Lesson Five - Marriage</i>	<i>Consider why stable relationships are important for family life.</i> <i>Love and Sex Matters: Lesson Five - Marriage</i>
4			<i>Recognise and challenge stereotyping. Challenge stereotypical views in a safe environment.</i> <i>~ age</i> <i>~ gender</i> <i>~ disability</i> <i>Love and Sex Matters: lesson One – Making Me</i>			