



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



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Curriculum Objectives:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Families and people who care	<p>1.1 that families are important for children growing up because they can give love, security and stability. (No Outsiders My grandpa is amazing)</p> <p>1.6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (PANTS)</p>	<p>1.3 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. (No Outsiders Great Big Book of Families)</p> <p>1.6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (PANTS)</p>	<p>1.1 that families are important for children growing up because they can give love, security and stability.</p> <p>1.2 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.</p> <p>1.3 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</p>	<p>1.6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (PANTS)</p>	<p>1.3 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. (No Outsiders And Tango makes Three)</p> <p>1.6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (PANTS)</p>	<p>1.3 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. (No Outsiders Love you Forever)</p> <p>1.6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (PANTS)</p>



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			<p>characterised by love and care.</p> <p>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.</p> <p>1.5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>			
2. Caring friendships.	<p>2.1 how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2.2 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and</p>	<p>2.1 how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2.2 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and</p>	<p>2.1 how important friendships are in making us feel happy and secure, and how people choose and make friends. (KIVA)</p> <p>2.2 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and</p>	<p>2.1 how important friendships are in making us feel happy and secure, and how people choose and make friends. (KIVA)</p> <p>2.2 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and</p>	<p>2.4 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. (KIVA)</p> <p>2.5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</p>	<p>2.4 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. (KIVA)</p> <p>2.5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</p>



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	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.)



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			destructive. (The Princess Knight) 3.8 the importance of permission-seeking and giving in relationships with friends, peers and adults (Let's talk about body boundaries)			
4. Online relationships	<p>4.1 that people sometimes behave differently online, including by pretending to be someone they are not (Year 5 E-Safety Spring 2).</p> <p>4.2 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 (E-safety all years Autumn Term).</p> <p>4.3 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (E-Safety All Years Spring 2).</p> <p>4.4 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (Year 4 Autumn 1).</p> <p>4.5 <i>how information and data is shared and used online (Year 5 E-Safety Spring 2).</i></p>					
5. Being Safe 5.5 how to recognise and report feelings of being unsafe or feeling bad about any adult.	5.2 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 (Year 1 e-safety – Digital Literacy strand). 5.3 that each person's body belongs to them, and the differences between appropriate and inappropriate or	5.2 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 (Year 1 e-safety – Digital Literacy strand). 5.3 that each person's body belongs to them,	5.3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (PANTS). 5.4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (e-safety)	5.3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (PANTS). 5.4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (e-safety)	5.1 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (KIVA) 5.3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (PANTS). 5.4 how to respond safely and	5.1 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (KIVA) 5.3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (PANTS). 5.4 how to respond safely and



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



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<p>emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (Express Project)</p> <p>6.3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Express Project)</p> <p>6.8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (KIVA)</p> <p>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</p>	<p>lessons)</p> <p>6.2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (Express Project)</p> <p>6.3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Express Project)</p> <p>6.8 that bullying (including cyberbullying) has a negative and often lasting impact on mental</p>	<p>cyberbullying) has a negative and often lasting impact on mental wellbeing. (KIVA)</p> <p>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)</p>	<p>cyberbullying) has a negative and often lasting impact on mental wellbeing. (KIVA)</p> <p>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)</p>	<p>emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (Express Project)</p> <p>6.3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Express Project)</p> <p>6.4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (Express Project)</p> <p>6.5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing</p>	<p>cyberbullying) has a negative and often lasting impact on mental wellbeing. (KIVA)</p> <p>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)</p>
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	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)			and happiness. (Express Project) 6.6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (Express Project) 6.7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (Express Project) 6.8 (KIVA) 6.9 (KIVA) 6.10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. (Express 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 that the internet can also be a negative place where online	



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	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)



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	<p>for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>8.3 the risks associated with an inactive lifestyle (including obesity).</p> <p>8.4 how and when to seek support including which adults to speak to in school if they are worried about their health.</p>					
<p>9. Healthy eating (including unhealthy choices – Drugs, alcohol and tobacco)</p>		<p>9.1 what constitutes a healthy diet (including understanding calories and other nutritional content) (Science)</p> <p>9.2 the principles of planning and preparing a range of healthy meals. (Science)</p> <p>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</p>	<p>9.2 the principles of planning and preparing a range of healthy meals. (Explore Project)</p> <p>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)</p>	<p>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). (Science)</p>		<p>9.4 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Science).</p>



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		diet or health). (Science)				
10. Health and prevention 10.3 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 10.6 the facts and science relating to allergies, immunisation and vaccination.	10.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Every class via day to day routines)	10.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Every class via day to day routines)	10.2 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (Year 3 Science). 10.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Every class via day to day routines)	10.4 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (Year 4 Science) 10.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Every class via day to day routines)	10.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Every class via day to day routines)	10.1 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Year 6 Science) 10.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Every class via day to day routines)
11. Basic First Aid	11.1 how to make a clear and efficient call to emergency services if necessary.				11.1 how to make a clear and efficient call to emergency services if necessary. 11.2 concepts of basic first-aid, for example	



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