



Curriculum Overview

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge, and skills they need to support physical, mental and emotional wellbeing in school and beyond.

PSHE Education

Personal, Social, Health and Economic Education (PSHE) is a planned and progressive programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives and contribute positively to society, now and in the future. As part of a whole school approach, PSHE education teaches pupils about the qualities and attributes they need to thrive as individuals, family members and members of the local community and wider society.

Citizenship

Citizenship education is a planned and progressive programme of learning through which children learn how to become active, informed and responsible citizens. For a democracy to be successful it needs citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. The knowledge, skills and attitudes which enable this need to be learnt both in formal education and also real-life experiences.

Relationships and Sex Education

The Children and Social Work Act 2017 states that pupils receiving primary education must be taught Relationships Education and Health Education. This is a statutory requirement from September 2020. A key development in the statutory guidance is the inclusion of 'online relationships' and 'internet safety and harms'. Which rightfully recognise the impact the internet and technology have on children's lives in the 21st Century. These areas are not covered within this scheme but are part of our school's computing curriculum. At Lakeside, RSE falls within our PSHE and Citizenship teaching.

Curriculum Overview

At Lakeside we follow the Entrust PSHE and Citizenship Scheme of Work which is divided up into year groups and six topic areas are covered each year. Our RSE provision falls within these topics throughout the year. The six topics are:

- Autumn 1 - Me and my School
- Autumn 2 – Me and my Relationships
- Spring 1 – Me and my Safety
- Spring 2 – Happy and Healthy Me
- Summer 1 - Me and Other People
- Summer 2 - Me in the World



Curriculum Overview

EYFS

Autumn 1: Me and My School	Autumn 2: Me and My relationships	Spring 1: Me and My Safety	Spring 2: Happy and Healthy Me	Summer 1: Me and Other People	Summer 2: Me in the World
<ul style="list-style-type: none"> • Getting to know my school • Who is in my class • Adults in school • My classroom • The school building 	<ul style="list-style-type: none"> • Being a good friend • Who is in my family • Different types of family 	<ul style="list-style-type: none"> • Safety in the classroom • Safety in school • Safety in the playground • People who help us keep safe 	<ul style="list-style-type: none"> • Hand washing • Healthy eating • Teeth • Medicines • Being happy 	<ul style="list-style-type: none"> • Celebrating special events • Same and different 	<ul style="list-style-type: none"> • Transition • School Council • New experiences in year 1 • Summer holidays including safety in the wider world

Year 1

Autumn 1: Me and My School	Autumn 2: Me and My relationships	Spring 1: Me and My Safety	Spring 2: Happy and Healthy Me	Summer 1: Me and Other People	Summer 2: Me in the World
<ul style="list-style-type: none"> • Class rules • School Council • Making choices • Compromise • Skills of a representative • Own skills in relation to School Council • Class meetings 	<ul style="list-style-type: none"> • Valuing themselves • Family – different types • Friendship skills • Good and bad friendships <ul style="list-style-type: none"> • Making choices 	<ul style="list-style-type: none"> • Medicines • Identifying risks and ways to stop accidents happening • People who help us • Road safety – keeping safe near the road and in the car 	<ul style="list-style-type: none"> • My body • Parts of the body • Changing needs • Influences on health and wellbeing • Likes and dislikes • Consequences of choices • Emotional health 	<ul style="list-style-type: none"> • My identity • Groups belong to • Bullying 	<ul style="list-style-type: none"> • Pets and animals • Likes and dislikes • Right and wrong • Needs of animals • Fair and unfair • Human needs



Curriculum Overview

Year 2

Autumn 1: Me and My School	Autumn 2: Me and My relationships	Spring 1: Me and My Safety	Spring 2: Happy and Healthy Me	Summer 1: Me and Other People	Summer 2: Me in the World
<ul style="list-style-type: none"> • Class rules • why have rules • School Council • How it works • Role of a representative • Class council meeting • Feelings • Name feelings • Dealing with feelings including negative ones 	<ul style="list-style-type: none"> • Working together • Behaviour and impact on others • Resolving conflict • Teasing and bullying • Changing relationships 	<ul style="list-style-type: none"> • Safe and unsafe • Things e.g. medicines and household substances • Places e.g. roads • People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises 	<ul style="list-style-type: none"> • Body parts • Personal hygiene • Spread of germs and diseases • Balanced diet • Healthy lunchbox 	<ul style="list-style-type: none"> • Similarities and differences between boys and girls • Different types of families • Race and religion 	<ul style="list-style-type: none"> • Local area • Positive and negatives of the local area • Discussion • Role in improving area • Money • Sources of money • Uses of money • Keeping money safe • Making choices

Year 3

Autumn 1: Me and My School	Autumn 2: Me and My relationships	Spring 1: Me and My Safety	Spring 2: Happy and Healthy Me	Summer 1: Me and Other People	Summer 2: Me in the World
<ul style="list-style-type: none"> • Class rules • New challenges • Valuing themselves • School Council 	<ul style="list-style-type: none"> • What makes a good friend • Falling out 	<ul style="list-style-type: none"> • What is risk • Road Safety • Pressure • Safe and unsafe touches 	<ul style="list-style-type: none"> • Balanced diet • Impact of healthy diet • Making choices 	<ul style="list-style-type: none"> • My identity • My community – school and local • Similarities and differences in community 	<ul style="list-style-type: none"> • Managing money • Good value • Resource allocation



Curriculum Overview

Year 4

Autumn 1: Me and My School	Autumn 2: Me and My relationships	Spring 1: Me and My Safety	Spring 2: Happy and Healthy Me	Summer 1: Me and Other People	Summer 2: Me in the World
<ul style="list-style-type: none"> • Class rules • Role of School Council rep • Jobs on the School Council • Class council • My strengths and weaknesses 	<ul style="list-style-type: none"> • Feelings of other people • Developing relationships • Different types of relationships • Puberty 	<ul style="list-style-type: none"> • Safety in school • Responsibilities for my safety and the safety of others • E safety 	<ul style="list-style-type: none"> • What keeps me healthy? • What can make me ill – bacteria and viruses • Drugs – medicines and Tobacco • Good and bad habit 	<ul style="list-style-type: none"> • Similarities and differences • Communities including Britain • Respect and tolerance 	<ul style="list-style-type: none"> • Rights and responsibilities • Rights of the Child • Jobs and duties

Year 5

Autumn 1: Me and My School	Autumn 2: Me and My relationships	Spring 1: Me and My Safety	Spring 2: Happy and Healthy Me	Summer 1: Me and Other People	Summer 2: Me in the World
<ul style="list-style-type: none"> • My achievements • My goals • School Council rep • Class rules 	<ul style="list-style-type: none"> • Puberty emotions • Anti-social behaviour • Nature and consequence of bullying 	<ul style="list-style-type: none"> • When do I feel unsafe • How can I deal with this • Pressure including peer pressure • Getting help 	<ul style="list-style-type: none"> • Physical health • Emotional health • What can affect our health including the media • How will my body change as I grow up 	<ul style="list-style-type: none"> • Identities in the UK • Celebration of diversity • Racism 	<ul style="list-style-type: none"> • How are laws made in the UK • Parliament • Public money • Personal money – loans, debt and interest



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Year 6					
Autumn 1: Me and My School	Autumn 2: Me and My relationships	Spring 1: Me and My Safety	Spring 2: Happy and Healthy Me	Summer 1: Me and Other People	Summer 2: Me in the World
<ul style="list-style-type: none"> Class rules Opportunities and challenges of Y6 School Council My contribution to my school 	<ul style="list-style-type: none"> Changing friendships and relationships 	<ul style="list-style-type: none"> Drugs – solvents and alcohol Pressure related to drug use Strategies for making decisions and saying no 	<ul style="list-style-type: none"> Body changes Periods Feeling during puberty Media 	<ul style="list-style-type: none"> Diverse nature of UK Life in other countries Stereotypes Challenging stereotypes 	<ul style="list-style-type: none"> Environment and Sustainability Pressure groups and charities

The below table summaries the main Sex Education content within our PSHE and Citizenship Education and RSE teaching for each year group. It has been mapped against the statutory guidance for Relationships Education (REd), Health Education (H Ed) the Science (Sc) National Curriculum and those which might be considered Sex education (S Ed). We have strived to ensure that the Sex Education within our RSE is tailored to the age and physical and emotional maturity of the pupils.

The Science National Curriculum for Year 1 requires schools to teach the names of external parts of the body. The Sex Education Forum recommends that this includes external genitalia. This is vital for safeguarding as it gives children the language to describe the private parts of their body and to seek help if they are abused. Within this scheme this vocabulary is introduced in Year 2. Vocabulary and content which may be considered as sex education are highlighted in bold. Within Year 5 and 6 vocabulary relating to the sexual body parts are part of the learning about puberty and the “changing adolescent body”. These are part of the Health Education curriculum and therefore have to be taught to all children and there is no parental right to withdraw.

Year	Theme	Key concepts	Vocabulary	R Ed	H Ed	Sc	S Ed
FS	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin	Y			
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop	Y		Y	
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice	Y			



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Year	Theme	Key concepts	Vocabulary	R Ed	H Ed	Sc	S Ed
2	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles , clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist	Y	Y		Y
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share	Y			
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop	Y			
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall – Same Love Different Families	Boy, girl, male, female, family, same, different and similar	Y			
3	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue penis, testicles, breasts, vulva, vagina, womb , male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad	Y	Y		Y
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTs resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise	Y			
4	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs Ill, unwell, spread stop and hygiene		Y		
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop, puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, loss, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility	Y	Y	Y	



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	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret	Y			
Year	Theme	Key concepts	Vocabulary	R Ed	H Ed	Sc	S Ed
5	Me and My Relationships	Changes in boys and girls Menstruation/Periods Realities and myths about periods Provision in school for periods Gender stereotypes Hygiene Relationships Love What makes a good partner? Unhealthy relationships Pressure	Puberty, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, labia, vulva, clitoris, breasts, monthly, sanitary towels, tampons, stereotype, gender, individuals, expectations, discrimination, change, personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, relationships, love, partner, marry, marriage, secret, risk and responsibility	Y	Y		
6	Me and My Relationships	Concerns and worries NSPCC – In the Know	Puberty and feelings		Y		
	Happy and Healthy Me	Internal sexual organs Menstruation Conception Gender stereotypes	Puberty, emotional, physical, social, compromise, negotiate, reproductive organs, cervix, bladder, scrotum, sperm duct, urethra, sperm, egg, sexual intercourse , womb, penis, vagina, hips, testicles, baby, periods, breasts and ovaries	Y	Y	Y	Y