

| Core themes across all year groups: | Relationships and Responsibilities  |  | Health and Wellbeing |  | Living In The Wider World  |   |
|-------------------------------------|---|--|----------------------|--|--|---|
| RSE Guidance Categories             | Families and People Who Care for Me   |  | Caring Friendships   |  | Respectful Relationships   |   |
|                                     | Online Relationships  |  | Being Safe           |  |  |   |
| Long Term Overview                  |   |  |                      |  |  |   |
| Year Group                          | Autumn 1  | Autumn 2   | Spring 1             | Spring 2   | Summer 1   | Summer 2  |
| Year 1                              | <p><b><u>What is the same and different about us?</u></b><br/>Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups.<br/>★</p>   | <p><b><u>Who is special to us?</u></b><br/>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities<br/>★</p> |                      |  | <p><b><u>Who helps to keep us safe?</u></b><br/>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help<br/>★</p> | <p><b><u>How can we look after each other and the world?</u></b><br/>How kind and unkind behaviour can affect others. How people and animals need to be looked after and cared for including the environment. How people grow and change.<br/>★</p> |
| Year 2                              | <p><b><u>What makes a good friend?</u></b><br/>How to make friends with others and recognise when they feel lonely and what they could do about it. How people behave when they are being friendly and what makes a good friend. How to resolve arguments and ask for</p> | <p><b><u>What is bullying?</u></b><br/>Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens.<br/>★</p>         |                      | <p><b><u>What helps us to stay safe?</u></b><br/>how rules and restrictions help them to keep safe ( e.g. basic road, fire, cycle, water safety and online). How to identify risky and potentially unsafe situations and how to avoid or remove themselves from them</p> |  | <p><b><u>How do we recognise our feelings?</u></b><br/>Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings.<br/>★</p>   |

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|        | <p>help.<br/>★</p>   |  |  | ★ |  |  |
| Year 3 | <p><b><u>How can we be a good friend?</u></b><br/>Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback<br/>★</p> | <p><b><u>What keeps us safe?</u></b><br/>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe<br/>★</p>  | <p><b><u>What are families like?</u></b><br/>How families differ from each other ( e.g. single parents, same sex parents, step-parents, blended families, foster/adoptive parents)<br/>Common features of positive family life ( e.g. celebrations, special days or holidays) including caring for each other.<br/>★</p> |   |  |  |
| Year 4 |  | <p><b><u>How do we treat each other with respect?</u></b><br/>How people's behaviour affects themselves and others, including online<br/>Recognising respectful behaviour and the relationship between rights and responsibilities. Discuss confidence or secret. Disrespect or discrimination</p> | <p><b><u>How can we manage our feelings?</u></b><br/>Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings<br/>★</p>   |   | <p><b><u>How can our choices make a difference to others and the environment?</u></b><br/>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and</p> | <p><b><u>How can we manage risk in different places?</u></b><br/>How to recognise, predict, assess and manage risk. How to keep safe in the local environment and less familiar locations. Look at peer behaviour/approval. Online actions/safety (also personal information requests). Rules, restrictions and laws exist</p> |

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|        |   | <ul style="list-style-type: none"> <li>• how to respond to inappropriate behaviour (including online). ★</li> </ul>   |   |  | <p>others; people who help them stay healthy and safe. ★</p> | <p>to help people keep safe. ★</p> |
| Year 5 | <p><b><u>What makes up a person's identity?</u></b><br/>Recognise and respect similarities/differences. (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). Discuss personal qualities (including that gender identity is part of personal identity and for some people does not correspond with their biological sex). About stereotypes and how they can negatively influence behaviours and attitudes towards others. ★</p> |   |   | <p><b><u>How can friends communicate safely?</u></b><br/>How friends and family communicate together; how the internet and social media can be used positively. How to recognise risk in relation to friendships and keeping safe. Content online. How to respond if a friendship is making them feel worried, unsafe or uncomfortable. ★</p>  |  |                                    |
| Year 6 |   | <p><b><u>How will we grow and change?</u></b><br/>Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice ★</p> | <p><b><u>How can the media influence people?</u></b><br/>How the media, including online, can affect people's Wellbeing. Not everything should be shared online and the rules. Fake news can influence opinions and decisions. How to evaluate how reliable different types of online content and media. Recognise unsafe or suspicious content online and what to do about it. How to recognise the risks involved in gambling and the impact it might have. To discuss and debate what influences people's decisions, taking into consideration different viewpoints. ★</p> | <p><b><u>What will change as we become more independent?</u></b><br/><b><u>How do friendships change as we grow?</u></b><br/>How growing up and becoming more independent comes with increased opportunities and responsibilities. How friendships may change as they grow and how to manage this. How to manage change, including moving to secondary school. How to ask for support or where to seek further information and advice regarding growing up and changing. ★</p> |  |                                    |

- ★ The star symbol on this curriculum map represents topics within all three core themes that explicitly cover content within relationships education.

These modules will be taught as part of a full PSHE Curriculum. The Overview can be found here: [PSHE Overview](#).