



National Curriculum Map for PSHE/RSE

Early Years and Foundation Stage		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.
	Physical Development	<ul style="list-style-type: none"> Starting to eat independently and learning how to use a knife and fork. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.
	Physical Development	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

Key Stage 1 and 2:

GROWING UP WITH YASMINE AND TOM MODULES SHOWN IN RED -RSHE supported from the Family Planning Association (FPA)

Autumn: Relationships		Spring: Living in the wider world		Summer: Health and Wellbeing		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
1	<p>Roles of different people; families; feeling cared for</p> <p>Recognising privacy; staying safe; seeking permission</p> <p>Y&T Relationships: Different families; Friends</p>	<p>How behaviour affects others; being polite and respectful</p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>Using the internet and digital devices; communicating online</p> <p>Y&T Life cycles: Looking after babies</p> <p>Online technology safety: Taking care online: Who can help us?</p>	<p>Strengths and interests; jobs in the community</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Y&T My body: Keeping clean</p> <p>Keeping safe: People who can help me</p>	<p>How rules and age restrictions help us; keeping safe online</p>
2	<p>Making friends; Managing secrets; feeling lonely and resisting pressure getting help and getting help; recognising hurtful behaviour</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>Y&T Gender stereotypes/Celebrating difference: Similar and different Gender stereotypes/Celebrating difference: Toys</p>	<p>Belonging to a community/ group; roles and everyday life; online responsibilities;</p> <p>The internet content and information;</p> <p>being the same and different</p> <p>Y&T Online technology safety: Taking care online: personal details</p>	<p>What money is; needs and wants; looking after money</p>	<p>Why sleep is important; Growing older; medicines naming body parts; and keeping healthy; moving class or year keeping teeth healthy; managing feelings and asking for help</p> <p>Y&T Feelings: What to do if we feel sad Feelings: Different emotions</p> <p>Life cycles: Different ages My body: External body parts My body: Internal body parts</p>	<p>Safety in different environments; risk and safety at home; emergencies</p> <p>Y&T Keeping safe: In the house</p> <p>Keeping safe: Out and about</p>
3	<p>What makes a family; features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Y&T Keeping safe: Personal space</p>	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>The value of rules</p> <p>How the internet and laws; rights, is used; assessing freedoms and responsibilities; information online</p>	<p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>Y&T Gender stereotypes/Celebrating difference: Jobs we do Gender stereotypes/Celebrating difference: Mothers and fathers</p>	<p>Health choices and Personal strengths habits; what affects and achievements; feelings; expressing managing and re-feelings framing setbacks</p> <p>Y&T Feelings: Expressing our feelings; Managing our feelings</p>	<p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Y&T Keeping safe: Identifying risk</p>

4	<p>Positive friendships, Responding to hurtful behaviour; including online managing confidentiality; recognising risks online</p> <p>Y&T Relationships: What makes a good friend? Relationships: Getting on with your family</p>	<p>Respecting differences and similarities; discussing difference sensitively</p>	<p>What makes a community; shared and used responsibilities How data is shared</p> <p>Y&T Online technology safety: Photos of myself online Online technology safety: Taking care online: Who can help us?</p>	<p>Making decisions about money; using and keeping money safe</p>	<p>Maintaining a balanced lifestyle; Physical and emotional changes in puberty; support with puberty external genitalia; personal care; oral hygiene and dental hygiene routines;</p> <p>Y&T Life cycles: Growing up and getting older person. Life cycles: Me, myself and I My body: Keeping clean</p>	<p>Medicines and household products; drugs common to everyday life</p>
5	<p>Managing friendships and peer influence Physical contact and feeling safe</p> <p>Y&T Relationships: Trust Keeping safe: Assertiveness, saying no Keeping safe: Good and bad touch Keeping safe: People who can help me</p>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>Protecting the environment; compassion towards others How information online is targeted; different media types, their role and impact</p>	<p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Healthy sleep habits; sun safety; Personal identity; recognising individuality and different qualities; mental wellbeing medicines, vaccinations, immunisations and allergies</p>	<p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>Y&T My body: Sexual body parts – male My body: Sexual body parts – female My body: Puberty My body: Periods My body: Wet dreams</p>
6	<p>Attraction to others; romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations</p> <p>Y&T Relationships: Peer pressure</p>	<p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>Y&T Feelings: How easy is it to talk about...? Feelings: Talking to people about how we feel</p>	<p>Valuing diversity; Evaluating media sources; sharing things online challenging discrimination and stereotypes</p> <p>Y&T Gender stereotypes: Sexual orientation Gender stereotypes: Discrimination and equal opportunities</p>	<p>Influences and attitudes to money; money and financial risks</p>	<p>What affects mental health and ways to take care of it; Human reproduction and birth; increasing independence; managing loss and bereavement transition; managing time online managing change,</p> <p>Y&T Life cycles: How babies are made –sexual intercourse Life cycles: How babies are made – assisted fertility Life cycles: Multiple births Life cycles: How babies are born</p>	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>Y&T Online technology safety: Social networking and sending pictures Online technology safety: Cyberbullying</p>