

## PSHE/RSE Curriculum Coverage

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Myself and My Relationships	<b>Beginning &amp; Belonging / Family and Friends (Year EYFS, 1,3,5)</b>  <b>My Emotions (Year EYFS, 2,4,6)</b>	<ul style="list-style-type: none"><li>*Belonging in the class</li><li>• Likes and dislikes</li><li>• Similarities and differences</li><li>• Setting goals</li><li>• Listening skills</li><li>• Rights Rules and Responsibilities</li><li>• Communication &amp; cooperation</li><li>• Ground Rules</li><li>• Right and wrong</li><li>• Fair and unfair</li></ul>	<ul style="list-style-type: none"><li>• Feeling safe and happy</li><li>• Belonging in the class /school / community</li><li>• Ground rules / class charters</li><li>• Doing new things</li><li>• Resilience</li><li>• Asking for help</li><li>• Friendship</li><li>• Truthfulness</li><li>• My family</li><li>• Special people</li><li>• Problem solving in relationships</li><li>• Different points of view</li><li>• Personal space</li><li>• Networks of support</li></ul>	<ul style="list-style-type: none"><li>• Self awareness</li><li>• Assertiveness</li><li>• Identifying &amp; naming emotions</li><li>• Coping with feelings</li><li>• Likes &amp; dislikes</li><li>• Impulsive behaviour</li><li>• Calming down &amp; relaxing</li><li>• Seeking support</li></ul>	<ul style="list-style-type: none"><li>• Ground rules / class charters</li><li>• Responsibilities</li><li>• Belonging</li><li>• New situations</li><li>• Meeting new people</li><li>• Resilience</li><li>• Managing feelings</li><li>• Asking for help</li><li>• Networks of support</li><li>• Developing friendships</li><li>• On and offline friendships</li><li>• Emotions in relationships</li><li>• Trustworthiness</li><li>• Special people and networks</li><li>• Compromise</li><li>• Empathy</li><li>• Conflict resolution</li><li>• Personal boundaries</li></ul>	<ul style="list-style-type: none"><li>• Self-respect</li><li>• Mental wellbeing</li><li>• Communicating emotions</li><li>• Self-care</li><li>• Diverse emotions/ responses</li><li>• Care &amp; respect for others</li><li>• Seeking support</li></ul>	<ul style="list-style-type: none"><li>• Ground Rules / class charters</li><li>• Responsibilities</li><li>• Belonging</li><li>• New experiences</li><li>• Resilience</li><li>• Managing emotions</li><li>• Online sources of support</li><li>• Healthy friendships</li><li>• Trust</li><li>• Loyalty</li><li>• Empathy</li><li>• Compromise</li><li>• Consent</li><li>• Changing networks</li><li>• Family support</li><li>• Influences and pressures</li><li>• Cooperation</li><li>• Networks of support</li><li>• Online communities</li></ul>	<ul style="list-style-type: none"><li>• Mental health</li><li>• Self-respect &amp; identity</li><li>• Feelings, thoughts, behaviour</li><li>• Recognising strong feelings</li><li>• Loneliness</li><li>• Empathy</li><li>• Networks of support</li></ul>
	<b>Anti-Bullying (All Year Groups)</b>	<ul style="list-style-type: none"><li>• Families</li><li>• Kindness, cooperation &amp; turn taking</li><li>• Friendship</li><li>• Bullying</li><li>• Conflict resolution</li><li>• Telling an adult &amp; asking for help</li><li>• Being assertive</li><li>• Supporting others</li></ul>	<ul style="list-style-type: none"><li>• Respecting difference</li><li>• Defining bullying</li><li>• Physical, mental and emotional wellbeing</li><li>• Assertiveness</li><li>• Safety circles</li><li>• Telling &amp; asking for help</li><li>• Supporting others</li><li>• Creating an anti-bullying ethos</li></ul>	<ul style="list-style-type: none"><li>• Falling out</li><li>• Prejudiced based bullying</li><li>• Respect</li><li>• Direct and indirect bullying</li><li>• Cyberbullying</li><li>• Bystanders and followers</li><li>• Being supportive</li><li>• Getting help</li></ul>	<ul style="list-style-type: none"><li>• Friendship difficulties</li><li>• Defining bullying</li><li>• Bullying relating to race/religion/culture</li><li>• Homophobic, biphobic &amp; transphobic bullying</li><li>• Cyberbullying</li><li>• Physical, mental &amp; emotional wellbeing</li><li>• Peer influence</li><li>• Bystanders/colluders</li><li>• Responsive strategies</li><li>• Assertiveness</li><li>• Equality Act</li><li>• Sources of support</li></ul>			
Healthy & Safer Lifestyles	<b>Keeping Safe (EYFS)</b>  <b>Personal Safety (Year 1,3,5)</b>  <b>Managing Risks (Year 2,4,6)</b>	<ul style="list-style-type: none"><li>• Assessing risk</li><li>• Personal safety skills</li><li>• Networks of Support</li><li>• Safe and unsafe secrets</li><li>• Safe and unsafe touches</li><li>• Safer play &amp; help when lost</li><li>• Road Safety</li><li>• Safe use of medicines</li><li>• Medicines, pills, injections</li></ul>	<ul style="list-style-type: none"><li>• Identifying and communicating feelings</li><li>• School/classroom rules</li><li>• Early Warning signs</li><li>• Identifying trusted adults</li><li>• Networks of support</li><li>• Recognising unkind behaviour</li><li>• Bodily autonomy</li><li>• Safe, unsafe &amp; unwanted touch</li><li>• Safe and unsafe secrets</li><li>• Online safety</li></ul>	<ul style="list-style-type: none"><li>• Risky situations</li><li>• Emotions associated with risk</li><li>• Basic personal information</li><li>• Asking for &amp; giving help in an emergency</li><li>• Safety eyes &amp; ears</li><li>• Road safety</li><li>• Travel to &amp; from school</li><li>• Rules for keeping safer</li><li>• Sun safety</li><li>• Water safety</li><li>• Keeping safe from accidents</li></ul>	<ul style="list-style-type: none"><li>• Identifying and communicating feelings</li><li>• School/classroom rules</li><li>• Early Warning signs</li><li>• Identifying trusted adults</li><li>• Networks of support</li><li>• Safety continuum</li><li>• Recognising and reporting unkind behaviour</li><li>• Bodily autonomy</li><li>• Personal boundaries</li><li>• Safe, unsafe and unwanted touch</li><li>• Safe and unsafe secrets</li><li>• Online safety</li></ul>	<ul style="list-style-type: none"><li>• Emotions in risky situations</li><li>• Dealing with pressure in risky situations</li><li>• Reactions to risk</li><li>• Taking action in an emergency</li><li>• Road safety</li><li>• Fire safety</li><li>• Beach safety</li><li>• Safety near waterways</li><li>• Safety during activities and visits</li><li>• Preventing accidents in familiar settings</li></ul>	<ul style="list-style-type: none"><li>• Recognising own feelings &amp; considering others</li><li>• Rights and responsibilities</li><li>• Is my fun, fun for everyone?</li><li>• Early Warning signs</li><li>• Identifying trusted adults</li><li>• Networks of support</li><li>• Safety continuum</li><li>• Recognising and reporting abuse or neglect</li><li>• Bodily autonomy</li><li>• Personal boundaries</li><li>• Safe, unsafe, unwanted touch</li><li>• Safe and unsafe secrets</li><li>• Online safety</li><li>• Protective interruption</li><li>• Assessing risk</li></ul>	<ul style="list-style-type: none"><li>• Personal responsibility for safety</li><li>• Risk reduction strategies</li><li>• Getting help</li><li>• Sources of support</li><li>• Basic first aid</li><li>• Road safety</li><li>• Sun safety</li><li>• Cycle safety</li><li>• Railway safety</li><li>• Electrical safety</li><li>• Health and safety rules in school</li><li>• Preventing a wider range of accidents</li></ul>

	<b>Healthy Lifestyles (Year EYFS, 1,3,5)</b>  <b>Drug Education (Year EYFS, 2,4,6)</b>	<ul style="list-style-type: none"> <li>• Healthy choices</li> <li>• My teeth</li> <li>• Food and drink</li> <li>• Exercise</li> <li>• Rest and sleep</li> <li>• Leisure time</li> </ul> <ul style="list-style-type: none"> <li>• Assessing risk</li> <li>• Personal safety skills</li> <li>• Safe use of medicines</li> <li>• Medicines, pills, injections</li> </ul>	<ul style="list-style-type: none"> <li>• Staying healthy</li> <li>• Rest and sleep</li> <li>• Dental health</li> <li>• Eatwell Guide</li> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Food preparation</li> <li>• Making real choices</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines</li> <li>• Health professionals</li> <li>• Going to the doctors</li> <li>• Feeling ill, feeling better</li> <li>• Risky household substances</li> <li>• Safety rules</li> <li>• Being persuaded</li> </ul>	<ul style="list-style-type: none"> <li>• Eatwell Guide</li> <li>• Basic food hygiene &amp; preparation</li> <li>• Active Lifestyles</li> <li>• Mental wellbeing</li> <li>• Sleep</li> <li>• Influences on lifestyle choices</li> <li>• Dental care</li> <li>• Leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines and legal drugs</li> <li>• People who use medicines &amp; legal drugs</li> <li>• Rules for safe storage</li> <li>• Finding risky items</li> <li>• Influence of friends and media</li> <li>• Immunisations</li> </ul>	<ul style="list-style-type: none"> <li>• Eatwell Guide</li> <li>• Nutritional content</li> <li>• Portion sizes</li> <li>• Meal planning</li> <li>• Sleep hygiene</li> <li>• Dental health</li> <li>• Health as a continuum</li> <li>• Risks &amp; benefits of lifestyle choices</li> <li>• Physical illness</li> <li>• Gaming/social media age restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of drug use</li> <li>• Essential use of medicines</li> <li>• Drug misuse</li> <li>• Staying safe around risky substances</li> <li>• Influence of friends and media</li> <li>• Reliability of information</li> <li>• Immunisations</li> </ul>
Healthy & Safer Lifestyles	<b>My Body &amp; Growing Up (EYFS)</b>  <b>Relationships and Sex Education (All Year Groups)</b>	<ul style="list-style-type: none"> <li>• Valuing the body</li> <li>• External body parts</li> <li>• My teeth</li> <li>• Similarities &amp; differences</li> <li>• Self care skills</li> <li>• Change and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• External parts of the body (Science NC)</li> <li>• My amazing body</li> <li>• Germs (Science NC)</li> <li>• Hand washing</li> </ul>	<ul style="list-style-type: none"> <li>• Babies to children to Adults (Science NC)</li> <li>• Growing up</li> <li>• Caring families</li> <li>• Family variety</li> <li>• Marriage</li> <li>• Changing responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Male and female bodies</li> <li>• Talking about bodies</li> <li>• Valuing the body's uniqueness &amp; capabilities</li> <li>• Responsibilities for hygiene</li> <li>• Preventing spread of illnesses</li> </ul>	<ul style="list-style-type: none"> <li>• Stages of human life Cycle (Science NC)</li> <li>• Seed + egg</li> <li>• Being grown up</li> <li>• My responsibilities</li> <li>• Families' responsibilities</li> <li>• Caring families</li> </ul>	<ul style="list-style-type: none"> <li>• Names of sexual parts</li> <li>• Puberty</li> <li>• Physical and emotional change</li> <li>• Menstruation</li> <li>• Developing body image</li> <li>• Changing hygiene routines</li> <li>• Viruses and bacteria</li> </ul>	<ul style="list-style-type: none"> <li>• Human lifecycle &amp; Sexual reproduction (NC Science)</li> <li>• Changing emotions and relationships</li> <li>• Responsibility for others</li> <li>• Love and care</li> <li>• Marriage &amp; civil partnership</li> <li>• Families</li> </ul>
Citizenship	<b>Identities &amp; Diversity (EYFS)</b>  <b>Diversity &amp; Communities (Year 1,3,5)</b> <b>Rights, Rules &amp; Responsibilities (Year 2,4,6)</b>	<ul style="list-style-type: none"> <li>• Similarities, difference and diversity</li> <li>• Respecting and valuing others</li> <li>• The way we live</li> <li>• Neighbourhood</li> <li>• Our beliefs</li> <li>• Routines, customs and traditions</li> <li>• Culture, race and religion</li> </ul>	<ul style="list-style-type: none"> <li>• My identity</li> <li>• Different families</li> <li>• Different cultures and beliefs</li> <li>• Groups in and out of school</li> <li>• Respect</li> <li>• Community</li> <li>• Stereotypes</li> <li>• People who help us</li> <li>• School environment</li> </ul>	<ul style="list-style-type: none"> <li>• Class and school rules and charters</li> <li>• Rules and laws in society</li> <li>• Understanding right and wrong</li> <li>• Explaining views</li> <li>• Decision making</li> <li>• School and class councils</li> <li>• Responsibilities to other people</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• People in the community</li> <li>• People with different backgrounds</li> <li>• Stereotypes</li> <li>• Roles in the community</li> <li>• Local environment</li> <li>• Role of the media</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Authority</li> <li>• Class/school rules &amp; charters</li> <li>• Rights and responsibilities</li> <li>• Democracy at school</li> <li>• School and class councils</li> <li>• Decision making</li> <li>• Debating and voting</li> <li>• Responsibilities at school and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Influences on my identity</li> <li>• Gender</li> <li>• Diversity in communities</li> <li>• Challenging stereotypes</li> <li>• Voluntary, community, charitable and pressure groups</li> <li>• The media</li> <li>• Environmental issues</li> <li>• Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Courtesy, manners &amp; respect</li> <li>• Online behaviour</li> <li>• Privacy</li> <li>• Ground rules/class charters</li> <li>• Children's rights</li> <li>• Conflicting rights &amp; responsibilities</li> <li>• Rules and laws in society</li> <li>• Role of the police</li> <li>• Local &amp; national democracy</li> <li>• Participation in class &amp; school</li> <li>• School and class councils</li> <li>• Social and moral issues</li> </ul>