





RSE Curriculum

Parent Information

COMMUNITY PRIMARY  
SCHOOL

## PSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Rights and Responsibilities Sharing/turn taking/waiting Following Nursery rules and routines					
	Identity Recognising personal features e.g. wearing a blue jumper, eye colour and that these can be different to others Showing a 'can do' attitude Recognising different social and community groups they belong to					
	Feelings and Emotions Showing happiness or sadness appropriately and developing a greater range of emotions Building relationships Developing impulse control and self-regulation skills Developing empathy and knowing other people have different ideas					
	Safety and Risk Following Nursery rules and routines					
	Health Independence skills e.g. toileting, handing up coat Introducing different foods and understanding food can be good/bad for your health Importance of teeth brushing Importance of exercise					
	Money Opportunities to handle coins in role-play and the real world such as visits to the shop.					

Reception

Rights and Responsibilities

Following class and school rules and routines

Focusing attention and responding appropriately

Identity

Confident to try new activities showing resilience, independence and

Feelings and Friendships

Taking turns; sharing; circle games; listening; feelings

Recognising needs in themselves and others

Understanding own feelings and those of others

Begin to regulate own feelings e.g. waiting patiently

Safety and Risk

Who helps to keep safe and healthy?

Health

Dressing and undressing

Healthy food choices

Money

Opportunities to handle coins in role-play and the real world such as visits to the shop.

Year 1

How do we decide how to behave?  
Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others

How do we feel?  
Different kinds of feelings; communicating feelings; responding to the feelings of others

What makes us special?  
Celebrate strengths and set challenging goals; growing up and how needs change; gaining independence; naming the main parts of the body (including external genitalia); identify their special people; ways they are all unique; ways in which we are the same

How can we be healthy?  
What is and how to maintain a healthy lifestyle; making healthy, informed choices

How do we keep safe?  
People who look after them; how to get help; their responsibility for keeping themselves and others safe

Year 2

How can we help?  
School and class rules and their importance; respecting own

How do we show our feelings and what is bullying?  
Change and loss; physical

How can we keep clean?  
Importance of and how to maintain personal hygiene; how

What is the same and different about us?  
Sharing opinions and views;

What can we do with money?  
Where money comes from; spending;

How can we keep safe in different places?  
People who look after them; how to get help; household products; rules for keeping safe in

Year 3

and other's rights and needs; privacy; listening to and supporting others; looking after the environment

What are the rules that keep us safe?

Importance of school rules for health and safety; hygiene routines; appropriate and inappropriate touch; how to respond; keeping safe in the local environment; how to get

contact and inappropriate touch; teasing and bullying

How can we describe our feelings?

Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a wider range of feelings in others; responding to

to prevent diseases spreading

What are we responsible for?

Responsibilities; rights and duties at home, in school and the local environment; how actions affect themselves and others

identify and respect; similarities and differences

How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices

saving; keeping money safe

What can we do about bullying?

Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe

different places; secrets and surprises

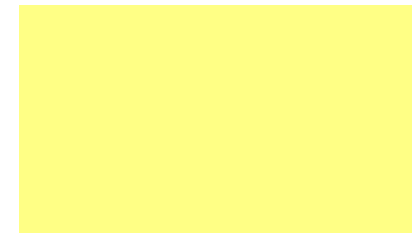
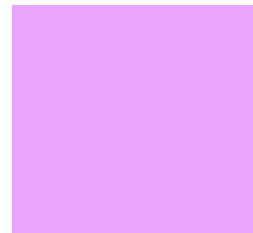
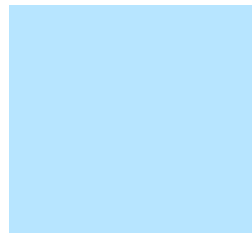
What jobs would we like?

What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets



help in an emergency people; who help us stay safe

other's feelings



Year 4

How can we be a good friend? Link to following school and class rules; recognise a wider range of feelings in others; responding to feelings;

How do we grow and change? Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others;

What is diversity? Different and diversity of people living in the UK; values and customs of people around the world; stereotypes

How can we stay safe online and when using social media? Keeping safe when using a mobile phone; strategies for managing personal

What makes us enterprising  
  
Different ways of achieving and celebrating personal goals; high aspirations; growth mind-

How can we keep safe in our local area?  
  
Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others;



strategies to resolve disputes; negotiation and compromise; resolving differences; feedback

managing complex emotions; what makes a healthy relationship/friendship; ask for advice



safety online; managing requests for images; personal boundaries

set; setting up an enterprise; what enterprise means for work and society

people who help them stay safe and healthy

Year 5

What does discrimination mean? Link to following school and class rules;

How do we grow and change Changes that happen during puberty; keeping good

What makes a community? Meaning of being in a community; groups and

What are healthy choices What makes a balanced lifestyle;

How can we manage our money? About the role of money; ways of managing

How can we manage risk? Increased independence and responsibility; strategies for managing risk; different



actions can affect self and others; discrimination; teasing and bullying; stereotypes; differences and similarities between people; equalities

hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing

individuals that support the local community; voluntary community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world

making choices; what is meant by a habit; drugs common to everyday life; who helps them stay safe and healthy

money; being a critical consumer; that images in the media do not necessarily reflect reality

influences; resisting unhelpful pressure; personal safety; managing request for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours

Year 6

What are human rights? Link to following school and class rules (responsibilities); why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM and forced marriage); confidentiality and when to break a confidence

How do we grow and change  
Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing; ask for advice

What makes a healthy and happy relationship?  
Different relationships; what makes positives, healthy relationships; recognise when relationships are unhealthy; committed, loving relationships (including marriage and civil partnerships); human reproduction

How can money affect us?  
Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt and tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate; health and

How can we stay healthy?  
What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for health and wellbeing



wellbeing  
issues

## Vocabulary

At Corporation Road, we ensure that during the teaching of RSE and PSHE we use suitable but also progressive vocabulary. Below illustrates the vocabulary your child will be taught and use during RSE and PSHE lessons.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rights And Responsibilities	Kind Unkind Upset Help Tidy Share Line Up Right Wrong Rules Stop Like Don't Like	Kind Unkind Helpful Feelings Upset Hurt Rules Respect Caring Tidy up time Play Safe Private	Responsibilities Rules Consequences Groups Roles Kind Unkind Right Wrong Behaviour Hurt Physical Emotional	Privacy Private Respect Rights Responsibilities Feelings Share Improves Harms Sharing Listening Environment Feedback	Responsibilities Community Environment Actions Respond Respect Affect	Feelings Positive Healthy Relationship Conflict Negotiation Compromise Feedback Support Respect Confidence Challenge Respect	Consequences Behaviour Discrimination Teasing Bullying Aggression Prejudice Responsibility Family Culture Ethnicity Race Religion	Rules Laws Community Democracy National Local Human rights Society Universal Organisations Cultural FGM

		Choice Listen Yes No Individual Unique Fun Appreciate Valued	Feelings Fair Unfair Kindness Helpful Unhelpful Comfortable Uncomfortable			Choices Friendship Responsibilities	Identity Diversity Gender Sexual Orientation Disability Stereotypes Risk Danger Hazard Independence Responsible Personal Protecting Requests Concerned Digital Footprint Inappropriate Anti-social Aggressive Bullying Discrimination Challenge Consequences	Forced marriage Beliefs Practises Illegal Harm Inappropriate Unwanted Abuse Crime Protect Confidentiality Respect
Health	Head Eyes Ears Mouth Hair Teeth Nose Body	Healthy Unhealthy Exercise Interests Sport Food Sleep Brush teeth	Exercise Sleep Healthy Food Teeth Health Clean Like	Hygiene Clean Diseases Spread Health Lifestyle Medication	Positive Negative Health Physical Mental Emotional Choices Balanced		Consequences Health Wellbeing Physical Mental Emotional Balanced Lifestyle	Physical Mental Emotional Health Choices Balanced Lifestyle Influence

	Back Arms Legs Hands Feet Fingers Toes Clean Wash Shower Bath Eat Drink Brush Teeth Brush Hair Tired Hungry Thirsty Hurt Unwell	Wash Clean Wash hands Germs Ill Water Drink Food Balanced diet Screen Time Happy Friendship Relax Doctors Nurses Listening Learning Dentist Cook Sick Poorly Well Pants Rule Fresh Air	Dislike Care Choice Consequence		Lifestyle Diet		Habits Effects Drugs Medicine Advice Substances Legal Responsibility	Consequence Media Adverts Informed Choices Drugs Substances Alcohol Tobacco Energy drinks Risks Pressure Illegal Effects Misuse Responsible
Feelings and Friendships	Happy Sad Scared Excited Feelings Kind Unkind Friend Share	Emotions Feelings Happy Sad Excited Frightened Scared Bossy Kind	Feelings Happy Sad Worried Nervous Lonely Excited Angry Upset	Change Loss Feelings Acceptable Unacceptable Comfortable Uncomfortable Teasing Bullying	Feelings Intensity Conflicting Emotions Change Transition Respond React Empathy	Emotions Overcome Overwhelming Intensity Feelings Bacteria Viruses Hygiene Routines	Emotions Overcome Overwhelming Intensity Feelings Bacteria Viruses Hygiene Routines	Overcome Overwhelming Intensity Feelings Bacteria Viruses Hygiene Routines Spread

	Taking Turns	Unkind Cross Frustrated Angry Worried Tummy Ache Caring Selfish Helpful Safety Respect Tell Tales Truth Honesty Lies Fussy	Loss Change Body Tummy Butterflies Unhappy		Sharing Expressing Bullying Abuse Respond Respect Feelings Care Healthy Safe Joking Teasing Report Tell	Spread Responsibility Change Transition Puberty Penis Vagina Hips Muscles Sweat Life Cycle Mood Swings	Spread Responsibility Change Transition Puberty Menstruation Ejaculation Penis Vagina Hips Muscles Sweat Life Cycle Mood Swings	Responsibility Change Transition Puberty Menstruation Ejaculation Penis Vagina Hips Muscles Sweat Life Cycle Mood Swings Sex Cells Reproduction Conflicting Strategies Grief Positive Healthy Relationship Qualities Expectations Responsibility Emotional Physical Acquaintance Friends Relatives Family Unhealthy Pressure Concern
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								Civil Partnership Marriage Commitment Couple Forced marriage Illegal Agencies Reproduction Consent Conception Sperm Ovaries Eggs Fertilised Womb Intercourse Contraception Infections Lesbian Gay Bisexual Transgender Cisgender Homosexual Heterosexual Asexual Demisexual
Identity	Me You We Us	Me We Us You	Cheek Knee Chest Foot	Strengths Challenges Goals Targets		Identities Values Customs Respect	Community Volunteer Voluntary Diverse	

	All Some Same Different Eye Colour Hair Colour Skin Colour Like Dislike	Everyone Unique Different Same Beliefs Celebrations Community Eyes Hair Skin	Arm Eyes Wrist Mouth Nose Fingers Eyebrows Hips Chin Head Leg Nails Shoulders Ankle Elbow Toes Hand Ears Stomach Penis Vagina Achieved Target Similar Different Special Unique Celebrate Equal	Growing Changing Responsibilities Similarities Differences Respect Groups Communities Cheek Knee Chest Foot Arm Eyes Wrist Mouth Nose Fingers Eyebrows Hips Chin Head Leg Nails Shoulders Ankle Elbow Toes Hand Ears Stomach penis Vagina		Celebrate Religious Ethnic Diverse Community Traditions Stereotype Challenge	Migrated Respect Mutual Faiths Beliefs Values Customs Organisations	
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Money	Money Pay Coin Shop Spend	Money Shops Amount Coins Notes Card Cost Pay Cheap Expensive Till Price		Money Spending Saving Safe Choices Coins Paper/notes Cheque Card Online	Stereotypes Collaborative Respect Challenge Enterprise Achievements Strengths Improvement Aspirations Goals Group Shared Mistakes	Reflect Achievements Strengths Improve Goals Targets Aspirations Mistakes Enterprise Collaborative Negotiate Cooperative Conflict Disagreement	Money Consumer Critical Finance Career Pressure Uncomfortable Advice Influence Acceptance Approval Value Behaviour	Money Manage Critical Consumer Manufacturer Lifestyle Interest Loan Debt Tax Society Spending Saving Borrowing Credit card Government Vulnerable Economy Resources
Safety And Risk	Rules Listen Stop Go Wait Tell Shout Help Child Adult Safe No Yes	Safe Risk Rules Yes No Listen Follow Patience Wait Stop Go Online Password Danger	Safe Outside Inside Unsafe Nervous Worried Ask Tell Attention Rules Adults Jobs Emergency Lost	Safe Unsafe Medicines Products Harmful Attract Attention Secrets Surprise Comfortable Uncomfortable Worried Nervous	Emergency Hygiene Routine Bacteria Virus Germs Spread Health Safe Unsafe Physical contact Uncomfortable Worried	Personal Information Images Uncomfortable Concern Responsible Safety Digital footprint Report Rules Consequences Privacy Influence		

		Strangers Police Emergency Fire Fighter Paramedic Nurse Doctor Talk Worried Adult Friends Brave Trust Independence Road Safety	Police Paramedic Fireman		Hurt Confidentiality Trust Safety Body space Respect	Choices Decisions Media Risk Danger Hazard Independence Responsibility Reduce Pressure Techniques Resist Consequences Rules Alert Bullying Abuse Teasing Discrimination Advice		
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## Teaching of RSE

The teaching of RSE at Corporation Road is outlined below. These are the learning objectives and/or key questions that children are taught.

#### Year 1:

- Use the correct terminology of body parts to compare boys and girls.
- How are boys and girls different?

#### Year 2:

- What are the differences between boys and girls?
- To be able to name the parts of the body, including external genitalia.
- Which parts of the body are private?
- Give examples of comfortable/appropriate and uncomfortable/inappropriate touch.

#### Year 4:

- What can you tell me about puberty?
- To know how to manage puberty, to keep themselves clean and to get help and support.
- To know what makes a positive relationship and how problems can be solved in a positive way.
- What types of relationships can you tell me about?
- What can we do to make sure they are positive relationships?

#### Year 5:

- What happens during puberty?
- To know what will happen during puberty, know how to manage the changes and how to ask for support.

- How might you feel during puberty?
- Explain what happens during periods (menstruation) and ejaculation and how to manage both.

#### Year 6:

- To be able to explain how they can manage the physical and emotional changes during puberty.
- What happens during puberty?
- What is pregnancy? How can it be prevented?
- How might couples show their love and commitment towards each other?
- What makes a healthy relationship?
- What can you tell me about marriage?
- What signs are there that might suggest a relationship is unhealthy?
- What would happen if a cultural practice such as FGM or forced marriage happened in the UK? Why?
- What does FGM stand for? Why should someone ask for help if they think it will happen to them?
- To be able to explain what 'consent' means.
- Explain what people can do if they are worried about forced marriage.