



RSE Curriculum Overview

Year Group	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS - Nursery	<p>Skill :Form a secure bond with key worker and play parallel</p> <p>Context: Families and people who care for me</p>	<p>Skill: Become more outgoing with other adults in the setting.</p> <p>Context: Caring for me</p>	<p>Skill: Follow rules with simple prompts or visual reminders. Take turns with verbal prompts from adults to pass over equipment.</p> <p>Context: Respectful relationships (friendships)</p>	<p>Skill :Develop ways to calm themselves and use these with adult support.</p> <p>Context: Mental wellbeing (Feelings)</p>	<p>Skill: Discuss and take part in different forms of exercise. For example, running and dancing. Identify ways to stay healthy. For example, drinking lots of water and having a good nights sleep.</p> <p>Context:Physical health and fitness</p>	<p>Skill: Being able to identify foods that are healthy and unhealthy. Able to follow and discuss a tooth brushing routine.</p> <p>Context: Healthy eating Dental</p>
EYFS - Reception	<p>Skill: Developing independence routines. Getting changed for PE. Managing personal hygiene inc regular reminders of handwashing / toileting.</p> <p>Context: Caring for Me</p>	<p>Skill: How to deal with emotions. Building self confidence - Look at what I can do. Who do I like to play with in school?</p> <p>Context:Respectful Relationships Continue to build new relationships built on respect.</p>	<p>Skill - Identifying who is in our family and how they help us. .</p> <p>Context:People who care for me - My Family</p>	<p>Skill: Identifying foods I like and dislike.</p> <p>Context: Healthy Eating</p>	<p>Skill: What makes a good friend? Looking after others</p> <p>Context: Respectful Relationships PANTS Rule</p>	<p>Skill: Identify ways in which I can lead a healthy lifestyle</p> <p>Context: Health and prevention</p>
One	<p>Skill - To identify how to keep oneself safe.</p>	<p>Skill - Explain the importance of the family unit. Identify trusted adults.</p>	<p>Skill - Explain who can help us and how we ask for help.</p>	<p>Skill - Describe how I and others feel. Sort food into food groups and identify healthy foods.</p>	<p>Skill - Describe how to keep our bodies safe.</p>	<p>Skill - Identify elements of an active lifestyle.</p>

	Context: Being safe	Context: Respectful relationships	Context: Basic first aid	Context: Healthy eating	Context: PANTS rule	Context: Physical Health and Ftness
Two	<p>Skill - Explain appropriate feelings and behaviour.</p> <p>Context: Mental well-being</p>	<p>Skill - Explain how we can get help when needed. Describe how to contact the emergency services.</p> <p>Context: Basic first aid</p>	<p>Skill - Recognise the risks for staying safe online.</p> <p>Context: Online Safety</p>	<p>Skill - Identify the benefits of oral health. Describe the characteristics of an active lifestyle.</p> <p>Context: Healthy eating</p>	<p>Skill - Identify characteristics of friendships. Show respect to all.</p> <p>Context: Respectful relationships</p>	<p>Skill - Identify boundaries to support positive friendships.</p> <p>Context: Being safe</p>
Three	<p>Skill - Explain how to stay safe online. Describe how to keep oneself safe. Identify inappropriate or unsafe contact.</p> <p>Context: Online safety</p>	<p>Skill - Explain the importance of making choices different to peers. Identify self-care techniques.</p> <p>Context: Respectful relationships</p>	<p>Skill - Explain what impacts a healthy diet.</p> <p>Context: Healthy eating</p>	<p>Skill - Describe the importance of sleep and how it affects our mental health and well-being. Describe the characteristics of friendships.</p> <p>Context: Health and prevention</p>	<p>Skill - Explain different family units.</p> <p>Context: Families and people who care for me</p>	<p>Skill - Identify ways to exercise regularly and list the impacts this has on our health and wellbeing.</p> <p>Context: Physical health</p>
Four	<p>Skill - Explain where to get advice and how to report feelings of being unsafe.</p> <p>Context: Being safe</p>	<p>Skill - Show courtesy and manners. Explain how self-respect links to happiness.</p> <p>Context: Respectful relationships</p>	<p>Skill - Discuss the importance of physical exercise and how this impacts mental well-being.</p> <p>Context: Mental well-being</p>	<p>Skill - Explain the importance of stable and caring families.</p> <p>Context: Families and people who care for me</p>	<p>Skill - Discuss how to reduce the risk of sun damage. Explain how to recognise the early signs of physical illness.</p> <p>Context: Health and prevention</p>	<p>Skill - Identify characteristics of a healthy diet and list the risks associated with obesity.</p> <p>Context: Healthy eating</p>
Five	<p>Skill - Explain the risks of online friendships. Identify how to report concerns and abuse.</p>	<p>Skill - Describe the 'ups and downs' of friendship.</p>	<p>Skill - Discuss how loneliness and isolation can impact mental health. Identify characteristics and implications of a</p>	<p>Skill - Identify stereotypes.</p>	<p>Skill - Describe how germs and bacteria are spread. Show how to deal with common injuries. Identify the keys</p>	<p>Skill - Identify the risks of an inactive lifestyle.</p>

	Context: Online relationships	Context: Caring for me	poor diet. Context: Mental wellbeing	Context: Respectful relationships	facts of puberty - including physical and emotional changes. Context: Health and prevention	Context: Physical health and fitness
Six	Skill - Explain how to report concerns and abuse. Context: Being safe	Skill - Explain who to trust. Identify when a friendship is positive or negative. Explain how data is shared online. Context: Caring for me	Skill - Identify the risks associated with smoking, alcohol use and drug taking. Context: Drugs and tobacco	Skill - Describe how the correct support can help mental health issues. Context: Mental wellbeing	Skill - Explain the importance of permission seeking in relationships. Explain the facts of puberty including the menstrual cycle. Context: Changing adolescent body	Skill - Describe the facts and science relating to allergies and vaccinations. Context: Health and prevention

To include Enrichment opportunities / Visits out and Visitors In