

Malvern Wyche C of E Primary School Curriculum Map for personal & Social Education (RSE, PSHE, FBV, SMSC and Safeguarding Education)

The majority of lessons will be pitched in an age-appropriate way to mixed age classes. Where the lessons involve information about changes to our bodies, naming the external genitals or safeguarding advice, we will teach them in single age groups to ensure these are properly pitched. Details of these lessons are summarised underneath the lesson title.

| EYFS & KS1 (R,1&2) | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | |
|--------------------|---------------------------------|-----------------------|---|---|--|---|---|---|
| Unit Title | | Me & My Relationships | Valuing Difference | Keeping Myself Safe | Rights & Responsibilities | Being My Best | Growing & Changing | |
| Year R/1/2 | Mixed age teaching | Year A | Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? | Same or different? Unkind, tease or bully? What makes us who we are? How do we make others feel? My special people | Healthy me Super sleep Who can help? (1) Harold's picnic How safe would you feel? What should Harold say? | Harold's wash and brush up Around and about the school Taking care of something Getting on with others When I feel like erupting... Feeling safe | I can eat a rainbow Eat well Catch it! Bin it! Kill it! You can do it! My day Harold's postcard - helping us to keep clean and healthy | Inside my wonderful body! (Taking care of a baby A helping hand Sam moves away |
| Year R/1/2 | | Year B | Our special people balloons Good friends How are you listening? Don't do that! Types of bullying Being a good friend Let's all be happy! | Harold's school rules Who are our special people? It's not fair! When someone is feeling left out An act of kindness Solve the problem | Harold loses Geoffrey What could Harold do? Fun or not? Should I tell? Playing games | Harold's money How should we look after our money? Basic first aid How can we look after our environment? Harold saves for something special Harold goes camping | Harold learns to ride his bike Pass on the praise! Harold has a bad day Harold's bathroom My body needs... What does my body do? | Then and now Who can help? (2) Haven't you grown! Basic first aid |
| Year 1 | In year groups (RSE afternoons) | Year A & B | | Sharing pictures [internet safety and consent to share pictures Jessie & Friends Ep.2 link | Good or bad touches? [NSPPCC 'Underwear rule' is taught.] Pantosaurus video | Keeping privates private [use of words "penis; vulva" for external genitals] | Surprises and secrets [the danger of keeping secrets and encouraging children to tell if a secret feels wrong] | |
| Year 2 | | | I don't like that! [the kinds of non-abusive physical experiences that children may wish to give or withhold consent for – saying "stop", "no" or telling.] | Some secrets should never be kept [touching or tickling that you don't like or makes you feel bad – telling an adult right away] | My body, your body [naming external parts "penis, vulva, testicles, nipples"] | Respecting privacy [uses "penis and vulva" for genitals. Talks about right to privacy to get changed, go to the toilet etc. and this is not the same as secrecy.] | | |

| KS2 - Y3/4/5 | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | |
|--------------------|--------------------|-----------------------|---|--|--|--|---|---|
| Unit Title | | Me & My Relationships | Valuing Difference | Keeping Myself Safe | Rights & Responsibilities | Being My Best | Growing & Changing | |
| Y3, 4 & 5 | Mixed age teaching | Year A | <u>As a rule</u> <u>My special pet</u> <u>An email from Harold!</u> <u>Ok or not ok? (part 1)</u> <u>Ok or not ok? (part 2)</u> <u>Collaboration Challenge!</u> <u>Give and take</u> | <u>Family and friends</u> <u>My community</u> <u>Can you sort it?</u> <u>Islands</u> <u>Qualities of friendship</u> <u>Kind conversations</u> | <u>Safe or unsafe?</u> <u>Danger or risk?</u> <u>Danger, risk or hazard?</u> <u>Picture Wise</u> <u>'Thinking' about habits</u> <u>Jay's dilemma</u> | <u>Our helpful volunteers</u> <u>Helping each other to stay safe</u> <u>Who helps us stay healthy and safe?</u> <u>It's your right!</u> <u>How do we make a difference?</u> <u>What's the story?</u> <u>Fact or opinion?</u> | <u>Derek cooks dinner! (healthy eating)</u> <u>Poorly Harold</u> <u>For or against?</u> <u>What makes me ME!?</u> <u>Making choices</u> <u>Getting fit</u> <u>It all adds up!</u> | <u>Relationship Tree</u> <u>Moving house</u> <u>Taking notice of our feelings</u> |
| | | Year B | <u>Looking after our special people</u> <u>How can we solve this problem?</u> <u>Dan's dare</u> <u>Human machines</u> <u>Different feelings</u> <u>Relationship cake recipe</u> <u>Being assertive</u> <u>How good a friend are you?</u> | <u>Respect and challenge</u> <u>Our friends and neighbours</u> <u>Friend or acquaintance?</u> <u>What would I do?</u> <u>Happy being me</u> <u>The land of the Red People</u> | <u>The Risk Robot</u> <u>None of your business!</u> <u>How dare you!</u> <u>Medicines: check the label</u> <u>Spot bullying</u> <u>Ella's diary dilemma</u> | <u>Recount task</u> <u>Harold's environment project</u> <u>In the news!</u> <u>Safety in numbers</u> <u>Rights, responsibilities and duties</u> <u>Mo makes a difference</u> | <u>I am fantastic!</u> <u>Getting on with your nerves!</u> <u>SCARF Hotel!</u> <u>Harold's Seven Rs</u> <u>Different skills</u> <u>My school community (2)</u> <u>Independence and responsibility</u> | <u>Secret or surprise?</u> <u>Dear Hetty</u> |
| | | Year C | <u>Tangram team challenge</u> <u>Thunks</u> <u>Friends are special</u> <u>When feelings change</u> <u>Under pressure</u> <u>Our emotional needs</u> <u>Communication</u> | <u>Let's celebrate our differences</u> <u>Zeb</u> <u>The people we share our world with</u> <u>That is such a stereotype!</u> <u>Is it true?</u> <u>It could happen to anyone</u> | <u>Raisin challenge (1)</u> <u>Help or harm?</u> <u>Keeping ourselves safe</u> <u>Raisin challenge (2)</u> <u>Decision dilemmas</u> <u>Play, like, share</u> <u>Would you risk it?</u> | <u>Can Harold afford it?</u> <u>Earning money</u> <u>Logo quiz</u> <u>Harold's expenses</u> <u>Why pay taxes?</u> <u>Spending wisely</u> <u>Lend us a fiver!</u> <u>Local councils</u> | <u>Body team work</u> <u>Top talents</u> <u>My school community (1)</u> <u>Basic first aid</u> <u>Star qualities?</u> <u>Basic first aid, including Sepsis Awareness</u> | <u>Basic first aid</u> <u>How are they feeling?</u> |

Key Stage 2

(Y3, 4 & 5)

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum 2

| Key Stage 2 (Y3, 4 & 5) | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|----------------------------|-----------------------|----------|-------|--|-------|-------|--|
| Year 3 | Taught in year groups | Year ABC | | <p><u>Alcohol and cigarettes: the facts</u></p> <p>[active/addictive ingredients in alcohol and cigarettes and why they are age restricted]</p> | | | <p><u>My changing body</u></p> <p>[intro to puberty incl. personal hygiene and beginning to discuss menstruation]</p> <p><u>Body space</u></p> <p>Teaching children consent about touch (hugs kisses etc) and repeating the Pants rule.]</p> |
| Year 4 | | | | <p><u>Know the norms</u></p> <p>[risks of smoking, vaping, and drinking alcohol in the context of their equality – looking at the statistics of usage and harm.]</p> | | | <p><u>My feelings are all over the place!</u></p> <p>[emotional health as we grow older]</p> <p><u>All change!</u></p> <p>[how animals including humans grow and become ready for reproduction later in life (does not include sex ed) uses vocab: vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts penis, testicles, sperm, pubic hair]</p> <p><u>Preparing for changes at puberty</u></p> <p>[Teaching about menstruation debunking myths and giving scientific facts.]</p> <p><u>Together</u></p> <p>Discussion of diverse types of long-term relationships, civil partnerships, and marriages.</p> |
| Year 5 | | | | <p><u>Drugs: true or false?</u></p> <p>[Introduction to drugs as medicine and focusing on the associated risks and controls.]</p> <p><u>Smoking: what is normal?</u></p> <p>[Peer pressure, economic factors related to smoking and the health risks associated]</p> | | | <p><u>Stop, start, stereotypes</u></p> <p>[Exploring stereotypes of on males and females in society, & looking at challenging discrimination through gender, sexuality, and identity.]</p> <p><u>Changing bodies and feelings</u></p> <p>[further naming body parts scientifically (pubic Hair, labia, vulva, clitoris, urinary opening, anus, penis, testicles, scrotum) and discussing the emotions, feelings and hormonal changes which come with puberty.</p> <p><u>Growing up and changing bodies</u></p> <p>[discussion of hygiene, deodorant, spots and changes to hair/skin etc.]</p> |

| Key Stage 2 | | | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|-------------|-------------|----------|--|---|---|--|---|--|
| Year 6 | | | | | | | | |
| Year 6 | Just year 6 | Year ABC | <p>Working together</p> <p>Let's negotiate</p> <p>Solve the friendship problem</p> <p>Assertiveness skills (formerly Behave yourself - 2)</p> <p><u>Behave yourself</u></p> <p><u>Dan's day</u></p> <p><u>Don't force me</u></p> <p>[relationships and marriage as a choice and the need for consent.]</p> <p><u>Acting appropriately</u></p> <p>[appropriate and inappropriate touches and what to do about them]</p> <p><u>It's a puzzle</u></p> <p>[Cyber safety – who are you meeting online, grooming and impersonation].</p> | <p><u>OK to be different</u></p> <p><u>We have more in common than not</u></p> <p>[tolerance and anti-discrimination including race, gender and sexuality]</p> <p><u>Respecting differences</u></p> <p><u>Tolerance and respect for others</u></p> <p><u>Advertising friendships!</u></p> <p><u>Boys will be boys? - challenging gender stereotypes</u></p> | <p><u>Think before you click!</u></p> <p>[Online safety, cyber bullying and viral sharing]</p> <p><u>Traffic lights</u></p> <p>[Managing risk online]</p> <p><u>Rat Park</u></p> <p>[the neuroscience science behind habits and addiction]</p> <p><u>What sort of drug is...?</u></p> <p>[understanding legal and illegal drugs, their risks and their effect on the body. Vocab used: Nicotine, caffeine, alcohol, cannabis, heroin]</p> <p><u>Drugs: it's the law!</u> [scenarios about the legality, illegality and restrictions of the use of a range of drugs]</p> <p><u>Alcohol: what is normal?</u></p> <p>[Further discussion of alcohol in society, its social norms and risks]</p> <p><u>Joe's story (part 1)</u></p> <p><u>Joe's story (part 2)</u></p> <p>[2-part lesson looking at the risks of alcohol and cigarettes in adolescence and planning for a happy, healthy future.]</p> | <p><u>Two sides to every story</u></p> <p><u>Fakebook friends</u></p> <p><u>What's it worth?</u></p> <p><u>Jobs and taxes</u></p> <p><u>Action stations!</u></p> <p><u>Project Pitch (parts 1 & 2)</u></p> <p><u>Happy shoppers</u></p> <p><u>Democracy in Britain 1 - Elections</u></p> <p><u>Democracy in Britain 2 - How (most) laws are made</u></p> | <p><u>Five Ways to Wellbeing project</u></p> <p><u>This will be your life!</u></p> <p>Our recommendations</p> <p><u>What's the risk? (1)</u></p> <p><u>What's the risk? (2)</u></p> <p><u>Basic first aid, including Sepsis Awareness</u></p> | <p><u>Helpful or unhelpful?</u></p> <p><u>Managing change</u></p> <p>[<u>conflict resolution</u>]</p> <p><u>I look great!</u></p> <p>[Body image and media / peer pressure]</p> <p><u>Media manipulation</u></p> <p>[resisting stereotypes / positive self-image]</p> <p><u>Pressure online</u></p> <p>[resisting pressure to share selfies and pass on images without consent]</p> <p><u>Is this normal?</u></p> <p>[True or false myth busting about puberty]</p> <p><u>Dear Ash</u></p> <p>[Not keeping secrets and telling an adult about worries]</p> <p><u>Making babies</u></p> <p>[Science curriculum facts of human reproduction. Vocab used Sperm, egg, ovum ovary, erection, ejaculation, penetration, fertilise, conception]</p> |

Appendix 2: Statutory Requirements: 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"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 |
| Respectful relationships | <ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same values apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and values for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |