

Core themes across all year groups:	Rights and Responsibilities		Health and Wellbeing		Safety and Risk	
	Money Matters		Feelings and Friendship		Myself and Identity	
Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>How do we decide how to behave?</u> Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt ★</p>	<p><u>What can we do with money?</u> Where money comes from; spending; saving; keeping money safe</p>	<p><u>How do we keep safe?</u> 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 ★</p>		<p><u>How do we feel?</u> Different kinds of feelings; strategies to manage feelings; change and loss</p>	<p><u>What makes us special?</u> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities ★</p>
Year 2	<p><u>How can we help?</u> Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment. ★</p>	<p><u>What is bullying?</u> Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens. ★</p>	<p><u>How can we be healthy?</u> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choice.</p>	<p><u>What is the same and different about us?</u> 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. ★</p>	<p><u>How do we show our feelings?</u> Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings. ★</p>	<p><u>How can we keep safe in different places?</u> Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency.</p>
Year 3	<p><u>What are the rules that keep us safe?</u> Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how</p>	<p><u>What can we do about bullying?</u> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe ★</p>	<p><u>What are we responsible for?</u> Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p>	<p><u>How can we describe our feelings?</u> Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with</p>	<p><u>How can we eat well?</u> What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p><u>What jobs would we like?</u> What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set</p>

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	to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe			change; recognising wider range of feelings in others; responding to other's feelings		targets
Year 4	<p><u>What is diversity?</u> Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p>	<p><u>How can we be a good friend?</u> Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p>	<p><u>How do we grow and change?</u> 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><u>How can we keep safe in our local area?</u> Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe. ★</p>	
Year 5	<p><u>What makes a community?</u> What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p>	<p><u>What does discrimination mean?</u> Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities ★</p>	<p><u>How can we manage our money?</u> About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p>	<p><u>What choices help health?</u> What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p><u>How can we be safe online and using social media?</u> Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries</p>	<p><u>What makes us enterprising?</u> Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society ★</p>

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<p>Year 6</p>	<p><u>What makes a healthy and happy relationship?</u> Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction</p>	<p><u>What are human rights?</u> Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence</p>	<p><u>How can money affect us?</u> Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues</p>	<p><u>How can we stay healthy?</u> What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing</p>	<p><u>How can we manage risk?</u> Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours. ★</p>
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★ The star symbol on this curriculum map represents topics within all three core themes that explicitly cover content within relationships education.