

## Long Sutton Primary School RSHE/PSHE Curriculum 2021

### Relationships and sex education curriculum map including PSHE

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
All Year groups		<p>For the majority of our online safety we follow eLiM's ActiveBYTES scheme of learning. This is a fully inclusive scheme of lessons for all pupils from Foundation Stage to Year 6. The lessons and assemblies in the scheme of learning focus on a different theme each term:</p> <p><b>Autumn:</b> I am kind and responsible: Class Internet rules; Cyberbullying</p> <p><b>Spring:</b> I am safe and secure: Keeping personal details private; Consider who you are talking to online; Make sure a trusted adult knows what you are doing online; Safer Internet Day</p> <p><b>Summer:</b> I am healthy: Consider age-appropriate and healthy use of technology; consider time spent on technology and appropriate websites and games.</p>	eLiM ActiveBytes
Cygnets Class (Reception/Y1)	Autumn Term	<p>Me and my Relationships: All about me, What makes me special, me and my special people, Who can help me, My feelings, School rules</p> <p>Valuing Difference: I'm special, you're special, Same and different, Unkind/tease/bully?, Kind and caring, It's not fair</p>	SCARF NSPCC School Learning Muscles ELIM – online safety resources Stories

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring Term	Keeping Myself safe: Medicines, safe indoors/outdoors (road safety), Keeping safe online, People who keep me safe, Sleep, Healthy me, NSPCC PANTS (good touch/bad touch), NSPCC – Speak out, stay safe, I can eat a Rainbow (Healthy eating) Rights and Responsibilities: Looking after my friends, Caring for our world, Looking after my money, Basic First Aid	
	Summer Term	Growth Mindset: Bouncing back when things go wrong, Yes I can, Learning Muscles Growing and Changing: Cycles and transitions, Life stages (babies), Becoming independent, My body parts, Surprises and secrets	
Kingfisher Class (Y1/2)	Autumn Term	Year A: Rules, Rights and responsibilities: School promises and welcome back, our ideal class room, Me and My Relationships: How are you feeling today, Let's be happy, Being a good friend, Bullying or teasing, Don't do that, types of bullying Valuing Difference: What makes us who we are?, How do we make others feel?, My special people, When someone is feeling left out, An act of kindness, Solve the problem	SCARF NSPCC School Learning Muscles ELIM – online safety resources Stories

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Year B:</p> <p>Me and My Relationships:            Why we have classroom rules, school promises, thinking about feelings, Feelings and bodies, Our special people, Good friends, How to listen.</p> <p>Valuing Difference:            Same or different, Unkind, tease or bully, who are our special people, It's not fair.</p>	
	Spring Term	<p>Year A:</p> <p>Keeping My Self safe:            How safe do you feel?, I don't like that, Fun or not, Should I tell?, Some secret's should never be kept, How to keep safe online , NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities:            Getting on with others, When I feel like erupting, Feeling safe, How can we look after the environment, Taking responsibility with money</p>	
		<p>Year B:</p> <p>Keeping Myself safe:            Healthy me, Sleep, feelings and feelings dealing with loss, good touch/bad touch, NSPCC PANTS, Keeping safe online, NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities:            Hygiene routines, looking after the environment, taking care of things, looking after money, Basic First Aid</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer Term	<p>Year A:            Being My Best:            You can do it, My day, Keeping clean and healthy, Dental hygiene, What my body needs, What my body does (body parts)            Growing and Changing:            Co-operation and team work, feelings and dealing with loss, life stages and growing up, My body, your body (understanding which parts of the body are private, correct names for body parts), Basic First Aid</p> <p>Year B:            Being my Best:            Healthy eating (5 a day), Catch, Bin it, Kill it (understanding how disease spreads), learning new skills/achievements, giving and receiving positive feed back, understanding how our behaviour can affect others            Growing and Changing:            Body parts (internal), taking care of a baby, how you have changed since you were a baby, Bullying and who can help, secrets and surprises, Keeping privates private, transition</p>	
Kite Class Y3/4	Autumn Term	<p>Year A:            Me and My Relationships:            Rules, feelings about loss, Teamwork, Looking after our special people, Solving problems, the danger of dares, expressing ideas and thoughts, self esteem, Friends are special            Valuing Difference:            Friends and family, My community, respect and challenge, our friends and neighbours, celebrating our differences, exploring prejudice views and why someone is bullied</p>	SCARF NSPCC School Learning Muscles ELIM – online safety resources Stories

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Year B:</p> <p>Me and My Relationships:  Rules, Good feelings and not so good ones, Ok or not, teamwork, different feelings, When feelings change, Under pressure</p> <p>Valuing Difference:  Finding solutions, understanding personal space, Friend or acquaintance, What would I do?, The people we share our world with, Stereotypes</p>	
	Spring	<p>Year A:</p> <p>Keeping Myself Safe:  Safe or unsafe?, Danger or risk?, Alcohol and cigarettes, online safety, understanding medicines, NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities:  Volunteers, Helping each other stay safe, The environment, Earning money</p> <hr/> <p>Year B:</p> <p>Keeping Myself safe:  Danger, risk or hazard, online safety, How dare you, Medicines – check the label, Knowing the norms, Keeping ourselves safe, understanding influence, NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities:  Who helps us stay healthy and safe, It's your right, How do we make a difference, media influence, Bullying and being a bystander, understanding money – income and expenditure.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p>Year A: Being My Best: Healthy eating, illness and hygiene, tolerance, I am fantastic, Getting on with your nerves, how the body works, Top talents</p> <p>Growing and Changing: Different types of relationships, positive relationships, Personal space, safe and unsafe secrets, Basic First Aid</p> <hr/> <p>Year B: Being My Best: What makes me ME, Making choices, Healthy life style and eating, Caring for the environment, My school community, Basic First Aid</p> <p>Growing and Changing: Moving house, My feelings are all over the place, All change (body parts), Secret or surprise, relationships including marriage and living together</p>	
Harrier Class Y5/6	Autumn Term	<p>Year A: Me and my relationships: Collaboration, give and take, How good a friend are you, Relationship cake, Being Assertive, Our emotional needs, Communication</p> <p>Valuing Difference: Qualities of friendship, Kind conversations, happy being me, difference and mutual respect, Is it true (online safety), It could happen to anyone (impact of behaviour).</p> <p>Year B: Me and my relationships: Working together, Let's negotiate, Solve the friendship problem, Assertive skills, the consequences of how you act, showing commitment/forced marriage, appropriate, legal and illegal touch, acting safely and appropriately online.</p>	<p>SCARF NSPCC School Learning Muscles ELIM – online safety resources Stories Channel 4 – Living and Growing</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Year A:            Keeping Myself safe:            Habits, Risks, Spot bullying, Dares, Decision dilemmas, Play, like share (online safety), Drugs: true or false, NSPCC – Speak out, stay safe            Rights and Responsibilities:            Understanding health and wellbeing, fact or opinion, Rights, responsibilities and duties, making a difference, Spending wisely, Local Councils</p> <p>Year B            Keeping Myself Safe:            Think before you click, Keeping personal information safe online, Sharing images, addiction, drugs awareness and categorisation, the law around drugs, alcohol, what is normal, Emotional needs , NSPCC – Speak out, stay safe            Rights and Responsibilities:            Two sides to every story, Fakebook friends, Money – saving, taxes, jobs etc, Action stations, the environment, Democracy</p>	
		<p>Year A:            Being My Best:            Getting fit, How the body works and is interconnected, Strengths and talents, My school community, Independence and responsibility, Star qualities, Basic First Aid            Growing and Changing:            How they are feeling, Taking notice of our feelings, I'm a teenager – get me out of here, Stereotypes, safe and unsafe secrets</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>Year B:            Being My Best:            Five ways to Wellbeing project, aspirations and goals, What's the risk?,            Basic First Aid</p> <p>Growing and Changing:            Managing change, I look great, Media manipulation, pressure online</p> <hr/> <p>Each year:            Year 5 – My changing body (puberty), Preparing for periods, growing up and            changing bodies (naming body parts)</p> <p>Year 6 – Is it normal? (Puberty), growing up and changing bodies, Safe and            unsafe secrets, making babies, How puberty impacts relationships, gender            stereo types, hygiene, contraception in terms of staying healthy, Dealing with            Social Media, Staying safe online, Peer pressure, What's the truth and            what's fake.</p>	



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>