

Relationships and Sex Education / Personal, Social and Health Education

Curriculum Content

Year A	Autumn	Spring	Summer	Assessment Opportunities
E Y F S	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs Concept: My Rights and Responsibilities / Asking for Help	Concept: My Rights and Responsibilities / Asking for Help	Identified in the Educator Solutions resources.
	Content: Basic Personal Hygiene How we describe feelings How we manage feelings	Content: Similarities and differences in our lives Likes, dislikes and making choices	Content: Personal privacy Respecting personal privacy Special people How special people care for others	
	Resource: Educator Solutions RSE EYFS	Resource: Educator Solutions RSE EYFS	Resource: Educator Solutions RSE EYFS	
	Concept: All About Me	Concept: Calm or Relaxed	Concept: Money what is it for?	Can children identify their family and key characteristics?
	Content: Who am I? Who is my family? What do I like? What don't I like? How I can tell others about me.	Content: Calming strategies Relaxation / breathing Yoga Why should we try to be calm	Content: Why do we have money? What would life be like without money? What is a bank? How do we get money?	Can children recognise triggers for anger and how to keep calm?
Resource: https://www.twinkl.co.uk/resources/early-years-understanding-the-world/early-years-everyday-life/early-years-ourselves-all-about-me	Resource: Volcano in my tummy, Anger Gremlins, Seeing Red https://www.twinkl.co.uk/resource/t-c-1468-top-ten-relaxation-techniques-with-children	Resource: https://www.citypayitforward.com/wp-content/uploads/Primary-Planning-Framework-WEB-Sept-18-1.pdf	Can children describe what money is? Where it can be kept safe and how money is accessed/earned?	
EYFS ELG Link	Personal, Social and Emotional Self Regulation Managing Self	Personal, Social and Emotional Self Regulation Building Relationships Understanding the World People, Culture and Communities	Personal, Social and Emotional Self Regulation Building Relationships	
	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help	Identified in the Educator Solutions resources.
	Content:	Content: Listening to others	Content: The right to be protected from diseases	

K S 1	Recognising feelings and how to respond Naming parts of the body Naming external genitalia using correct scientific terms	Playing and working co-operatively Resolving arguments	The right to protect others disease Who to go to if you are worried How to someone who helps attention	
	Resource: Educator Solutions RSE Yr1	Resource: Educator Solutions RSE Yr1	Resource: Educator Solutions RSE Yr1	
	Concept: All About My Family	Concept: Scared or Afraid	Concept: Pocket Money	Can children recognise the different make up of families?
	Content: What is a family The different sorts of families My place in my family How families can change (death / birth)	Content: What makes me scared? Is it okay to be afraid? How I can overcome my worries	Content: How do I earn pocket money? What do I do if I want to buy something big? Should we all get the same?	Can children identify what makes them worried and how they can address it?
	Resource: Stonewall resources https://www.stonewall.org.uk/resource/s/different-families-same-love-pack	Resource: https://www.foundationyears.org.uk/files/2011/10/SEAL_getonfallout.pdf	Resource: https://www.citypayitforward.com/wp-content/uploads/Primary-Planning-Framework-WEB-Sept-18-1.pdf	Can children see the value of having their own money and how to save?
L O W e r K	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help	Identified in the Educator Solutions resources.
	Content: What are my strengths? Setting aspirational goals Developing self-esteem How my body changes as I grow and develop? How to care for my body? Celebrating uniqueness	Content: Recognise a wide range of relationships Positive healthy relationships Challenging gender stereotypes There is more than one way to be a boy / girl	Content: Right to protecting my body from unwanted touch Difference between secrets and surprise Know when to break a confidence and share a secret	
	Resource: Educator Solutions RSE Yr3	Resource: Educator Solutions RSE Yr3	Resource: Educator Solutions RSE Yr3	
	Concept: Friendship / Getting Along	Concept: Manners and Rules	Concept: Piggy Bank / Savings	Can children recognise what a good friendship is and how to deal with strangers?
	Content: Who are my friends? Stranger danger Finding common interests	Content: Good Manners Following rules Laws and democracy	Why is it good to save a little? Having a goal Should we save no matter what?	

S 2	Is it okay to be different?			Can children identify what good manners are and why we have rules and laws?
	Resource: https://www.bbc.co.uk/bitesize/topics/zy77hyc https://www.everyschool.co.uk/pshe-key-stage-2-choices-and-friendship.html	Resource: https://www.teacherplanet.com/content/manners	Resource: https://www.citypayitforward.com/wp-content/uploads/Primary-Planning-Framework-WEB-Sept-18-1.pdf	Can children understand what saving is, how we can save in different ways and how we can do this responsibly?
U p p e r K S 2	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help	Identified in the Educator Solutions resources.
	Content: Anticipate how emotions change through puberty Anticipate how my body changes through puberty	Content: Identify healthy relationships and skills need to help and manage these Know correct terms associated with gender identity and sexual orientation Understand unacceptability of homophobic and transphobic bullying	Content: Strategies for keeping safe online How images can be shared without permission Managing accidental exposure to explicit images and upsetting on line material	
	Resource: Educator Solutions RSE Yr5	Resource: Educator Solutions RSE Yr5	Resource: Educator Solutions RSE Yr5	
	Concept: Developing Confidence / Self Esteem	Concept: Drugs Education	Concept: Financial Education	Can children see what is unique about them and what they should be proud and confident about?
	Content: What is good about me? What do I want to be better at? Personal action plan? What does success look like?	Content: Drugs Addiction Staying safe Dangers and hazards	Content: What is Money and its function in society? Saving and Spending (need v want) Budget and Debt	Can children identify the difference between medicine and drugs and what addiction is?
Resource: Happy in my skin (Intervention Resource) https://www.pshe-association.org.uk/curriculum-and-resources/resources/dove-self-esteem-project-teaching-resources-five	Resource: http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf	Resource: Economic and Financial Wellbeing – Financial Education for Yr6 https://www.citypayitforward.com/year-6-teachers-manual/	Can children set budgets and follow them? Can children understand the concept of good and bad debt?	

RSE Resources also have online additional material and support resources, these can be accessed at:

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Year B	Autumn	Spring	Summer	Assessment Opportunities
E Y F S	Concept: My Feelings / My Body	Concept: My Rights and Responsibilities / Asking for Help Question: Who do you trust to speak to?	Concept: My Relationships / My Beliefs Question: What do you like and dislike?	Identified in the Educator Solutions resources.
	Content: Basic Personal Hygiene How we describe feelings How we manage feelings	Content: Personal privacy Respecting personal privacy Special people How special people care for others	Content: Similarities and differences in our lives Likes, dislikes and making choices	
	Resource: Educator Solutions RSE EYFS	Resource: Educator Solutions RSE EYFS	Resource: Educator Solutions RSE EYFS	
	Concept: All About Me	Concept: Calm or Relaxed Question: How can you calm down and relax?	Concept: Money what is it for? Question: Is money important?	Can children identify their family and key characteristics?
	Content: Who am I? Who is my family? What do I like? What don't I like? How I can tell others about me.	Content: Calming strategies Relaxation / breathing Yoga Why should we try to be calm	Content: English money Foreign currency The value of money	Can children recognise triggers for anger and how to keep calm? Can children describe what money is? Where it can be kept safe and how money is accessed/ earned?
	Resource: https://www.twinkl.co.uk/resources/early-years-understanding-the-world/early-years-everyday-life/early-years-ourselves-all-about-me	Resource: Volcano in my tummy, Anger Gremlins, Seeing Red https://www.twinkl.co.uk/resource/t-c-1468-top-ten-relaxation-techniques-with-children	Resource: https://www.citypayitforward.com/wp-content/uploads/Primary-Planning-Framework-WEB-Sept-18-1.pdf	

EYFS ELG Link	Personal, Social and Emotional Self Regulation Managing Self	Personal, Social and Emotional Self Regulation Building Relationships Understanding the World People, Culture and Communities	Personal, Social and Emotional Self Regulation Building Relationships	
K S 1	Concept: My Feelings / My Body	Concept: My Rights and Responsibilities / Asking for Help Question: What kind of physical contact is comfortable/uncomfortable and how should I respond?	Concept: My Relationships / My Beliefs Question: Why is bullying wrong and unacceptable?	Identified in the Educator Solutions resources.
	Content: Recognising and celebrating strengths and achievements Setting simple but challenging goals Growing and changing throughout life	Content: What kind of physical contact is acceptable? What is comfortable/ uncomfortable and how should I respond? Not keeping a secret that makes them uncomfortable, worried or afraid.	Content: Understanding bullying is wrong and unacceptable Understanding families can be different	
	Resource: Educator Solutions RSE Yr2	Resource: Educator Solutions RSE Yr2	Resource: Educator Solutions RSE Yr2	
	Concept: Aspirations	Concept: Problem Solving Together Question: How can we solve problems together?	Concept: Fund Raising in School Question: How could we raise money for a charity?	Can children identify what aspiration is and set realistic and optimistic goals?
	What are my options? How can I get there? Reach for the stars	There is no 'I' in TEAM Using the team skills Listening and speaking Following direction	Content: Finding a cause Planning a fundraiser Making a profit	Can children cooperate and collaborate to solve problems together?
	Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/raising-aspirations-inspiring-futures	Resources: https://www.bbc.co.uk/bitesize/clips/zg3s34j https://www.sasp.co.uk/uploads/oa-year-1-2-lessons-1-12.pdf	Resource: https://www.citypayitforward.com/wp-content/uploads/Primary-Planning-Framework-WEB-Sept-18-1.pdf	Can children plan simple fundraising for a identified charity in school?

L O W e r K S 2	Concept: My Feelings / My Body	Concept: My Rights and Responsibilities / Asking for Help Question: What makes a healthy marriage?	Concept: My Relationships / My Beliefs Question: What kind of physical behaviours and contact are acceptable/ unacceptable?	Identified in the Educator Solutions resources.
	Content: Recognise and respond to a wide range of emotions in themselves and others Reflect on how my body changes and understand some are related to puberty	Content: Know marriage is a commitment freely entered into by both people No one should marry they don't absolutely want to or are not making the decision freely for themselves Recognise when I may need help to manage a situation and developed skills to ask for help	Content: Judge what kind of physical behaviours and contact or acceptable/ unacceptable and ways to respond Recognise similarities and differences between people arise from a number of factors	
	Resource: Educator Solutions RSE Yr4	Resource: Educator Solutions RSE Yr4	Resource: Educator Solutions RSE Yr4	
	Concepts: What Job Might I do?	Concept: Basic First Aid Question: How can you give simple first aid and assess risk?	Concept: Fundraising for Others Question: Can you plan, organise and deliver a series of fundraising events?	Can children recognise the purpose and need of different jobs and professions for a functioning society?
	Professional Vocational 'Gender Jobs' – no such thing! Skills sets Interests can become jobs	Cuts Bruises Bangs and bumps Risk assessing and responding	Content: Charities and their work Making a difference Sustainable support Sponsoring	Can children administer simple first aid? Can children risk assess?
	Resources: https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39 https://www.twinkl.co.uk/resources/ks2-pshe/living-in-the-wider-world-pshe-subjects-key-stage-2/ks2-the-world-of-work	Resource: https://lifeliveit.redcross.org.uk/	Resource: https://www.citypayitforward.com/wp-content/uploads/Primary-Planning-Framework-WEB-Sept-18-1.pdf	Can children undertake a sustained fundraising commitment, plan, organise and deliver a series of events?
U p	Concept: My Feelings / My Body	Concept: My Rights and Responsibilities / Asking for Help Question: When and who might you ask for help if you are concerned about contracting a sexual infection?	Concept: My Relationships / My Beliefs Question: What is the nature and consequences of discrimination, including prejudiced based language	Identified in the Educator Solutions resources.

p e r k s 2	Content: Recognise how images in the media do not reflect reality and can affect how they feel about themselves Explain what sex intercourse is and how this leads to reproduction using the correct terms for male and female organs	Content: Infections can be shared in sexual intercourse Condoms can prevent STDs Develop skills to know, when, who and how to ask for help – independently or with support	Content: Realise the nature and consequences of discrimination, including prejudiced based language Pupils know some cultural practices are against British Law (inc FGM)	
	Resource: Educator Solutions RSE Yr6	Resource: Educator Solutions RSE Yr6	Resource: Educator Solutions RSE Yr6	
	Concepts: Careers and Qualifications	Concept: First Aid CPR Question: How can you administer CPR?	Concept: Supporting a Charity Question: How can you identify, plan and deliver action for social change?	Can children identify different career pathways including professional and vocational and begin to determine what they may wish to undertake in later life?
	Career pathways to different posts Qualifications and universities Independent learning Realistic goals/ barriers to success	CPR Revise Cuts, bruises, bangs and bruises Safety awareness Mental health and well being	Content: Charities that mean something Long term support Global change through social action	
Resource: https://www.bbc.co.uk/bitesize/topics/znwnb/resources/1 https://weaspire.co.uk/documents/Aspirations-brochure.pdf https://www.myworldofwork.co.uk/partner-resources	Resource: https://lifeliveit.redcross.org.uk/ https://www.bhf.org.uk/how-you-can-help/how-to-save-a-life/cpr-training-in-schools/quality-assured-pshe-teaching-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans	Resource: https://www.citypayitforward.com/wp-content/uploads/Primary-Planning-Framework-WEB-Sept-18-1.pdf	Can children administer CPR? Can children identify, plan and deliver action for social change?	

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