PSHE/RSE/British Value Curriculum Map

PSHE
At Grange Primary School, our commitment lies in providing a comprehensive PSHE (Personal, Social, Health, and Economic) curriculum that nurtures the growth of confident, forward-thinking, and aspiring pupils in our community. Through our PSHE curriculum, we offer a well-equipped lessons, fostering children's acquisition of knowledge, skills, and qualities that play a pivotal role in safeguarding and enriching their overall wellness. By delivering lessons of the highest quality, we actively encourage progress through the Jigsaw curriculum that is broken down into these six areas: Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing me. By providing our pupils with self-aware and considerate individuals with a strong understanding of the world that surrounds them.

Early Years Foundation Stage (Jigsaw Curriculum)					
Autumn 1 **Being Me in My World** **British Value: Rule of Law**	Autumn 2 **Celebrating Differences** **British Value: Democracy**	Spring 1 **Dreams & Goals** **British Value: Mutual Respect**	Spring 2 **Healthy Me** ***Christopher Winters Project*** **British Value: Individual Liberty**	Summer 1 **Relationships** **British Value: Tolerance**	Summer 2 **Changing Me** **British Value: Consolidation of All** ***Christopher Winters Project***
• Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities I can talk freely about the things and people that make me happy in class and at home. I usually remember to take turns and share with everyone in my class. I know how to be a good listener.	• Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself I am confident when I talk about the things I like and am interested in, as well as what I don't like and why. I know how to be kind to others and can use words to stand up for myself.	• Challenges • Perseverance • Achieving and setting goals • Goal-setting • Overcoming obstacles • Seeking help • Jobs I can persevere with things that are a bit difficult. I can talk about what makes me proud. I regularly encourage myself and others to keep trying and not give up when things get tricky.	• Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean Safety I can talk about what I do to stay healthy and safe and I know why these things are important. I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class.	• Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn. I know how to co-operate with others in my class and understand the importance for everyone to feel included.	• Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations I can describe and ask questions about things that feel or look different about me now and about the things that will happen around me soon. I can use strategies I've been taught to stay calm and to behave kindly towards others. I know who to speak to

PSHE/RSE/British Value Curriculum Map

				I make sure I use my words to help friends to understand me.	and how to talk about things that might be worrying or sad as well as the things that I want to know more about. I can describe to others how I thought about a problem or feeling and how I dealt with it. **CWP: Relationship & Sex Education** • I can explore how friendships can help us feel happy. • I can explore what happens when friends fall out. • I can recognise that families look different. • I can understand that everyone likes different kinds of touch.
Nursery (Birth to Five Matters)					
Making Relationships		Understanding Emotions		Sense of Self Care	

PSHE/RSE/British Value Curriculum Map

• Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play	• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.	• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.
Reception (Birth to Five Matters)		
Making Relationships	Understanding Emotions	Sense of Self Care

PSHE/RSE/British Value Curriculum Map

• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. • Is proactive in seeking adult support and able to articulate their wants and needs. • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship	• Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences. • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, "emotional refuelling" and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	• Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity
Statutory ELG: Building Relationships Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. **Statutory ELG: Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly.	**Statutory ELG: Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly **Statutory ELG: Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly.	**Statutory ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

PSHE/RSE/British Value Curriculum Map

Key Stage 1 National Curriculum

Year 1 National Curriculum

Year 1 National Curriculum Links

Safeguarding Links:

- Anti-bullying
- Emotional Wellbeing & Mental Health (EWMH)
- Healthy and Safe
- Citizenship & British Values (PREVENT)
- Chris Winter Project (CWP) including
    - Relationships Education: Relationships & Sex Education (RSE)
    - Health Education: Drugs, Alcohol & Tobacco Education.

Other Links:

- United Nations Convention on the Rights of the Child (UNCRC)
- Values, SMSC & RE – Inc. diversity and equal opportunities
- PE/Sport & Physical Activity

Year 1 Jigsaw Curriculum

Autumn 1 **Being Me in** **British Value: Rule of Law**	Autumn 2 **Celebrating Differences** **British Value: Democracy**	Spring 1 **Dreams & Goals** **British Value: Mutual Respect**	Spring 2 **Healthy Me** ***Christopher Winters Project*** **British Value: Individual Liberty**	Summer 1 **Relationships** **British Value: Tolerance**	Summer 2 **Changing Me** ***Christopher Winters Project*** **British Value: Consolidation of All**
• Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the learning charter I can explain why my class is a happy and safe place to learn.	• Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone I can tell you some ways that I am different and similar to other	• Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges Identifying and overcoming obstacles	• Keeping myself healthy • Healthier lifestyle choices • Keeping clean Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness	• Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement	• Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change

PSHE/RSE/British Value Curriculum Map

I can give different examples where I or others make my class happy and safe.	people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	• Feelings of Success I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. **CWP: Drugs and Alcohol** • I understand how to stay healthy. • I can explore when and how to take medicines carefully. • I know who can give me medicines.	• Being a good friend to myself • Celebrating special relationships I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	• Transition I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others. **CWP: Relationship & Sex Education** • I can learn how to be a kind welcoming friend, even when people are different to us. • I can understand how we grow and change. I can learn the correct names for private parts of the body. • I can understand are private body parts are private, even when we are using screens or video calls.

PSHE/RSE/British Value Curriculum Map

					• I can explain how families are different. I can identify adults we can talk to when something doesn't feel right.

Year 2 National Curriculum

Year 2 National Curriculum Links

Safeguarding Links:

- Anti-bullying
- Emotional Wellbeing & Mental Health (EWMH)
- Healthy and Safe
- Citizenship & British Values (PREVENT)
- Science [biology/chemistry]
- Chris Winter Project (CWP) including:
  - Relationships Education: Relationships & Sex Education (RSE)
  - Health Education: Drugs, Alcohol & Tobacco Education

Other Links:

- United Nations Convention on the Rights of the Child (UNCRC)
- Values, SMSC & RE – Inc. diversity and equal opportunities
- PE/Sport & Physical Activity

Year 2 Jigsaw Curriculum

Autumn 1 **Being Me in My World** **British Value: Rule of Law**	Autumn 2 **Celebrating Differences** **British Value: Democracy**	Spring 1 **Dreams & Goals** **British Value: Mutual Respect**	Spring 2 **Healthy Me** ***Christopher Winters Project*** **British Value: Individual Liberty**	Summer 1 **Relationships** **British Value: Tolerance**	Summer 2 **Changing Me** ***Christopher Winters Project*** **British Value: Consolidation of All**
• Hopes and fears for the year • Rights and responsibilities • Rewards and consequences	• Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others	• Achieving realistic goals • Staying healthy to achieve goals. • Perseverance and strengths	• Motivation • Healthier choices • Healthy eating and nutrition • Safety in the home • Safety out and about medicines	• Different types of family • Physical contact boundaries • Friendship and conflict • Secrets	• Life cycles in nature Growing from young to old Increasing independence

PSHE/RSE/British Value Curriculum Map

• Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	• Making new friends Gender diversity • Celebrating difference and remaining friends I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	• Learning with others Group co-operation • Contributing to and sharing success I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines can be good for my body I can compare my ideas with less healthy/ unsafe choices inside and outside. I can talk about my own and my friends' choices and can express how it feels to make healthy and safe choices. **CWP: Drugs and Alcohol** • I can explore substance and situations that are safe or unsafe. • I can be able to identify some hazardous substances. • I can consider safety rules for at home and at school.	• Trust and appreciation • Expressing appreciation for special relationships I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can explain why it is important to tell a trusted adult if something is worrying me, even if it feels difficult. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	• Differences in female and male bodies (correct terminology) • Assertiveness Preparing for transition I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. **CWP: Relationship & Sex Education** • I can explore and challenge gender stereotypes. • I can explore how man and female animals and humans are biologically different and understand how this is a part of the lifecycle.

PSHE/RSE/British Value Curriculum Map

					• I can focus on sexual difference and name body parts. • I can understand body privacy. Personal boundaries, and the importance of consent.

Key Stage 2 National Curriculum

Year 3 National Curricolum

Year 3 National Curriculum Links

Safeguarding Links:

- Anti-bullying -Emotional Wellbeing & Mental Health (EWMH)
- Healthy and Safe
- Citizenship & British Values (PREVENT)
- Science *in italics* - [biology/chemistry]
- Chris Winter Project (CWP) including:
  - Relationships Education: Relationships & Sex Education (RSE)
  - Health Education: Drugs, Alcohol & Tobacco Education

Other Links:

- United Nations Convention on the Rights of the Child (UNCRC)
- Values, SMSC & RE – Inc. diversity and equal opportunities
- PE/Sport & Physical Activity

Year 3 Jigsaw Curriculum

Autumn 1 **Being Me in My World** **British Value: Rule of Law**	Autumn 2 **Celebrating Differences** **British Value: Democracy**	Spring 1 **Dreams & Goals** **British Value: Mutual Respect**	Spring 2 **Healthy Me** ***Christopher Winters Project*** **British Value: Individual Liberty**	Summer 1 **Relationships** **British Value: Tolerance**	Summer 2 **Changing Me** ***Christopher Winters Project*** **British Value: Consolidation of All**
• Setting personal goals • Self-identity and worth	• Families and their differences	• Difficult challenges and achieving success	• Exercise • Food labelling and healthy swaps	• Family roles and responsibilities • Friendship and negotiation	• How babies grow • Outside body changes • Inside body changes

PSHE/RSE/British Value Curriculum Map

• Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	• Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	• Dreams and ambitions • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning • Processes • Contributing to the community • Managing Feelings • Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	• Attitudes towards drugs • Keeping safe online and offline • Respect for myself and others • Healthy and safe choices outdoors • Water safety • Asking for help I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy, including who to go to for help in an emergency. I can express how being anxious/ scared and unwell feels and explain some strategies to help myself. **CWP: Drugs and Alcohol** • I can consider smoking and it effects. • I can understand the impact of smoking and passive smoking. • I know some strategies to prevent starting smoking.	• Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	• Family stereotypes • Challenging my ideas • Preparing for transition I can explain how boys' and girls' bodies change the during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. **CWP: Relationship & Sex Education** • I can understand that all bodies are unique and to know some of the difference between male and female bodies. • I can understand personal space, body boundaries and what to do it

PSHE/RSE/British Value Curriculum Map

					someone makes us feel uncomfortable. • I can understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe. • I can understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video.

Year 4 Year 3 National Curriculum

Year 4 National Curriculum Links

Safeguarding Links:

- Anti-bullying -Emotional Wellbeing & Mental Health (EWMH) -Healthy and Safe
- Citizenship & British Values (PREVENT)
- Science [biology/chemistry]
- Chris Winter Project (CWP) including:
  - Relationships Education: Relationships & Sex Education (RSE)
  - Health Education: Drugs, Alcohol & Tobacco Education

Other Links:

- United Nations Convention on the Rights of the Child (UNCRC)
- Values, SMSC & RE – Inc. diversity and equal opportunities
- PE/Sport & Physical Activity

Year 4 Jigsaw Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World **British Value: Rule of Law**	**Celebrating Differences** **British Value: Democracy**	**Dreams & Goals** **British Value: Mutual Respect**	**Healthy Me** ***Christopher Winters Project*** **British Value: Individual Liberty**	**Relationships** **British Value: Tolerance**	**Changing Me** ***Christopher Winters Project*** **British Value: Consolidation of All**

PSHE/RSE/British Value Curriculum Map

• Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	• Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying Problem-solving Identifying how special and unique everyone is • First Impressions I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	• Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	• Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can explain why it is important to keep telling a trusted adult if I am worried, even if nothing changes at first. I can identify feelings of anxiety and fear associated with peer pressure. **CWP: Drugs and Alcohol** • I can understand the effect alcohol has on the body. • I can understand the risks related to drinking alcohol. • I can consider how society limits the drinking of alcohol.	• Jealousy • Love and loss • Memories of loved ones • Getting on and • Falling Out • Girlfriends and boyfriends • Showing appreciation to people and Animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	• Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change I can explain that during a girl's menstrual cycle, a period takes place each month and that this is a natural part of growing up for girls. I can explain why it is important to have trusted adults who can help me during times of change. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. **CWP: Relationship & Sex Education**

PSHE/RSE/British Value Curriculum Map

					• I can understand that puberty is an important stage in the human lifecycle. • I can learn about the emotional and physical changes of puberty. Including how the body prepares for reproduction. • I can explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. • I can explore what makes people unique and how to show respect for those who are different from us.

Year 5 National Curriculum

Year 5 National Curriculum Links

Safeguarding Links:

- Anti-bullying
- Emotional Wellbeing & Mental Health (EWMH)
- Healthy and Safe
- Citizenship & British Values (PREVENT)
- Science [biology/chemistry]
- Chris Winter Project (CWP) including:
  - Relationships Education: Relationships & Sex Education (RSE)
  - Health Education : Drugs, Alcohol & Tobacco Education

Other Links:

- United Nations Convention on the Rights of the Child (UNCRC)
- Values, SMSC & RE – Inc. diversity and equal opportunities

PSHE/RSE/British Value Curriculum Map

- PE/Sport & Physical Activity

Year 5 Jigsaw Curriculum					
Autumn 1 **Being Me in My World** **British Value: Rule of Law**	Autumn 2 **Celebrating Differences** **British Value: Democracy**	Spring 1 **Dreams & Goals** **British Value: Mutual Respect**	Spring 2 **Healthy Me** ***Christopher Winters Project*** **British Value: Individual Liberty**	Summer 1 **Relationships** **British Value: Tolerance**	Summer 2 **Changing Me** ***Christopher Winters Project*** **British Value: Consolidation of All**
• Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, • Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a	• Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind.	• Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	• Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can explain why some	• Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules I can compare different types of friendships and the feelings associated with them. I can explain how to stay safe online, including recognising harmful content, understanding age restrictions, and knowing when something doesn't feel right.	• Self- and body image Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) Growing responsibility • Coping with change • Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that

wider community context.	I can express how I feel about discriminatory behaviour.		online content is designed to influence how I feel about myself and how I can respond to this. I can summarise different ways that I respect and value my body. **CWP: Drugs and Alcohol** • I can explore a range of legal and illegal drugs, their risks and effects. • I can consider others attitudes and believes about drug use and drug dealers. • I can consider strategies to resist drug use.	I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	will happen to me during puberty, and that I accept these changes might happen at different times to my friends. **CWP: Relationship & Sex Education** • I can learn about the main physical and emotional changes during puberty. • I can understand the changes to the reproductive system in puberty. • I can learn how to care for our bodies and feelings during puberty and where to fund support. • I can understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships.

Year 6 National Curriculum

Year 6 National Curriculum Links

Safeguarding Links

- Anti-bullying
- Emotional Wellbeing & Mental Health (EWMH)
- Healthy and Safe
- Citizenship & British Values (PREVENT)
- Science [biology/chemistry]
- Chris Winter Project (CWP) including:

PSHE/RSE/British Value Curriculum Map

- Relationships Education: Relationships & Sex Education (RSE)
- Health Education: Drugs, Alcohol & Tobacco Education

Year 6 Jigsaw Curriculum

Autumn 1 **Being Me in My World** **British Value: Rule of Law**	Autumn 2 **Celebrating Differences** **British Value: Democracy**	Spring 1 **Dreams & Goals** **British Value: Mutual Respect**	Spring 2 **Healthy Me** ***Christopher Winters Project*** **British Value: Individual Liberty**	Summer 1 **Relationships** **British Value: Tolerance**	Summer 2 **Changing Me** ***Christopher Winters Project*** **British Value: Consolidation of All**
• Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	• Perceptions of normality Understanding • disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	• Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	• Taking Personal responsibility • How substances affect the body • Exploitation include 'county lines' and gang culture • Emotional and mental health • Managing stress I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can explain how to recognise when emotions are escalating and use strategies to respond proportionately to help to manage stress and pressure.	• Mental health • Identifying mental health worries and sources of support • Love and loss Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.	• Self-image • Body image • Puberty and feelings • *Conception to birth* • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

PSHE/RSE/British Value Curriculum Map

			CWP: Drugs and Alcohol • I can understand the effects, risks and law relating to cannabis. • I can understand the risk of volatile substance abuse (VSA) • I am aware of the option for getting help, advice and support.	I can offer strategies to help me manage these feelings and situations.	**CWP: Relationship & Sex Education** • I can understand how the body changes during puberty in preparation for reproduction. • I can understand why communication is important in retaliations and why consent matters before any kind of physical touch. • I can understand how families can be formed and how a baby is conceived and beings to grow. • I can understand what is appropriate to share , and to know what to do if something makes us feel unsafe or uncomfortable.

PSHE/RSE/British Value Curriculum Map

RSE Curriculum Map			
Year Group	Topic/Theme	Statutory Guidance	Key Vocabulary
Reception	**My Body, My Relationships**		
	Lesson 1: Caring Friendships **LQ:** Can I explore how friendships can help us feel happy and how we can welcome others? **SC:** I can say how friends make us feel. I can show a kind of way to welcome someone. I can spot when someone might feel left out.	**PSED and Communication and Language ELGs** **Relationships Education** Caring friendships (CFI, CF2, CF3) Respectful, Kind relationships (RR1, RR6)	happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you
	Lesson 2: Being Kind **LQ:** Can I explore what happens when friends fall out and how we can make things better? **SC:** I can say why friends sometimes get upset with each other. I can show kind ways to make up after an argument. I know that hurting someone is never okay.	**PSED and Communication and Language ELGs** **Relationships Education** Caring friendships (CFS, CF6) Respectful, Kind relationships (BRI, RR, RR) Being Safe (BS1)	
	Lesson 3: Different Families **LQ:** Can I recognise that families can look different and that families help and care for each other? **SC:** I can spot ways families can be different. I can name people who are part of a family. I can say one way families help each other.	**PSED and Communication and Language ELGs** **Relationships Education** Families and people who care for me (F2, F3)	
	Lesson 4: My body, My Choices. **LQ:** Can I understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body? **SC:** I can say when I like something and when I don't. I can show a kind way to say "no thank you". I know that some people like hugs and some people don't.	**PSED and Communication and Language ELGs** **Relationships Education** Respectful, Kind relationships (RR2, RR3, RRS, RR7) Being Safe (BS1, BS3)	
Year 1	**Growing and Caring for Ourselves**		
	Lesson 1: Different Friends **LQ:** Can I learn how to be a kind and welcoming friend, even when people are different to us? **SC:** I know that friends can be different from me. I can say one way to be kind to a new friend.	**Relationships Education** Caring friendships (CF 2, 3) Respectful, Kind relationships (RR5)	help, safe, proud, family, Friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, baby, toddler, child,

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	Lesson 2: Growing and Changing **LQ:** Can I understand how we grow and change? Can I learn the correct names for private parts of the body? **SC:** I can name something I can do now that I couldn't do as a baby. I know the right names for the private parts. I know that some parts of my body are private.	**Relationships Education** Being safe (BS2, 853) **Health Education** Developing bodies (DB2) Science Curriculum (S1)	teenagers, adult, elder, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure.
	Lesson 3: Body safety (online and off) **LQ:** Can I understand that our private body parts are private, even when we are using screens or video calls? **SC:** I know what private means. I know that no one should ask to look at or touch my private parts. I know I can speak to a trusted adult if I feel unsure or unsafe.	**Relationships Education** Respectful, Kind relationships (RR2) Online Safety and Awareness (OS1) Being safe (B52, 3, 6, 7)	
	Lesson 4: families and Care **LQ:** Can I know that families can be different? Can I identify adults we can talk to when something doesn't feel right? **SC:** I know that families can look different. I know it's okay to talk to someone if something makes me feel worried or upset. I can name a safe adult I could talk to.	**Relationships Education** Families and people who care for me (F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS1, 856, 857)	
Year 2	**Differences**		
	Lesson 1: Gender Stereotypes **LQ:** Can I explore and challenge gender stereotypes? **SC:** I can explain that boys and girls can like the same things. I can give an example of something people think only boys or girls like - and say why that's not always true. I can notice when someone is treated unfairly for liking something.	**Relationships Education** Respectful Kind Relationships (RRS, RRIO)	Boy, girl, same, different, fair, unfair, stereotype, make, female, animal, baby, body, body parts, private, genitals, penis, vulva, scrotum, nipples, touch, boundaries, consent, ask, stop, safe, trust, help.

PSHE/RSE/British Value Curriculum Map

	Lesson 2: Male and Female **LQ:** Can I explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle? **SC:** I can spot some body differences between male and female animals. I can explain how we usually tell if a baby is male or female. I know that a baby is made by a male and a female	**Health Education** Developing bodies (DB1) **Science Curriculum** (S2)	
	Lesson 3: Naming Body Parts **LQ:** Can I focus on sexual difference and name body parts? S**C:** I can name the private parts using scientific words. I can describe how male and female bodies are different. I understand that most body parts are the same for everyone.	**Relationships Education** Being safe (B52) **Health education** Developing bodies (D2) **Science Curriculum** (S1)	
	Lesson 4: My Body belongs to me **LQ:** Can I understand body privacy, personal boundaries, and the importance of consent? **SC:** I know my body belongs to me. I can notice when someone doesn't want to be touched. I can ask for help if something feels wrong.	**Relationships Education** Being safe (BS1, 852, 853) Respectful relationships (RRI, RR2, RR7, RRI!)	
Year 3	**Value Difference and Keeping Safe**		
	Lesson 1: Body Differences **LQ:** Can I understand that all bodies are unique and to know some of the differences between male and female bodies? **SC:** I can talk about how people's bodies are similar and different. I can name the private parts of the body using scientific words. I know it's never okay to make fun of someone's body.	**Relationships Education** Respectful relationships (RRS, RRB, RRO) **Health Education** General wellbeing (GW7) Developing bodies (082) **Science Curriculum** (S1)	Unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, ovaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera.

PSHE/RSE/British Value Curriculum Map

	Lesson 2: Personal Space and consent **LQ:** Can I understand personal space, body boundaries and what to do if someone makes us feel uncomfortable? **SC:** I can say what personal space means and why it matters. I know it's okay to say "No" to touch that I don't like. I know how to get help if something makes me feel unsafe.	**Relationships Education** Families and people who care for me (F6) Being safe (BS1,BS3, BS4, BS5,BS6, BS7) Respectful relationships (RR2, RR3. R7, RRI |)	
	Lesson 3: Families and People who help us. **LQ:** Can I understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe? **SC:** I can name some different kinds of families. I can talk about how family members help and care for each other. I can name at least two people I could talk to if I needed help.	**Relationships Education** Families and people who care for me (F1, F2, F3, F4, F6) Respectful Kind Relationships (RR11) Being safe (BS4, BS6, B57)	
	Lesson 4: Staying Safe and Getting Help online. **LQ:** Can I understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video. **SC:** I can explain why my body is private online as well as offline. I know what to do if someone sends or asks for something that makes me feel worried or confused. I can name a trusted adult I could talk to if something online didn't feel right.	**Relationships Education** Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 3, 4, 5,7) **Health Education** Wellbeing Online (WO 1, 4, 5, 8, 10,11)	
Year 4	**Growing Up with Respect**		
	Lesson 1: Changes **LQ:** Can I understand that puberty is an important stage in the human lifecycle? **SC:** I can name stages in the human lifecycle. I can describe some physical changes that happen during puberty. I can use agreed words to name male and female body parts.	**Health Education** Developing bodies (D8 1, 2) **Science Curriculum** (51, 54)	puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, vagina, testicles, scrotum, uterus, nipples, breasts, armpits, pubic hair, mood swings, wet dreams, respect,

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	Lesson 2: What is Puberty? **LQ:** Can I learn about the emotional and physical changes of puberty, including how the body prepares for reproduction? **SC:** I can describe some physical and emotional changes that happen during puberty. I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to). I know that puberty starts at different times for different people.	**Health Education** Developing bodies (DB 1, 2, 3) **Science Curriculum** (51, 54)	fairness, feelings, friendship, kind, honest, boundaries, personal space, serotypes, difference, unique, upstander, tryst, support, identity, confidence.
	Lesson 3: Healthy Relationships **LQ:** Can I explore healthy and unhealthy friendships and how to balance our own needs with the needs of others? **SC:** I can describe what makes a friendship feel respectful and fair. I can explain how to be kind while still speaking up about my own feelings.	**Relationships Education** Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR3,4, 5,6)	
	Lesson 4: Healthy Relationships **LQ:** Can I explore what makes people unique and how to show respect for those who are different from us? **SC:** I can describe what makes me unique. I can explain what a stereotype is and why it can be unfair. I can think of kind ways to respond when someone is treated unfairly.	**Relationships Education** Families and people who core for me (F3) Caring friendships (CFI, 2,4, 5.6.7) Respectful, Kind relationships (RR 5, 8, 10) **Health Education** General wellbeing (GW 4, 7)	
Year 5	**Puberty and Personal Boundaries**		
	Lesson 1: Talking about Puberty **LQ:** Can I learn about the main physical and emotional changes during puberty? **SC:** I can describe the main physical and emotional changes that happen during puberty. I can ask questions about puberty with confidence and respect.	**Health Education** Developing bodies (D8 1, 2, 3) **Science Curriculum** (S1,2, 3, 4)	puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, public hair, sweat, breasts, spots, emotional changes, wet dreams, vagina, vulva, uterus, ovaries, testicles,

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	Lesson 2: The Reproductive System **LQ: Can I** understand the changes to the reproductive system in puberty? **SC:** I can explain how puberty affects the reproductive organs. I can describe what happens during menstruation and sperm production. I can talk about how these changes might make people feel.	**Health Education** Developing bodies (DB |, 2, 3) **Science curriculum** (S1, 2, 3, 4)	penis, ejaculation, foreskin, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult.
	Lesson 3: Puberty Help and Support **LQ:** Can I learn how to care for our bodies and feelings during puberty, and where to find support? **SC:** I can explain how to stay clean and healthy during puberty. I can describe how puberty might affect emotions and friendships. I can name safe places or people I can go to for advice and support.	**Health Education** Developing bodies (D8 1, 2,3) **Science Curriculum** (S1,2, 3, 4)	
	Lesson 4: Respect, Boundaries and Being and Upstander **LQ:** To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships? **SC:** I can show what it looks like to be assertive but kind. I can explain how to set and respect boundaries. I can give one example of how to be an upstander.	**Relationships Education** Caring friendships (CF 2, 6) Respectful and kind relationships(RR2,4,5,6.8,9)	
Year 6	**Puberty, Relationships and Reproduction**		
	Lesson 1: Puberty and Reproduction **LQ:** Can I understand how the body changes during puberty in preparation for reproduction? **SC:** I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	**Health Education** Developing bodies (DB |, 2, 3) **Science Curriculum** (S1, 2, 3, 4) *Contains non-statutory Sex Education. Parents have the right to withdraw.*	Puberty, reproduction, sexual intercourse, penis, vagina, testicles, clitoris vulva, wet dreams, sperm, egg, fertilization, conception, fallopian tubes, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect,

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	Lesson 2: Communication and Consent in Relationships **LQ**: I can understand why communication is important in relationships and why consent matters before any kind of physical touch? **SC:** I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	**Relationships Education** Coring friendships (CF) Respectful Kind relationships (RR I, 2.3.4) Being safe (BS 3)	privacy, appropriate, inappropriate, pressure, assertive, permission. Online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility.
	Lesson 3: Families, Conception and Pregnancy **LQ:** Can I understand how families can be formed and how a baby is conceived and begins to grow? **SC:** I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	**Relationships Education** Families and people who care for me (F1, 2,3, 4,5) **Science Curriculum** (S2, S3, S5) *Contains non-statutory Sex Education. Parents have the right to withdraw.*	
	Lesson 4: Communication and respect in relationships and online. **LQ**: I can understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable? **SC:** I can explain why some things are safe, positive and appropriate to share, and others are not. I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate.	**Relationships Education** Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS1, 2, 4, 5, 6, 7) **Health Education** General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)	

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