National Curriculum Skills Ladder – Saint Mary's Primary School

PSHE and RSHE

No Outsiders Texts Map:

	Autumn	Spring	Summer
Year 1	10 Little Pirates	Elmer My World, Your World	Max the Champion My grandpa is amazing
Year 2	The great big book of families	Blown Away (Explore project) The first splodge	The odd egg Just because
Year 3	Oliver This is our house	Two Monsters	Beegu (Express project) The Hueys new jumper
Year 4	The flower	Dogs don't do ballet The way back home	Red: A Crayon's Story (Express Project) King and King (Express project)
Year 5	Where the poppies now grow	How to heal a broken wing And tango makes three	The artist who painted a blue horse (Express project) Rose Blanche
Year 6	The Island	The whisperer Love you forever	Dreams of freedom My princess boy



Curriculum Objectives:

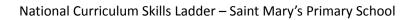
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.Families	1.1 that families are	1.3 that others'	1.1 that families are	1.6 how to recognise if	1.3 that others'	1.3 that others'
and people	important for children	families, either in	important for children	family relationships	families, either in	families, either in
who care	growing up because	school or in the wider	growing up because	are making them feel	school or in the wider	school or in the wider
	they can give love,	world, sometimes look	they can give love,	unhappy or unsafe,	world, sometimes look	world, sometimes look
	security and stability.	different from their	security and stability.	and how to seek help	different from their	different from their
	(No Outsiders My	family, but that they	1.2 the characteristics	or advice from others	family, but that they	family, but that they
	grandpa is amazing)	should respect those	of healthy family life,	if needed. (PANTS)	should respect those	should respect those
		differences and know	commitment to each		differences and know	differences and know
	1.6 how to recognise if	that other children's	other, including in		that other children's	that other children's
	family relationships	families are also	times of difficulty,		families are also	families are also
	are making them feel	characterised by love	protection and care for		characterised by love	characterised by love
	unhappy or unsafe,	and care. (No	children and other		and care. (No	and care. (No
	and how to seek help	Outsiders Great Big	family members, the		Outsiders And Tango	Outsiders Love you
	or advice from others	Book of Families)	importance of		makes Three)	Forever)
	if needed. (PANTS)		spending time		1.6 how to recognise if	1.6 how to recognise if
		1.6 how to recognise if	together and sharing		family relationships	family relationships
		family relationships are	each other's lives.		are making them feel	are making them feel
		making them feel	1.3that others'		unhappy or unsafe,	unhappy or unsafe,
		unhappy or unsafe,	families, either in		and how to seek help	and how to seek help
		and how to seek help	school or in the wider		or advice from others	or advice from others
		or advice from others	world, sometimes look		if needed. (PANTS)	if needed. (PANTS)
		if needed. (PANTS)	different from their			
			family, but that they			
			should respect those			
			differences and know			
			that other children's			
			families are also			



			l alagna at a via a al lavel acces		I	
			characterised by love			
			and care.			
			1.4 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.			
			1.5 that marriage			
			represents a formal			
			and legally recognised			
			commitment of two			
			people to each other			
			which is intended to			
			be lifelong.			
2. Caring	2.1 how important	2.1 how important	2.1 how important	2.1 how important	2.4 that most	2.4 that most
friendships.	friendships are in	friendships are in	friendships are in	friendships are in	friendships have ups	friendships have ups
	making us feel happy	making us feel happy	making us feel happy	making us feel happy	and downs, and that	and downs, and that
	and secure, and how	and secure, and how	and secure, and how	and secure, and how	these can often be	these can often be
	people choose and	people choose and	people choose and	people choose and	worked through so	worked through so
	make friends.	make friends.	make friends. (KIVA)	make friends. (KIVA)	that the friendship is	that the friendship is
	2.2 the characteristics	2.2 the characteristics	2.2 the characteristics	2.2 the characteristics	repaired or even	repaired or even
	of friendships,	of friendships,	of friendships,	of friendships,	strengthened, and that	strengthened, and that
	including mutual	including mutual	including mutual	including mutual	resorting to violence is	resorting to violence is
	respect, truthfulness,	respect, truthfulness,	respect, truthfulness,	respect, truthfulness,	never right. (KIVA)	never right. (KIVA)
	trustworthiness,	trustworthiness,	trustworthiness,	trustworthiness,	2.5 how to recognise	2.5 how to recognise
	loyalty, kindness,	loyalty, kindness,	loyalty, kindness,	loyalty, kindness,	who to trust and who	who to trust and who
	generosity, trust,	generosity, trust,	generosity, trust,	generosity, trust,	not to trust, how to	not to trust, how to
	sharing interests and	sharing interests and	sharing interests and	sharing interests and	judge when a	judge when a
	experiences and	experiences and	experiences and	experiences and	friendship is making	friendship is making
					them feel unhappy or	them feel unhappy or



	support with problems and difficulties. 2.3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	support with problems and difficulties. 2.3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	support with problems and difficulties. (KIVA) 2.3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (KIVA)	support with problems and difficulties. (KIVA) 2.3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (KIVA)	uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (KIVA)	uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (KIVA)
3. Respectful relationships	3.7 what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Dogs don't do Ballet) 3.8 the importance of permission-seeking and giving in relationships with friends, peers and adults (Don't Touch my hair & PANTS)	3.7 what a stereotype is, and how stereotypes can be unfair, negative or destructive. (The Three Little Wolves and the Big Bad Pig) 3.8 the importance of permission-seeking and giving in relationships with friends, peers and adults (Miles is the boss of his body)	3.5 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. 3.6 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. 3.7 what a stereotype is, and how stereotypes can be unfair, negative or	3.7 what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Bill's New Frock')	3.7 what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Boy in the dress)	3.7 what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Challenging stereotypes circle time.)





			destructive. (The		I	
			Princess Knight)			
			3.8 the importance of			
			permission-seeking			
			· ·			
			and giving in			
			relationships with			
			friends, peers and			
			adults (Let's talk about			
		1 1 1000 11 10	body boundaries)			
4. Online	· · ·	es behave differently onli		•		
relationships	•	ples apply to online relation		relationships, including the	ne importance of respect	for others online
	~	nonymous (E-safety all year	·			
		les for keeping safe online	, how to recognise risks, h	narmful content and conta	ict, and how to report the	m (E-Safety All Years
	Spring 2).					
	· ·	sider their online friendshi	ps and sources of informa	ntion including awareness	of the risks associated wit	th people they have
	never met (Year 4 Autum	•				
	4.5 how information and	data is shared and used o	online (Year 5 E-Safety Spr	ing 2).		
5. Being Safe	5.2 about the concept	5.2 about the	5.3 that each person's	5.3 that each person's	5.1 what sorts of	5.1 what sorts of
5.5 how to	of privacy and the	concept of privacy	body belongs to them,	body belongs to them,	boundaries are	boundaries are
recognise	implications of it for	and the	and the differences	and the differences	appropriate in	appropriate in
and report	both children and	implications of it	between appropriate	between appropriate	friendships with peers	friendships with peers
feelings of	adults; including that it	for both children	and inappropriate or	and inappropriate or	and others (including	and others (including
being unsafe	is not always right to	and adults;	unsafe physical, and	unsafe physical, and	in a digital context).	in a digital context).
or feeling bad	keep secrets if they	including that it is	other, contact (PANTS).	other, contact (PANTS).	(KIVA)	(KIVA)
about any	relate to being safe	not always right to	5.4 how to respond	5.4 how to respond	5.3 that each person's	5.3 that each person's
adult.	(Year 1 e-safety –	keep secrets if they	safely and	safely and	body belongs to them,	body belongs to them,
dudit.	Digital Literacy strand).	relate to being safe	appropriately to adults	appropriately to adults	and the differences	and the differences
	5.3 that each person's	(Year 1 e-safety –	they may encounter	they may encounter	between appropriate	between appropriate
	body belongs to them,	Digital Literacy	(in all contexts,	(in all contexts,	and inappropriate or	and inappropriate or
	and the differences	strand).	including online)	including online)	unsafe physical, and	unsafe physical, and
	between appropriate	5.3 that each	whom they do not	whom they do not	other, contact (PANTS).	other, contact (PANTS).
	and inappropriate or	person's body	know (e-safety)	know (e-safety)	5.4 how to respond	5.4 how to respond
		belongs to them,			safely and	safely and



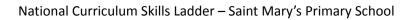
	uncafo physical and	and the differences	E 7 how to report	E 7 how to report	appropriately to adults	appropriately to adults
	unsafe physical, and other, contact (PANTS).	between	5.7 how to report	5.7 how to report concerns or abuse, and	appropriately to adults	appropriately to adults
	•		concerns or abuse, and	•	they may encounter	they may encounter
	5.6 how to ask for	appropriate and	the vocabulary and	the vocabulary and	(in all contexts,	(in all contexts,
	advice or help for	inappropriate or	confidence needed to	confidence needed to	including online)	including online)
	themselves or others,	unsafe physical,	do so	do so	whom they do not	whom they do not
	and to keep trying	and other, contact			know (e-safety)	know (e-safety)
	until they are heard	(PANTS).				
	5.8 where to get	5.6 how to ask for				
	advice e.g. family,	advice or help for				
	school and/or other	themselves or				
	sources	others, and to keep				
		trying until they				
		are heard				
		5.8 where to get				
		advice e.g. family,				
		school and/or				
		other sources				
6. Mental	6.1 that mental	6.1 that mental	6.1 that mental	6.1 that mental	6.1 that mental	6.1 that mental
Wellbeing	wellbeing is a normal	wellbeing is a	wellbeing is a normal	wellbeing is a normal	wellbeing is a normal	wellbeing is a normal
	part of daily life, in the	normal part of	part of daily life, in the	part of daily life, in the	part of daily life, in the	part of daily life, in the
	same way as physical	daily life, in the	same way as physical	same way as physical	same way as physical	same way as physical
	health (All PSHE	same way as	health (All PSHE	health (All PSHE	health (All PSHE	health (All PSHE
	lessons)	physical health (All	lessons)	lessons)	lessons)	lessons)
	6.6 simple self-care	PSHE lessons)	6.6 simple self-care	6.6 simple self-care	6.6 simple self-care	6.6 simple self-care
	techniques, including	6.6 simple self-care	techniques, including	techniques, including	techniques, including	techniques, including
	the importance of rest,	techniques,	the importance of rest,	the importance of rest,	the importance of rest,	the importance of rest,
	time spent with	including the	time spent with	time spent with	time spent with	time spent with
	friends and family and	importance of rest,	friends and family and	friends and family and	friends and family and	friends and family and
	the benefits of hobbies	time spent with	the benefits of hobbies	the benefits of hobbies	the benefits of hobbies	the benefits of hobbies
	and interests (All PSHE	friends and family	and interests (All PSHE	and interests (All PSHE	and interests (All PSHE	and interests (All PSHE
	lessons)	and the benefits of	lessons)	lessons)	lessons)	lessons)
	6.2 that there is a	hobbies and	6.8 that bullying	6.8 that bullying	6.2 that there is a	6.8 that bullying
	normal range of	interests (All PSHE	(including	(including	normal range of	(including



emotions (e.g.	lessons)	cyberbullying) has a	cyberbullying) has a	emotions (e.g.	cyberbullying) has a
happiness, sadness,	6.2 that there is a	negative and often	negative and often	happiness, sadness,	negative and often
anger, fear, surprise,	normal range of	lasting impact on	lasting impact on	anger, fear, surprise,	lasting impact on
nervousness) and scale	emotions (e.g.	mental wellbeing.	mental wellbeing.	nervousness) and scale	mental wellbeing.
of emotions that all	happiness,	(KIVA)	(KIVA)	of emotions that all	(KIVA)
humans experience in	sadness, anger,	6.9 where and how to	6.9 where and how to	humans experience in	6.9 where and how to
relation to different	fear, surprise,	seek support	seek support	relation to different	seek support
experiences and	nervousness) and	(including recognising	(including recognising	experiences and	(including recognising
situations (Express	scale of emotions	the triggers for seeking	the triggers for seeking	situations (Express	the triggers for seeking
Project)	that all humans	support), including	support), including	Project)	support), including
6.3 how to recognise	experience in	whom in school they	whom in school they	6.3 how to recognise	whom in school they
and talk about their	relation to	should speak to if they	should speak to if they	and talk about their	should speak to if they
emotions, including	different	are worried about	are worried about	emotions, including	are worried about
having a varied	experiences and	their own or someone	their own or someone	having a varied	their own or someone
vocabulary of words to	situations (Express	else's mental wellbeing	else's mental wellbeing	vocabulary of words to	else's mental wellbeing
use when talking	Project)	or ability to control	or ability to control	use when talking	or ability to control
about their own and	6.3 how to	their emotions	their emotions	about their own and	their emotions
others' feelings.	recognise and talk	(including issues	(including issues	others' feelings.	(including issues
(Express Project)	about their	arising online). (KIVA)	arising online). (KIVA)	(Express Project)	arising online). (KIVA)
6.8 that bullying	emotions,			6.4 how to judge	
(including	including having a			whether what they are	
cyberbullying) has a	varied vocabulary			feeling and how they	
negative and often	of words to use			are behaving is	
lasting impact on	when talking about			appropriate and	
mental wellbeing.	their own and			proportionate (Express	
(KIVA)	others' feelings.			Project)	
6.9 where and how to	(Express Project)			6.5 the benefits of	
seek support	6.8 that bullying			physical exercise, time	
(including recognising	(including			outdoors, community	
the triggers for seeking	cyberbullying) has			participation,	
support), including	a negative and			voluntary and	
whom in school they	often lasting			service-based activity	
should speak to if they	impact on mental			on mental wellbeing	



	are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (KIVA)	wellbeing. (KIVA) 6.9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (KIVA)		(Exp. 6.6 stech the time frier the and Proj 6.7 lone child very child thei adu (Exp. 6.8 6.9 6.10 peo mer mar the resc	d happiness. press Project) simple self-care hniques, including importance of rest, le spent with ends and family and benefits of hobbies d interests. (Express ligect) isolation and eliness can affect ldren and that it is y important for ldren to discuss fir feelings with an alt and seek support press Project) (KIVA) (KIVA) (KIVA) 0 it is common for ople to experience ntal ill health. For ny people who do, problems can be olved if the right	
				mer mar the	ntal ill health. For ny people who do, problems can be	
				sup avai acce	pport is made lilable, especially if essed early enough. press Project)	
7. Internet safety and harms	7.1 that for most people the internet is		7.2 about the benefits of rationing time spent online, the risks of	7.5 can	that the internet also be a negative ce where online	





	an integral part of life and has many benefits.		excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 7.3 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 7.4 why social media, some computer games and online gaming, for example, are age restricted.		abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 7.6 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7.7 where and how to report concerns and get support with issues online.	
8. Physical health and fitness	8.1 the characteristics and mental and physical benefits of an active lifestyle. (PE) 8.2 the importance of building regular exercise into daily and weekly routines and how to achieve this;	8.1 the characteristics and mental and physical benefits of an active lifestyle. (PE)	8.1 the characteristics and mental and physical benefits of an active lifestyle. (PE)	8.1 the characteristics and mental and physical benefits of an active lifestyle. (PE)	8.1 the characteristics and mental and physical benefits of an active lifestyle. (PE)	8.1 the characteristics and mental and physical benefits of an active lifestyle. (PE)



9. Healthy eating (including understanding calories and other nutritional content) (Science) Drugs, alcohol and tobacco) 9. Healthy meals. (Science) 9.3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 9. Healthy diet (including understanding calories and other nutritional content) (Science) planning and preparing a range of healthy meals. (Explore Project) 9. 3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (Explore Project) 9. 3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (Explore Project) 9. 3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (Explore Project) 9.3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (Explore Project) 9.3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (Explore Project)	g. Healthy eating (including unhealthy choices – Drugs, alcohol and	or example walking or ycling to school, a aily active mile or ther forms of regular, igorous exercise. 3 the risks associated vith an inactive festyle (including besity). 4 how and when to eek support including vhich adults to speak or in school if they are vorried about their ealth.	healthy diet (including understanding calories and other nutritional content) (Science) 9.2 the principles of planning and preparing a range of healthy meals. (Science) 9.3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other	planning and preparing a range of healthy meals. (Explore Project) 9.3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		legal and illegal harmful substances and associated risks, including smoking, alcohol use and
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		diet or health).				
		(Science)				
10. Health	10.5 about personal	10.5 about personal	10.2 about safe and	10.4 about dental	10.5 about personal	10.1 how to recognise
and	hygiene and germs	hygiene and germs	unsafe exposure to the	health and the	hygiene and germs	early signs of physical
prevention	including bacteria,	including bacteria,	sun, and how to	benefits of good oral	including bacteria,	illness, such as weight
10.3 the	viruses, how they are	viruses, how they are	reduce the risk of sun	hygiene and dental	viruses, how they are	loss, or unexplained
importance	spread and treated,	spread and treated,	damage, including skin	flossing, including	spread and treated,	changes to the body.
of sufficient	and the importance of	and the importance of	cancer (Year 3	regular check-ups at	and the importance of	(Year 6 Science)
good quality	handwashing. (Every	handwashing. (Every	Science).	the dentist. (Year 4	handwashing. (Every	10.5 about personal
sleep for	class via day to day	class via day to day	10.5 about personal	Science)	class via day to day	hygiene and germs
good health	routines)	routines)	hygiene and germs	10.5 about personal	routines)	including bacteria,
and that a			including bacteria,	hygiene and germs		viruses, how they are
lack of sleep			viruses, how they are	including bacteria,		spread and treated,
can affect			spread and treated,	viruses, how they are		and the importance of
weight,			and the importance of	spread and treated,		handwashing. (Every
mood and			handwashing. (Every	and the importance of		class via day to day
ability to			class via day to day	handwashing. (Every		routines)
learn.			routines)	class via day to day		
10.6 the				routines)		
facts and						
science						
relating to						
allergies, immunisation						
and						
vaccination.						
vaccination.						
11. Basic First	11.1 how to make a				11.1 how to make a	
Aid	clear and efficient call				clear and efficient call	
	to emergency services				to emergency services	
	if necessary.				if necessary.	
					11.2 concepts of basic	
					first-aid, for example	



National Curriculum Skills Ladder – Saint Mary's Primary School

			dealing with common injuries, including head	
			injuries.	
12. Changing			12.1 key facts about	
adolescent			puberty and the	
body			changing adolescent	
			body, particularly from	
			age 9 through to age	
			11, including physical	
			and emotional	
			changes. (Science)	
			12.2 about menstrual	
			wellbeing including the	
			key facts about the	
			menstrual cycle.	
			(Science)	