

Curriculum map – PSHE & RSE

 CONCEPTS, ETHOS & TERM			Getting to know you	Relationships	Safety	Celebrating difference	Health and changes	Actions, Consequences and Emotions	Dreams and goals
			Ethos Value <i>'A passion to include everyone.'</i>	Ethos Value <i>'A commitment to healthy open relationships.'</i>	Safeguarding	Ethos Value <i>'A desire to treat people equally, respecting differences.'</i>	Science Design & technology – cooking & nutrition	Ethos Value <i>'A sense of perseverance to keep going for the long haul.'</i>	Ethos Value <i>'A deep sense of hope that things can change and be transformed.'</i>
Year 1	AUT 1	Oasis 9 habits Good to be me	All about me Share facts about yourself	My family	Keeping myself safe in my new classroom bonfire safety	Sharing heritage and culture – where are you from? Building tolerance	What sort of clothes do we need to wear in different types of weather? Seasons	Sharing in classroom with my new friends	Set a personal target for the end of the year. (Time capsule) by the time, I finish year 1.
	AUT 2	Oasis 9 habits Hopeful Joyful	My journey and my background	New relationships with adults in school class. Getting to know you	Road safety Anti bullying	Difference is not a reason to bully	Personal hygiene – keeping clean Brushing teeth	What does it mean to be kind?	Positive and inspirational role models – family
	SPR 1	Oasis 9 habits Patience Compassion	Likes and dislikes What makes you happy and angry?	What is a friend? How do we greet them? (role play)	Online safety (relating to our school) what are our issues within year groups	Words that harm – friendships (telling tales, you're not my friend)	Diet – how do I keep healthy? Good and bad food, sorting activity	How to deal with things when they don't go your way	My New Year's resolution Personal & learning
	SPR 2	Oasis 9 habits Forgiving	My favourite food	'Best friends' Can I have more than 1?	Keeping myself safe in the playground	Stereotypes – people who help us (fireman, fighters) Are they set male and female?	I understand how exercise affects my body	How can we get angry in a safe way? How can we respond when we are angry?	Have a positive attitude when I tackle a new challenge – working hard
	SUM 1	Oasis 9 habits Considerate Self-control	Changes – (house, schools, seasons, family) Change can be good and positive	What happens when things don't go well in my team	Stranger danger Pants safety (pantasaurus)	Children just like me (book) un rights of a child. Compare our lives to children in different countries	I understand that medicines can help me if I feel poorly and I know how to use them safely	Dealing with and accepting change	I can keep going when things get difficult
	SUM 2	Oasis 9 habits Humble Honest	How do we prepare for change (transition)	Who can I rely and depend on?	Keeping myself safe in the summer holidays within my community	Being proud of who you are (link to transition)	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	How can we say sorry? What words can we use? What actions can we use?	When I grow up I want to be.....

Year 2	AUT 1	All about me	Comparing families with each other	Keeping myself safe in my new classroom Bonfire night safety	Share my heritage and culture	I know what to do to keep my body healthy Exercise Food Relaxation Hygiene	Sharing and fairness	Set a personal target By the time I have finished in year 2...
	AUT 2	My journey and my background	Relationships within class, working with a partner	Road safety week	Difference is not a reason to bully	Personal hygiene – keeping clean Washing hands	Who are some of the people that you know that you would say are kind and why?	Positive and aspirational role models – school
	SPR 1	Likes and dislikes	Being a friend Friendship soup	Online safety	Words that harm – friendship	My diet Make a healthy plate/packed lunch – why? Link with science and food groups	Read 'Oscar Got The Blame' Have you ever got the blame for something that you didn't do. What can you do when this happens?	My New Year's resolution Personal & learning
	SPR 2	My favourite belonging	Friends online – playing games with them, messaging	Keeping myself safe in in the playground	Stereotypes – people who help us in our community (police, firemen, nhs roles) Nurse – always female Doctors – man Question can they change?	I understand how exercise affects my body and know why my heart and lungs are such important organs	Understand that we all get angry at times, but we all need to learn how to deal with this	Why we work hard and the results
	SUM 1	Changes – (house, schools, seasons, family) Change can be good and positive	Working together in pairs and teams	Stranger danger Pants safety (pantasaurus)	C hildren just like me (book) un rights of a child. Compare our lives to children in different countries	I understand how medicines work in my body and how important it is to use them safely	Dealing with and accepting change	I keep trying even when it is difficult (what does it mean to persevere)
	SUM 2	How do we prepare for change (transition)	Trust within relationships	Keeping myself safe in the summer holidays within my community	Being proud of who you are (link to transition)	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	Why might we need to say sorry?	My dream for the future

AUT 1	I am unique	Different family members and their relationship	bonfire safety	I understand that everybody's family is different and important to them	Being fit and healthy and the effect on your body	Sharing and why is it important for fairness. How it makes other people feel when you don't share.	Set a personal target By the time I have finished in year 3...
AUT 2	My journey so far	Building our class team together	Road safety Anti-bullying	Difference is not a reason to bully	Personal hygiene – keeping clean Showers & baths	Can we think of one thing that we can do to be kinder? What are some kind things that we can say to people?	Positive and inspirational role models – community
SPR 1	My dream school and I understand why rules are needed	What to look for in a friend and how can you show it? (good listener, kind, takes turns sharing)	Online safety	Words that harm – appearance (fat, ugly)	Looking at the different food groups and amounts that we should have of each, for example 5 per day	I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels	My New Year's resolution Personal & learning
SPR 2	What is special to me	Friendships online Are they real friends? Recognise that friendship groups can change, don't always have to be fixed	Being safe at home (medicines, fire, locking a door)	Stereotypes – challenging gender roles	What happens to my body if I'm not active	How I can regulate my emotions and calm myself down – self regulations	Inspirational role models. How they have had to work hard for their achievements. Dwayne Johnson (always trying for better and never settling)
SUM 1	Changes – (house, schools, seasons, family) Change can be good and positive	How to solve problems with friendships when they occur (stories)	Stranger danger, Trusted strangers	Children just like me (book) un rights of a child. Compare our lives to children in different countries	How do babies grow and the changes a body goes through to do this. In both humans and animals	Dealing with and accepting change	My learning strengths – I can persevere and show resilience
SUM 2	How do we prepare for change (transition)	Trust within relationships	Keeping myself safe in the summer holidays within my community	Being proud of who you are (link to transition)	Looking after your body. (stress, drinking water, washing, relaxing)	Learning from our mistakes and saying sorry	I can tell you about my hopes and dreams

AUT 1	Being welcoming Role play- how do we welcome people into the class / home? Practise with a visitor/ new pupil	Roles and responsibilities of each family member	bonfire safety	Accepting that everyone is different (appearances) I understand that people sometimes make assumptions based on what people look like	How can we look after ourselves and keep ourselves healthy?	What does it mean to be selfish, how do we avoid this?	Set a personal target By the time I have finished in year 4...
AUT 2	I have a clear picture of knowing what is right and wrong Being me in Britain (British values)	Building different teams (group work, after school club, play leaders)	Road safety Anti bullying	Difference is not a reason to bully	Personal hygiene – keeping clean Changing our clothes, clean clothes	How do I show my maturity in being kind?	Positive and inspirational role models – sportsperson Lionel Messi (growth defect)
SPR 1	Rights and responsibilities	Discuss what it feels like to be left out of friendships. What does it feel like to be left out? Think of ways that we can work together and not leave people out.	Online safety	Words that harm – family dynamic (where your from, money)	Food, having a balanced diet – effects of sugar	What is disappointment and how does it feel to be let down (follow on from dreams and goals)	My New Year's resolution Personal & learning. I can set myself a goal for what I want to achieve both at school and personally
SPR 2	How do I show people that I am special (talent and confidence)	Playing games with friends online, (chat rooms, fortnite, roadblocks)	How making the wrong choices and decisions can often be dangerous and be unsafe	Stereotypes – disability (Paralympics) How a separate sport, recognised as important	How to get better at exercise, in a sport, personal best. Pushing yourself building resilience and stamina	How do deal with disappointment, actions	Inspirational role models. How they have had to work hard for their achievements. J K Rowling (first few books got rejected, persevered)
SUM 1	Changes – (house, schools, seasons, family) Change can be good and positive	Why might friendships break down? E.G jealousy,	Stranger danger	Children just like me (book) un rights of a child. Compare our lives to children in different countries	I understand the facts about smoking (e-cigs) and its effects on health, and also some of the reasons some people start to smoke	Dealing with and accepting change	Help others to achieve their goals, how can we support each other
SUM 2	How do we prepare for change (transition)	Trust within relationships (warning triggers and what to do) Keeping a secret	Keeping myself safe in the summer holidays within my community	Being proud of who you are (link to transition)	Happy, healthy me and my amazing body	Resolution of conflict, keeping promises and contracts.	My dream job and my motivation to get there

Year 5	AUT 1	Being inclusive	Different families in our society (same-sex, mixed race, single parent, different dynamics)	Bonfire night safety	Difference is not a reason to bully (culture and background)	Mental wellbeing	What is jealousy and how do we deal with this feeling?	Set a personal target By the time I have finished in year 5...
	AUT 2	Being me in Britain	Encouraging pupils to work together in different situations	Anti bullying Road safety	Bullying – what is it?	Personal hygiene – keeping clean Germs and what they cause	I do I show someone that I am honest?	Positive and inspirational role models – historical person/inventor
	SPR 1	Our dream school relating to rights and responsibilities	How can we be friends with people that we don't like immediately?	I understand how to stay safe online and using technology to communicate with friends	Words that harm – racism I understand bullying can be hard to spot and I know what to do if I think it is happening	Healthy and unhealthy relationships with food (obese, anorexia) eating disorders	I understand that we can feel a wide range of emotions and how we can impact other people's emotions	My New Year's resolution Personal & learning. I can discuss and share some of my hopes and dreams
	SPR 2	I can accept and appreciate talents of others – we can share our skills	Friends online – how do I know who I am talking to?	Why keeping myself and others safe in in the playground is important playground leaders, responsibility, physical contact	Steotypes – careers, jobs male, female roles Set male and female roles, can they change?	Positive role models within exercise. Investigate a sports star who struggled then was successful	Anti-social behaviour – what it is. By standing and taking part	I understand that sometimes hope and dreams don't always come true and this can be disappointing (cover before actions, consequences and emotions)
	SUM 1	Things that make me worried (huge bag or worries book)	Recognise how friendships can change and how to make new friends. How to deal with falling out with friends	Stranger danger, Trust exploring what trust means	Children just like me (book) un rights of a child. Compare our lives to children in different countries	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	Dealing with and accepting change	Creating new dreams – I know what it means to be resilient and have a positive attitude
	SUM 2	How do we prepare for change (transition)	I know I can say no to my friends Keeping a secret	Keeping myself safe in the summer holidays within my community	Being proud of who you are (link to transition)	I know how to put into practise basic emergency first aid procedures and I know how to get further help	Resolution of conflict, maintaining mutual respect	My steps to success

Year 6	AUT 1	We are in it together	Different families in our society (same-sex, mixed race, single parent, different dynamics)	Bonfire night safety	What is 'normal'? (recap list from previous years) LGBT I can empathise and accept people who are different	Know how to keep calm and deal with difficult situations. Emotional and mental health, managing stress	How do we control the feeling of jealousy to avoid taking the wrong action?	What do I want to achieve before I leave school? How will I achieve it, planning my next steps.
	AUT 2	Being a good citizen	My relationship web (important people in my life so far)	Anti bullying Road safety – getting to a new school	Look at Martin Luther King and Rosa Parks and their experiences of being treated as different.	Personal hygiene – keeping clean & healthy as my body changes – puberty	Quality of relationships and interactions, the principles that they wish to promote - for example, fairness, integrity, respect for others	Positive and inspirational role models – of their choice
	SPR 1	Create my own learning charter relating to rights and responsibilities	Friendships - Why do we choose to include some people and exclude others.	I can stay safe online and realise the importance behind it. I know how to appropriately communicate with friends	Words that harm – homophobic language	How does food affect the body – balanced diet. I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood	Look at different emotions when learning a new thing.	My New Year's resolution Personal & learning
	SPR 2	How can I show the best version of me?	Relationships online – are they real and am I safe? Boyfriends/ girlfriends grooming	Keeping myself and others safe exploring physical contact (fighting) and the consequences of our actions	Real life stereotypes (pay gap, gender gap) Discuss fairness, debate right or wrong	Alcohol I can recognise when alcohol is being used responsibly, anti-socially or being misused	Anti-social behaviour Age of responsibility with the police	I know and understand there are a range of jobs available
	SUM 1	Changes – (house, schools, seasons, family) Change can be good and positive	Break down in relationships Not just friendships families too (love and loss)	Stranger danger, Trust explore what trust means	Children just like me (book) un rights of a child. Compare our lives to children in different countries	Drugs and their effect on the body. (liver and heart)	Dealing with and accepting change	My dream job. Why I want it and the steps to get there

	SUM 2	How do we prepare for change (transition)	Positive and negative friendships and influences (gangs)	Keeping myself safe in the summer holidays within my community	Being proud of who you are (link to transition)	Puberty	Resolution of conflict Link with crime and punishment	My own aspirations and next steps (secondary school)
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Coverage within the science curriculum at Oasis Academy Fir Vale:

Year 1

- Naming and labelling parts of the body
- Notice that animals have offspring that turn into adults

Year 2

- Notice that animals including humans have offspring that develop into adults. Find out about and describe the basic needs of humans for survival.
- Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.

Year 3

- Identify that animals, including humans, need the right types & amount of nutrition & that they cannot make their own food, they get nutrition from what they eat.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 5

- Describe the changes as humans develop to old age
- Describe the differences in the lifecycles of a mammal, amphibian, insect & a bird. Describe the life process of reproduction in some plants & animals. Describe the changes as humans develop to

Year 6

- Recognise the impact of diet, exercise, drugs & lifestyle of the way bodies function.
- Recognise that living things produce offspring of the same kind, but normally offspring vary & are not identical to their parents.

End of primary outcomes for RSE

Families and people who care for me:

- 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:

- 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

- 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.

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles 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

- 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.