



Pensford Primary School



PSHE RSE Curriculum

Our Intent for PSHE RSE at Pensford Primary School

With WELLBEING as first of our four Pillars of the Pensford Curriculum, Personal, Social and Health Education takes centre stage. In our assemblies, our play times and in lessons across the curriculum we develop children's ability to get on well with each other, and to support each other in knowing how to lead happy and healthy lives. We want them to know about different types of families and relationships. We want them to have an age-appropriate understanding of human reproduction through our simple Relationship and Sex Education curriculum (using SCARF resources www.coramlifeeducation.org.uk/scarf).

Our PSHE curriculum is written to develop children's understanding of relationships and their ability to get on well with each other both in and out of school; it is there to help them understand how to keep themselves physically and mentally healthy. Note that the curriculum below includes links to the science curriculum, and is also drawn from statutory guidance on relationships education. It is firmly rooted in our school values, Happiness, Excellence, Ambition, Respect, Togetherness and Independence, alongside supporting the Four Pillars which underpin Pensford Primary School's rationale which puts 'children's Personal, social and health development is the central theme throughout all the teaching that we do':

Wellbeing – 'Children developing personally and socially as healthy citizens who make a positive contribution'

Language – Improving and growing our children's communication skills – we 'focus on strengthening the range of words our pupils use supports all our children'

Reasoning – Developing metacognitive skills will support the children's self-awareness and ability to reflect upon their own progress. We see this as an essential pillar for both academic success but also personal responsibility in a range of real life contexts.

Technology – As technology becomes more and more of a prevalent part of our lives, teaching our children 'how to use it safely, confidently, effectively and imaginatively ... alongside e-safety and guided use of the internet' is an essential part of our role in caring for their personal, social and emotional health.

*Quotations taken from our Introduction to the Pensford Curriculum [Click Here](#)

PSHE RSE Curriculum Overview

Key	PSHE		RSE		School Values	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & Summer 2	
Termly Focus	TogetherNESS	Independence	Ambition	Respect	Excellence	Happiness
EYFS	<p>Know that families are important for children growing up because they can give love, security and stability DM: See themselves as a valuable individual</p> <p>Context: SCARF What makes me special I am caring I am a friend All about me</p>	<p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends. Understand the importance of self-respect and how this links to their own happiness. DM: Build constructive and respectful relationships Express their feelings and consider the feelings of others Manage their own needs</p> <p>Context: SCARF Looking after my friends I'm special, you're special</p>	<p>DM: Know and talk about the different factors that support their overall health and wellbeing Healthy eating Keeping safe online Toothbrushing Having a good sleep routine Being a safe pedestrian</p> <p>Context: Twinkl Buddy the Dog story Context: SCARF Keeping Safe on Line Healthy Eating A Good Night's Sleep</p>	<p>The conventions of courtesy and manners [eg please & thank-you, turn-taking] That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The importance of respecting others, even when they are very different from them (for example, physically or in character). DM: Think about the perspectives of others</p> <p>Context: SCARF Being helpful at home and caring for our classroom Looking after my special people Caring for our World</p>	<p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Begin to understand what sorts of boundaries are appropriate in friendships with peers and others.</p> <p>Start to recognise if family relationships are making pupils unhappy or unsafe and how to seek help or advice from others if needed.</p> <p>Context: SCARF People who help keep me safe</p> <p>Yes I can</p> <p>Bouncing back when things go wrong</p>	
		<p>Context: SCARF - Me and My Special People- Who are your special people that you like to spend time with, outside school? -Does everyone have the same special people? -Who's in your family? -What makes us the same/different from people in our family? -How do we help each other in families? -What do we like to do with our families at home? (Resource – The Family Book by Todd Parr) Context: SCARF - Same and Different Families -Read a book about different families, with questions that focus on what makes people the same as each other and also different from each other -Explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends.</p>			<p>Context: SCARF - Me and My Body – girls and boys -What about are private parts? -Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too. -Can anyone tell us the correct words for our private parts? (Penis/testicles and vagina/vulva -Why are girls' bodies and boys' bodies different? -Explain to the children that these parts of our body are private (Resource NSPCC PANTS film Pantosaurus) Context: SCARF – Seasons Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience.</p>	

	(Resource – The Great Big Book of Families by Mary Hoffman) Context: SCARF – Same and Different Homes -Recognise the similarities and differences between children’s homes and others -What makes our homes feel safe and special			Context: SCARF – Where do babies come from (Will be taught in KS1)	
KS1 Year A	Topic – Who’s coming to tea? Describe the importance for humans of eating the right amounts of different types of food (Science link). Be able to describe the importance for humans of exercise and hygiene. (Science link) Context - SCARF Y1 – Eat well Y1 – I can eat a rainbow Y1 – Harolds wash and brush up Y2 – Harold's bathroom Y2 Harolds postcard Y2 – My body needs	Topic - Fire Know that people sometimes behave differently online, including pretending to be someone they are not – computing link Develop understanding of what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context – computing link). Context SCARF year 2 – playing games Year 1 sharing pictures	Topic How do we get to...? - Develop understanding that families are important for children growing up because they can give love, security and stability. - Know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. Covered through RSE lessons below	Topic – Where are all the wild things? Notice that animals, including humans, have offspring which grow into adults. (Science link) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Science link) Context –SCARF Year 1 then and now	Topic – Once upon a time Develop understanding of how to recognise if family relationships are making pupils unhappy or unsafe and how to seek help or advice from others if needed. To know about different types of bullying and how to get help if witnessing or experiencing it. Context –SCARF Y1-unkind,tease or bully? Y1-Who can help? Y2 – Bullying or teasing Y2- Don't do that. Y2- Types of bullying
			-Our Special People balloons -Recognise that they belong to various groups and communities such as their family; -Explain how these people help us and we can also help them to help us. (Book: The Great Big Book of Families by Mary Hoffman) -Same or Different -Identify the differences and similarities between people; -Empathise with those who are different from them; -Begin to appreciate the positive aspects of these differences.	-Haven’t You Grown! -Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); -Understand and describe some of the things that people are capable of at these different stages. -Where do babies come from (found in EYFS SCARF) -Where do babies come from? -What do they do in their mummy’s tummy? -When do they come out? -What do they need when they are out? -How did they get there? (A type of seed, called an egg. from mummy/a woman and a type of seed, called a sperm, from daddy/a man.) -Sometimes the baby comes from its birth mummy and daddy, as in this case (described above). -Sometimes another person is their mummy or daddy or special person. This is called adoption or surrogacy; it's one of the reasons why sometimes children look like their parents	-Surprises and Secrets -Explain the difference between a secret and a nice surprise; -Identify situations as being secrets or surprises; -Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. -How Safe Would You Feel? -Identify situations in which they would feel safe or unsafe; -Suggest actions for dealing with unsafe situations including who they could ask for help. -Respecting Privacy -Explain what privacy means; -Know that you are not allowed to touch someone’s private belongings without their permission; -Give examples of different types of private information. -Feeling Safe -Identify special people in the school and community who can help to keep them safe; -Know how to ask for help.

				<p>and sometimes they don't.</p> <p>-Families are people who provide us with love. That means they care for us and keep us safe.</p> <p>(Books: -There's a House Inside my Mummy by Giles Andrae and Vanessa Cabban; Tango Makes Three by Peter Parnell and Justin Richardsonwith)</p> <p>-Taking care of a baby</p> <p>-Understand some of the tasks required to look after a baby;</p> <p>-Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p>	
<p>KS1 Year B</p>	<p>Topic – Our amazing world</p> <p>Recognise how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Context – SCARF</p> <p>Y2- Being a good friend</p> <p>Y1- Good friends</p>	<p>Topic - Toys</p> <p>Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Covered through RSE lessons below</p>	<p>Topic – We are artist</p> <p>Develop an understanding of the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Covered through RSE lessons below</p>	<p>Topic – Maps and routes</p>	<p>Topic – Seasonal changes/seaside</p> <p>Know and exemplify the conventions of courtesy and manners [eg turn-taking, putting others first]</p> <p>Recognise the importance of self-respect and how this links to their own happiness.</p> <p>Know the importance of respecting others, even when they are very different from them (for example, physically or in personality)</p> <p>Context SCARF</p> <p>year 1- Same or different</p>
	<p>-Who Are Our Special People?</p> <p>-Identify some of the people who are special to them;</p> <p>-Recognise and name some of the qualities that make a person special to them.</p> <p>-My Special People</p> <p>-Identify people who are special to them;</p> <p>-Explain some of the ways those people are special to them.</p>	<p>-Keeping Privates Private</p> <p>--Identify parts of the body that are private;</p> <p>-Describe ways in which private parts can be kept private;</p> <p>-Identify people they can talk to about their private parts.</p> <p>-Good or Bad Touches?</p> <p>--Understand and learn the PANTS rules;</p> <p>-Name and know which parts should be private;</p> <p>-Explain the difference between appropriate and inappropriate touch;</p> <p>-Understand that they have the right to say "no" to unwanted touch;</p> <p>-Start thinking about who they trust and who they can ask for help.</p> <p>(NSPCC Underwear Rule resources)</p> <p>-My body/ Your body</p>	<p>-Some Secrets Should Never be Kept</p> <p>-Identify how inappropriate touch can make someone feel;</p> <p>-Understand that there are unsafe secrets and secrets that are nice surprises;</p> <p>-Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> <p>(Book: Some Secrets Should Never Be Kept by Jayneen Sander)</p> <p>-Should I Tell?</p> <p>-Identify safe secrets (including surprises) and unsafe secrets;</p> <p>-Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>-What Should Harold Say?</p>	<p>-I Don't Like That</p> <p>-Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>-Identify the types of touch they like and do not like;</p> <p>-Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>-Fun or Not?</p> <p>-Recognise that some touches are not fun and can hurt or be upsetting;</p> <p>-Know that they can ask someone to stop touching them;</p> <p>-Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>	<p>-What Makes Us Who We Are?</p> <p>-Identify some of the physical and non-physical differences and similarities between people;</p> <p>-Know and use words and phrases that show respect for other people.</p>

		<p>-Identify which parts of the human body are private;</p> <p>-Explain that a person's genitals help them to make babies when they are grown up;</p> <p>-Understand that humans mostly have the same body parts but that they can look different from person to person.</p>	<p>-Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p>		
LKS2 Year A	<p>Topic – North, East, South, West</p> <p>Broaden understanding that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</p> <p>Context: SCARF lessons:</p> <p>What makes me ME! (Y4)</p> <p>The people we share our world with (Y4)</p>	<p>Topic – Rise of the Robots</p> <p>Know how to respond safely and appropriately to adults they may encounter who they do not know.</p> <p>Context: SCARF lessons:</p> <p>Danger or risk (Y3)</p> <p>Danger, risk or hazard (Y4)</p> <p>None of your business (Y3)</p> <p>Understand better how to recognise who to trust and who not to trust (online) (Computing link)</p> <p>Context: SCARF lessons:</p> <p>I am fantastic (Y3)</p>	<p>Topic – Extreme Survival</p> <p>Begin to learn where to get advice [about staying safe] from e.g. family, school and/or other sources such as Childline</p> <p>Context: SCARF lessons:</p> <p>Helping each other stay safe (Y3)</p> <p>Who helps us stay healthy and safe? (Y4)</p> <p>To know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Context: SCARF lessons:</p> <p>How do we make a difference? (Y4)</p> <p>Understand well how to recognise if family relationships are making pupils unhappy or unsafe and how to seek help or advice from others if needed.</p> <p>Context: SCARF lessons:</p> <p>Secret or surprise (Y4) Covered in RSE</p>	<p>Topic – Grow your own</p> <p>Understand better the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Context: SCARF lessons:</p> <p>Friend or acquaintance (Y4)</p> <p>To know what a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p>Context: SCARF lessons:</p> <p>That is such a stereotype! (Y4)</p>	<p>Topic – Escape from Pompeii (...with a snap, crackle and pop!)</p> <p>Know some of the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Context: SCARF lessons:</p> <p>Super searcher (Y3)</p> <p>Picture wise (Y4)</p> <p>To know about different types of bullying, including cyberbullying and that it is the responsibility of bystanders to report this to an adult. (Computing link)</p> <p>Context: SCARF lessons:</p> <p>Keeping ourselves safe (Y4)</p> <p>Safety in numbers (Y4)</p> <p>How dare you (Y4)</p> <p>Under pressure (Y4)</p>
	<p>-Family and Friends</p> <p>-Recognise that there are many different types of family;</p> <p>-Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>-Our Friends and Neighbours</p> <p>-Explain that people living in the UK have different origins;</p> <p>-Identify similarities and differences</p>		<p>-Secret or Surprise</p> <p>-Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>-Recognise how different surprises and secrets might make them feel;</p> <p>-Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>-My Changing Body</p> <p>-Recognise that babies come from the joining of an egg and sperm;</p> <p>-Explain what happens when an egg doesn't meet a sperm;</p> <p>-Understand that for girls, periods are a normal part of puberty.</p> <p>-All Change</p>	<p>-Safe or Unsafe</p> <p>-Identify situations which are safe or unsafe;</p> <p>-Identify people who can help if a situation is unsafe;</p> <p>-Suggest strategies for keeping safe.</p> <p>-Relationship Tree</p> <p>-Identify different types of relationships;</p> <p>-Recognise who they have positive healthy relationships with.</p>

	<p>between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>-Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>-Together</p> <p>-Understand that marriage is a commitment to be entered into freely and not against someone's will;</p> <p>-Recognise that marriage includes same sex and opposite sex partners;</p> <p>-Know the legal age for marriage in England or Scotland;</p> <p>-Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>		<p>-Moving House</p> <p>-Describe some of the changes that happen to people during their lives;</p> <p>-Explain how the Learning Line can be used as a tool to help them manage change more easily;</p> <p>-Suggest people who may be able to help them deal with change.</p>	<p>-Identify parts of the body that males and females have in common and those that are different;</p> <p>-Know the correct terminology for their genitalia;</p> <p>-Understand and explain why puberty happens.</p> <p>My Feelings Are all Over The Place</p> <p>-Name some positive and negative feelings;</p> <p>-Understand how the onset of puberty can have emotional as well as physical impact</p> <p>-Suggest reasons why young people sometimes fall out with their parents;</p> <p>-Take part in a role play practising how to compromise.</p>	
<p>LKS2 Year B</p>	<p>Topic – Going Global</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Science Link)</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Science link)</p> <p>Better understand the characteristics of friendships, including mutual respect, truthfulness and trustworthiness. Context: SCARF lessons:</p> <p>How can we solve this problem? (Y3)</p> <p>Can you sort it? (Y4)</p> <p>Human machines (Y4)</p> <p>It's your right (Y4)</p>	<p>Topic – Raiders and Traders</p> <p>Know some ways in which to recognise who to trust and who not to trust (as a friend) and how to judge when a friendship is making you feel unhappy or uncomfortable. Context: SCARF lessons:</p> <p>What would I do? (Y4)</p> <p>Ok or not ok? (Part 1) (Y4)</p> <p>Ok or not ok? (Part 2) (Y4)</p> <p>Deepen understanding of the importance of self-respect and how this links to their own happiness. Context: SCARF lessons:</p> <p>Respect and challenge (Y3)</p> <p>(Covered in Term 4)</p> <p>Thunks (Y3)</p>	<p>Topic – Can you walk like an Egyptian?</p> <p>Describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions. (Science link).</p> <p>Understand that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right. Context: SCARF lessons:</p> <p>Friends are special (Y3)</p>	<p>Topic – Who is roaming through the Rainforest</p> <p>Know and exemplify the conventions of courtesy and manners [e.g. how to respectfully disagree] Context: SCARF lessons:</p> <p>For or against? (Y3)</p> <p>Understand and demonstrate the importance of respecting others, even when they are very different from them (for example, in character, personality or background) Context: SCARF lessons:</p> <p>Respect and challenge (Y3)</p>	<p>Topic – Down in the Valley</p> <p>Know that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. (Computing link)</p> <p>Context: SCARF lessons:</p> <p>Making choices (Y4)</p> <p>An email from Harold! (Y4)</p> <p>Understand that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Context: SCARF lessons:</p> <p>Looking after our special people (Y3)</p>
		<p>-Looking After Our Special People</p> <p>-Identify people who they have a special relationship with;</p> <p>-Suggest strategies for maintaining a positive relationship</p>	<p>-Period Positive</p> <p>-Know the key facts of the menstrual cycle;</p> <p>-Understand that periods are a normal part of puberty for girls;</p>	<p>-Body Space</p> <p>-Understand what is meant by the term body space (or personal space);</p> <p>-Identify when it is appropriate or inappropriate to</p>	

		with their special people.	-Identify some of the ways to cope better with periods.	<p>allow someone into their body space; -Rehearse strategies for when someone is inappropriately in their body space. (NSPCC Underwear rule poster)</p> <p>-Zeb -Understand and explain some of the reasons why different people are bullied; -Explore why people have prejudiced views and understand what this is</p> <p>-Let's Celebrate Our Differences -Recognise the factors that make people similar to and different from each other; -Recognise that repeated name calling is a form of bullying; -Suggest strategies for dealing with name calling (including talking to a trusted adult). (The Ugly Duckling)</p> <p>-Islands -Understand that they have the right to protect their personal body space; -Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; -Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. (NSPCC Underwear Rule)</p>	
UKS2 Year A	<p>Topic – Chocolate Me and my relationships</p> <p>Context: SCARF lessons:</p> <p>Y5 Collaboration Challenge! Y5 Give and take Y5 How good a friend are you? Y5 Relationship cake recipe Y5 Communication</p> <p>Describe the differences in the life</p>	<p>Topic – Why aorta keep fit Valuing difference</p> <p>Context: SCARF lessons:</p> <p>Y5 Qualities of friendship Y5 Kind conversations Y5 Happy being me Y5 Is it true? Y5 It could happen to anyone</p> <p>Identify and name the main parts of the human circulatory system, and describe</p>	<p>Topic – Marvellous Mayans Keeping myself safe</p> <p>Context: SCARF lessons:</p> <p>Y5 Ella's diary dilemma Y5 Spot bullying Y5 Decision dilemmas Y5 Drugs: true or false? Y5 Would you risk it?</p>	<p>Topic – Were we a fish? Rights and responsibilities</p> <p>Context: SCARF lessons:</p> <p>Y5 Fact or opinion? Y5 Rights, responsibilities and duties Y5 Lend us a fiver! Y5 Local councils</p> <p>To know about specific ways in which to get help if</p>	<p>Topic – How steady is your hand? Being my best</p> <p>Context: SCARF lessons:</p> <p>Y5 Different skills Y5 My school community (2) Y5 Independence and responsibility Y5 Star qualities? Y5 Basic first aid, including Sepsis Awareness</p> <p>Growing and changing (term 6)</p> <p>Context: SCARF lessons:</p> <p>Y5 How are they feeling? Y5 Taking notice of our feelings Y5 Changing bodies and feelings Y5 Growing up and changing bodies Y5 Help! I'm a teenager - get me out of here!</p>

	<p>cycles of a mammal, an amphibian, an insect and a bird; Describe the life process of reproduction in some plants and animals. (Science link)</p> <p>Know and understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p>the functions of the heart, blood vessels and blood (science link). Recognise the impact of diet, exercise, drugs and lifestyle on the way their Bodies (including relevant parts of the National Curriculum for Science) function; Context: science lessons</p>		<p>witnessing or experiencing cyberbullying. (Computing link)</p>	
	<p>- Dear Ash -Explain the difference between a safe and an unsafe secret; -Identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p>-Changing Bodies and Feelings Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.</p> <p>-Is This Normal? -Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; -Suggest strategies that would help someone who felt challenged by the changes in puberty; -Understand what FGM is and that it is an illegal practice in this country; -Know where someone could get support if they were concerned about their own or another person's safety.</p>	<p>-Boys Will be Boys? Challenging Gender Stereotypes -Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; -Recognise that people fall into a wide range of what is seen as normal; -Challenge stereotypical gender portrayals of people.</p>	<p>-Don't Force Me -Describe ways in which people show their commitment to each other; -Know the ages at which a person can marry, depending on whether their parents agree; -Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>To share or not to share? Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Know how to keep their information private online.</p>	<p>-Growing Up and Changing Bodies Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.</p>
<p>UKS2 Year B</p>	<p>Topic – What's out there? Me and my relationships</p> <p>Context: SCARF lessons: Y6 Working together Y6 Let's negotiate Y6 Solve the friendship problem Y6 Assertiveness skills (formerly Behave yourself - 2) Y6 Behave yourself Y6 Dan's day</p>	<p>Topic – Who let the Gods out? Valuing difference</p> <p>Context: SCARF lessons: Y6 We have more in common than not Y6 Respecting differences Y6 Tolerance and respect for others</p>	<p>Topic – Is it me or is it hot in here? Keeping myself safe Context: SCARF lessons: Y6 Think before you click! Y6 To share or not to share Y6 What sort of drug is...? Y6 Drugs: it's the law! Y6 Alcohol: what is normal?</p>	<p>Topic – Victorious Victorians Rights and responsibilities</p> <p>Context: SCARF lessons: Y6 Fakebook friends Y6 Democracy in Britain 1 - Elections Y6 Democracy in Britain 2 - How (most) laws are made</p> <p>Describe the ways in which nutrients and water are transported within</p>	<p>Topic – Dragon's Den Being my best</p> <p>Context: SCARF lessons: Y6 Five Ways to Wellbeing project Y6 This will be your life! Y6 What's the risk? (1) Y6 What's the risk? (2) Y6 Basic first aid, including Sepsis Awareness</p> <p>Growing and changing (term 6)</p> <p>Context: SCARF lessons: Y6 Helpful or unhelpful? Managing change Y6 I look great! Y6 Is this normal? Y6 Making babies Y6 What is HIV?</p>

	<p>-OK To Be Different -Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; -Suggest strategies for dealing with bullying, as a bystander; -Describe positive attributes of their peers.</p>	<p>-Taking Notice of Our Feelings -Identify people who can be trusted; -Understand what kinds of touch are acceptable or unacceptable; -Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. (NSPCC Underwear Rule)</p> <p>-Helpful or Unhelpful – Managing Change -Recognise some of the changes they have experienced and their emotional responses to those changes; -Suggest positive strategies for dealing with change; -Identify people who can support someone who is dealing with a challenging time of change.</p> <p>-Acting Appropriately -Recognise that some types of physical contact can produce strong negative feelings; -Know that some inappropriate touch is also illegal.</p>	<p>-Making babies -Identify the changes that happen through puberty to allow sexual reproduction to occur; -Know a variety of ways in which the sperm can fertilise the egg to create a baby; -Know the legal age of consent and what it means.</p>	<p>animals, including humans. (Science link).</p> <p>-Stop, Start, Stereotypes -Recognise that some people can get bullied because of the way they express their gender; -Give examples of how bullying behaviours can be stopped.</p> <p>-Happy Being Me -Develop an understanding of discrimination and its injustice, and describe this using examples; -Empathise with people who have been, and currently are, subjected to injustice, including through racism; -Consider how discriminatory behaviour can be challenged.</p> <p>-We Have More in Common Than Not -Know that all people are unique but that we have far more in common with each other than what is different about us; -Consider how a bystander can respond to someone being rude, offensive or bullying someone else; -Demonstrate ways of offering support to someone who has been bullied</p>	<p>-Is It True? -Understand that the information we see online, either text or images, is not always true or accurate; -Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; -Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>-What is HIV? -Explain how HIV affects the body's immune system; -Understand that HIV is difficult to transmit; -Know how a person can protect themselves from HIV.</p>
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EYFS Autumn

Key Vocabulary

Topic Lessons:	special
What makes me special	practice
I am caring	effort
I am a friend	same
All about me	favourite
Looking after my friends	different
I'm special, you're special	kind
Me and my special people	kindness
Same and different families	new friend
Same and different homes	friendship
	look after
	help each other
	be alone
	likes
	dislikes
	family
	home

Pop Task Questions

In a conflict, can they explain what happened and how they feel?
 Do they ask trusted adults for help with their emotions or conflicts?
 Can they self-regulate and/or use strategies when upset or angry? Do they recognise when they may need to do something to help their emotions?
 Do they ask trusted adults for help with their emotions or conflicts?
 How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?

SCARF* and Progression Mapping

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Learning Intentions

1. Talk about similarities and differences.
2. Name special people in their lives.
3. Describe different feelings
4. Identify who can help if they are sad, worried or scared.
5. Identify ways to help others or themselves if they are sad or worried.

Skills

I can recognise and be sensitive to the differences of others
 I can name people who help me and describe ways to help others.
 I can talk about feelings and what can cause them.
 I can tell you which trusted adults I can ask for help.
 I can help a friend if they are sad or worried.

EYFS Spring

Key Vocabulary

Topic Lessons:	Safe
Keeping Safe on Line	Worried
Healthy Eating	Adult
A Good Night's Sleep	Safe
Being helpful at home and caring for our classroom	Online
Looking after my special people	Food
Caring for our World	Energy
	Exercise
	Grow
	Sleep
	Healthy
	wash
	Fruit
caring	Vegetable
Environment	dairy
Litter	Routine
Electricity	calm
Pollution	Working together
recycling	responsibility
	Helpful

Pop Task Questions

Consider their knowledge and personal use of tablets and online games.
 Can they explain a healthy choice?
 Do they notice the effect of physical activity on their body? Can they describe a healthy bedtime routine?
 Do they show an interest in environmental issues?
 Are they aware of practices such as recycling, reducing food waste and reducing car travel.
 Do they play with a variety of children? Are they aware of the needs of others? Do they include everyone in their play?

SCARF* and Progression Mapping

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Learning Intentions

Know age-appropriate ways to stay safe online.
 Understand that they can make healthy choices.
 Name and recognise how healthy choices can keep us well.
 Talk about how they can make an impact on the natural world.
 Talk about similarities and differences between themselves.

Skills

I can tell you what is safe to play online and who to talk to if I feel worried.
 I can make my own healthy food choices.
 I can make healthy sleep and exercise choices.
 I can tell you some ways to look after our world.
 I can be kind to friends and others.

EYFS Summer

Key Vocabulary

Topic Lessons: People who help keep me safe Yes I can Bouncing back when things go wrong Me and my body – girls and boys Seasons	Trust
	Address
	Try
	Try again
	Bounce back
	Private parts
	penis
	Vagina
	Seasons
	Spring
	Summer
	Autumn
	Winter
	cycle

Pop Task Questions

Can name a trusted adult/ trusted adults.
Do they use alternative methods or strategies? Do they persist at an activity even when they are finding it a challenge?
Do they choose to give themselves a challenge? Do they take risks in their learning and play?
Do they use relevant vocabulary? Can they put the stages in order? Can they explain seasonal changes?
Do they have a good knowledge of body part names in addition to private parts?

SCARF* and Progression Mapping

[*Clink Link](#)

Learning Intentions

Name adults in their lives and those in their community who keep them safe.
Feel resilient and confident in their learning.
Learn and use strategies or skills in approaching challenges.
Understand that there are changes in nature and humans.
Use the correct vocabulary when naming the different parts of the body.

Skills

I can name the adults who keep me safe and when I might need their help.
I can keep trying if the way I choose doesn't work.
I can have a go at something new.
I can describe the life cycle of an animal.
I can tell you the scientific names for my body parts.

KS1 Spring

Key Vocabulary

Topic Lessons:	

Pop Task Questions

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SCARF* and Progression Mapping

[*Clink Link](#)

Learning Intentions

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Skills

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Lower KS2 Autumn

Key Vocabulary

Topic Lessons:	

Pop Task Questions

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SCARF* and Progression Mapping

[*Clink Link](#)

Learning Intentions

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Skills

Lower KS2 Spring

Key Vocabulary

Topic Lessons:	

Pop Task Questions

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SCARF* and Progression Mapping

[*Clink Link](#)

Learning Intentions

--

Skills

Lower KS2 Summer

Key Vocabulary

Topic Lessons:	

Pop Task Questions

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SCARF* and Progression Mapping

[*Clink Link](#)

Learning Intentions

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Skills

Upper KS2 Autumn

Key Vocabulary

Topic Lessons:	

Pop Task Questions

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SCARF* and Progression Mapping

[*Clink Link](#)

Learning Intentions

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Skills

Lower KS2 Spring

Key Vocabulary

Topic Lessons:	

Pop Task Questions

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SCARF* and Progression Mapping

[*Clink Link](#)

Learning Intentions

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Skills

Lower KS2 Summer

Key Vocabulary

Topic Lessons:	

Pop Task Questions

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SCARF* and Progression Mapping

[*Clink Link](#)

Learning Intentions

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Skills

Lesson Progression Matrix PSHE

	EYFS	KS1		Lower KS2		Upper KS2	
		Year A	Year B	Year A	Year B	Year A	Year B
Me and My Relationships	What makes me special I am a friend All about me	Bullying or teasing? Don't do that! Types of bullying	Being a good friend Good friends	Under pressure	How can we solve this problem? Human machines Thanks Friends are special An email from Harold Looking after our special people	Collaboration challenge! Give and take How good a friend are you? Relationship cake recipe Communication	Working together Let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Dan's day
Valuing Difference	I am caring I'm special, you're special	Unkind, tease or bully	Same or different?	The people we share our world with Friend or acquaintance? That is such a stereotype!	Can you sort it? Respect and challenge	Qualities of friendship Kind conversations Happy being me Is it true? It could happen to anyone	We have more in common than not Respecting differences Tolerance and respect for others
Keeping Safe	Keeping safe online People who help keep me safe	Sharing Pictures Who can help?		Danger or risk? Danger, risk or hazard? Super searcher Picture wise Keeping ourselves safe How dare you?		Ella's diary dilemma Spot bullying Decision dilemmas Drugs: true or false? Would you risk it?	Think before you click! To share or not to share What sort of drug is...? Drugs: it's the law! Alcohol: what is normal?
Rights and Respect	Looking after my friends Being helpful at home and caring for our classroom Looking after my special people Caring for our world	Playing Games		Helping each other to stay safe Who helps us stay healthy and safe? How do we make a difference? Safety in numbers	It's your right	Fact or opinion? Rights, responsibilities and duties Lend us a fiver! Local councils	Fakebook friends Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made
Being my best	Healthy Eating A good night's sleep Bouncing back when things go wrong Yes I can	Eat Well I can eat a rainbow Harold's wash and brush up Harold's bathroom Harold's postcard My body needs		What makes me ME! I am fantastic!	For or against? Making choices	Different skills My school community Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	Five Ways to Wellbeing project This will be your life! What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness
Growing and Changing		Then and Now		None of your business		How are they feeling? Taking notice of our feelings	Helpful or unhelpful? Managing change I look great! Is this normal?

						Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager - get me out of here!	Making babies What is HIV?
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Lesson Progression Matrix RSE

	EYFS	KS1		Lower KS2		Upper KS2	
		Year A	Year B	Year A	Year B	Year A	Year B
Me and My Relationships	Me and my special people				Looking after our special people	Don't force me	Acting appropriately
Valuing Difference	Same and different families Same and different homes	Our special people balloons Same or different?	Who are our special people? My special people What makes us who we are?	Family and friends Our friends and neighbours	Zeb Let's celebrate our differences Islands	Boys will be boys? – challenging gender stereotypes	OK to be different Stop, start, stereotypes Happy being me We have more in common than not Is it true?
Keeping Safe		How safe would you feel?	Good or bad touches? Should I tell? What should Harold say? I don't like that! Fun or not?	Safe or unsafe?		To share or not to share?	
Rights and Respect		Feeling safe					
Being my best							
Growing and Changing	Me and my body – girls and boys Seasons	Haven't you grown! Where do babies come from? (YR SCARF) Taking care of a baby Surprises and secrets Respecting privacy	Keeping privates private My body, your body Some secrets should never be kept	Together Secret or surprise? Moving house My changing body All change! My feelings are all over the place!	Period positive/ preparing for periods Body space	Dear Ash Changing bodies and feelings Is this normal? Growing up and changing bodies	Taking notice of our feelings Helpful or unhelpful? – managing change Making babies What is HIV?

				Relationship tree			
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