



St Mary's Catholic Primary School

PSHE/RSE Curriculum Map

2025-26



Term	Topic Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Health and well-being	<p>My Identity</p> <ul style="list-style-type: none"> Develop an awareness of themselves, their skills and personal strengths. Understand where they live and the different groups and communities they belong to. 		<p>Awareness of Feelings</p> <ul style="list-style-type: none"> Recognise, name and describe a range of emotions using appropriate vocabulary. Identify and talk about their own feelings and the feelings of others. Develop simple strategies to express and manage emotions positively. 	<p>Healthy People</p> <ul style="list-style-type: none"> Understand how food, drink, exercise, sleep and rest contribute to a healthy body and mind. Recognise the importance of balancing screen time with other activities and knowing when to take breaks. Understand the characteristics of physical, mental and emotional wellbeing. Identify and describe the key elements of a healthy lifestyle and daily routine. 	<p>Emotions and Feelings</p> <ul style="list-style-type: none"> Understand that mental wellbeing is as important as physical health and requires ongoing care. Recognise, name and discuss a range of emotions, understanding that feelings vary in intensity and change over time. Develop strategies to manage emotions, maintain wellbeing and seek support when needed. Build resilience and confidence in managing change, including transitions between classes and key stages. Identify healthy habits and behaviours that support positive mental health, including sleep, exercise, time outdoors, positive relationships and talking about feelings. 	<p>Mental Health & Wellbeing</p> <ul style="list-style-type: none"> Understand that mental health is a normal part of overall health, alongside physical health. Recognise how life events such as change and loss can affect emotions and wellbeing. Identify trusted adults and friends they can talk to about difficult or uncomfortable feelings. <p>Rights, Responsibilities & Online Safety</p> <ul style="list-style-type: none"> Understand that the internet is an important part of daily life with many benefits. Recognise the importance of rules, restrictions and age limits in keeping people safe online and offline. Understand that increased independence brings increased responsibility for keeping themselves and others safe. 	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> Understand that anyone can experience mental health difficulties and that talking about feelings with trusted adults is important. Recognise possible signs of poor mental health and know how to seek support for themselves and others. Challenge stigma around mental health and promote a supportive, understanding attitude. <p>Personal Safety</p> <ul style="list-style-type: none"> Recognise situations that may pose personal risk and how to respond safely. Understand that all people have human rights and that children have specific rights set out in the UN Convention on the Rights of the Child. Know the importance of keeping personal information private and how to respond to requests for information or images online. Develop strategies to stay physically and emotionally safe, including road, environmental and online safety. 	<p>Healthy Lifestyles (Health & Prevention / Basic First Aid)</p> <ul style="list-style-type: none"> Understand the benefits and risks of sun exposure and how to protect against sun damage, heat stroke and skin cancer. Know the importance of immunisation and vaccination and the basic science behind how they protect health. Understand what first aid is and apply basic techniques for common injuries, including head injuries. Recap how and when to make a 999 emergency call. <p>Drug Education (Drug, Alcohol & Tobacco)</p> <ul style="list-style-type: none"> Understand the effects, risks and legal consequences of drug use. Recognise the impact of drugs on health and wellbeing. Know where to seek help and support if needed.
	Relationships	<p>Ten Ten Module 1: Created and Loved by God</p> <p>Unit 1: Religious Understanding</p>	<p>Ten Ten Module 1: Created and Loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Unit 2 : Me, My Body, My Health</p>	<p>Ten Ten Module 1: Created and Loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Module 2: created to love others</p> <p>Unit 1: Religious Understanding</p>	<p>Ten Ten Module 1: Created and loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Module 1 Created and loved by God</p> <p>Unit 2 : Me, My body, My Health</p>	<p>Ten Ten Module 1: Created and loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Created to love others:</p> <p>Unit 1: Religious Understanding</p>	<p>Ten Ten Module 1: Created and loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Unit 2: Me, my body, my health</p>	<p>Module 2: Created to love others</p> <p>Unit 1: Religious Understanding</p> <p>Unit 2: Personal relationships</p>	<p>Ten Ten Module 1: Created and loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Unit 2: me, My Body, My Health</p>

	<p>Living in the Wider World</p>	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Understand how to live and work alongside others in a respectful and helpful way. • Recognise why rules are needed and identify examples of rules in different settings. 	<p><u>Being Different</u></p> <ul style="list-style-type: none"> • Recognise and respect that people may have different opinions, beliefs, backgrounds and experiences. • Understand that individuals belong to a variety of groups, communities and cultures. • Develop respect for diversity and value the contributions of others. <p><u>MONEY</u></p> <ul style="list-style-type: none"> • Recognise the value and purpose of money, including coins and notes. • Understand where money comes from and how it is used. • Distinguish between needs and wants when making choices about spending. • Understand the importance of saving and keeping money safe. 	<p><u>Money, Shopping and Saving</u></p> <ul style="list-style-type: none"> • Develop an understanding of spending, saving and making informed financial choices. • Use coins and notes confidently in simple financial transactions, including calculating change. • Recognise the importance of checking money and waiting for change when making purchases. • Plan and manage simple spending decisions and understand that people may make different financial choices. 	<p><u>ME AND MY COMMUNITY</u></p> <ul style="list-style-type: none"> • Understand the purpose of rules, laws, rights and responsibilities in school, the community and wider society. • Recognise how individuals can contribute to decision-making and democracy, including through school councils. • Understand that rules may vary in different situations and can be reviewed and changed. • Develop skills to resolve disagreements respectfully by considering different viewpoints, making informed decisions and explaining choices. 	<p><u>Media and Me (Internet Safety & Influence)</u></p> <ul style="list-style-type: none"> • Recognise how media and advertising can influence opinions and decisions. • Identify common persuasive techniques used in media, including adverts. • Understand the importance of protecting personal information online (e.g. passwords, addresses, images). • Develop confidence to discuss and debate topical issues respectfully. 	<p><u>Stereotypes and Diversity (Respectful Relationships)</u></p> <ul style="list-style-type: none"> • Understand that people's identities are shaped by a range of factors, including culture, religion, ethnicity, family, age, gender, sexuality and disability. • Appreciate the diversity of national, regional, religious and ethnic identities in the UK. • Recognise how stereotypes can negatively affect attitudes and behaviour towards others. • Develop strategies to challenge stereotypes and promote respect and inclusion. 	<p><u>Celebration – Supporting Each Other (Respectful Relationships & Mental Wellbeing)</u></p> <ul style="list-style-type: none"> • Recognise the people who help keep them safe and healthy and understand how to show appreciation and kindness towards them. • Develop empathy and compassion, recognising shared responsibility for caring for others and living things. • Demonstrate care and support for others through positive actions and behaviour. <p><u>Behaviours (Respectful & Online Relationships / Mental Wellbeing)</u></p> <ul style="list-style-type: none"> • Understand that behaviour (including online) affects both themselves and others, and that discriminatory behaviour is harmful and unacceptable. • Recognise prejudice and discrimination and how to respond appropriately if witnessed or experienced. • Understand the impact of bullying and discrimination on individuals' wellbeing.
<p>Spring</p>	<p>Health and well-being</p>	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Develop an understanding of their own feelings, strengths and goals. • Begin to set simple personal targets and reflect on their progress. 	<p><u>Keeping Well and Clean</u></p> <ul style="list-style-type: none"> • Understand how healthy eating, physical activity and personal hygiene support good health and wellbeing. • Recognise that what people put into their bodies can affect their health and feelings. • Develop daily self-care routines, including effective handwashing, toothbrushing and personal hygiene. • Identify trusted adults and health 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Understand how rules, boundaries and age restrictions help to keep people safe in everyday life, online and in the community. • Recognise risks in familiar and unfamiliar situations, including online, and know how to respond safely. • Understand the importance of privacy, personal responsibility and making safe choices. • Recognise that information and people 	<p><u>EMOTIONS AND FEELINGS</u></p> <ul style="list-style-type: none"> • Understand the importance of a balanced diet, good oral hygiene and regular physical activity for physical and mental wellbeing. • Recognise the effects of food choices, including the risks of excessive sugar consumption. • Develop healthy habits to support overall health, including dental care and exercise. • Apply knowledge of healthy lifestyles to 	<p><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • Understand what a healthy, balanced diet is and how food choices can be influenced. • Recognise the importance of good physical health and early signs of illness. • Understand how medicines, vaccinations and immunisations support health, and how allergies can be managed. • Know when and how to seek help, including identifying trusted 	<p><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • Understand how lifestyle choices can positively or negatively affect health and wellbeing. • Recognise what makes a healthy, balanced diet, including the benefits of nutritious food and the risks of poor diet (e.g. obesity and tooth decay). • Understand the importance of good quality sleep and the effects of poor sleep on health, mood, behaviour and learning. 	<p><u>Moving On (Mental Wellbeing)</u></p> <ul style="list-style-type: none"> • Recognise personal strengths, qualities and achievements and how these support self-worth and wellbeing. • Develop strategies for managing change, setbacks and transitions, including moving schools. • Understand experiences such as loss, separation and bereavement and how they can affect emotions.

			<p>professionals who help people stay healthy.</p> <ul style="list-style-type: none"> ● Explain a range of ways to maintain a healthy lifestyle. 	<p>online may not always be trustworthy.</p> <ul style="list-style-type: none"> ● Know how and when to seek help from trusted adults and emergency services, including how to contact 999. ● Understand basic strategies for staying safe and healthy, including sun safety, road safety and safe use of medicines and household products. 	<p>make informed choices about food, fitness and wellbeing.</p>	<p>adults in and outside school.</p>	<ul style="list-style-type: none"> ● Use food and drink labels to identify basic nutritional information. 	<ul style="list-style-type: none"> ● Use problem-solving and self-care strategies, including relaxation techniques, to support wellbeing during change. <p><u>Mental Health & Online Safety (Internet Safety & Mental Wellbeing)</u></p> <ul style="list-style-type: none"> ● Understand the benefits and risks of time spent online and the impact of online content on wellbeing. ● Recognise why some social media platforms and games are age-restricted. ● Understand that the internet has many benefits but users may be targeted as consumers online. 						
Relationships	<p>Ten Ten Module 2: Created to love others Unit 1: Religious Understanding Unit 2: Religious Understanding</p>	<p>Ten Ten Module 1: Created and Loved by God Unit 3: Emotional well-being Unit 4 : Life Cycles</p>	<p>Ten Ten Module 2: Created to love others Unit 2: Personal relationship Unit 3: Keeping Safe</p>	<p>Ten Ten Module 1 Created and loved by God Unit 3: Emotional well-being Unit 4: Life Cycles</p>	<p>Ten Ten Module 2: Created to love others Unit 2: Personal relationship</p>	<p>Ten Ten Module 1: Created and loved by God Unit 3: Emotional well-being Created to live in Community Unit 1: Religious Understanding</p>	<p>Module 2: Created to love others Unit 3: Life online</p>	<p>Ten Ten Module 1: Created and loved by God Unit 3: Emotional Well-Being Unit4: Life Cycles</p>						
Living in the Wider World	<p><u>Accidents and Prevention</u></p> <ul style="list-style-type: none"> ● Understand what an accident is and how they can happen. ● Identify safe and unsafe places to play and act accordingly. ● Follow and contribute to rules for games, including taking part in simple class votes to agree them. 		<p><u>THE ENVIRONMENT</u></p> <ul style="list-style-type: none"> ● Recognise ways in which human activity can harm the local and global environment. ● Understand how individuals and communities can help care for and protect the environment. ● Identify simple actions they can take at home and school to support sustainability. 		<p><u>SPECIAL DAYS</u></p> <ul style="list-style-type: none"> ● Learn about a range of festivals and celebrations from different cultures and beliefs. ● Recognise and respect the diversity of traditions within communities. ● Share learning through presentations, assemblies or displays. 		<p><u>WHERE DO THINGS COME FROM?</u></p> <ul style="list-style-type: none"> ● Understand where products come from and the concept of Fairtrade. ● Recognise that consumer choices can impact people, communities and the environment. ● Develop awareness of ethical and environmental considerations when making buying decisions. 		<p><u>Local Community – Shared Responsibilities</u></p> <ul style="list-style-type: none"> ● Value the different roles and contributions people and groups make within the community. ● Understand shared responsibility for caring for the environment at home, school and in the wider community. ● Recognise how everyday choices (e.g. reduce, reuse, recycle, food choices) impact the environment. ● Understand the school's role in supporting and protecting the environment. 		<p><u>Working Together & Aspirations (Respectful Relationships & Careers)</u></p> <ul style="list-style-type: none"> ● Work collaboratively towards shared goals and understand how teamwork can create positive change. ● Develop key enterprise skills for future careers, including communication, teamwork and negotiation. ● Listen respectfully to others, express concerns confidently and resolve disagreements through negotiation. <p><u>Media Literacy & Digital Resilience (Internet Safety &</u></p>		<p><u>Democracy and Decisions (Responsible Citizenship)</u></p> <ul style="list-style-type: none"> ● Understand the role of government and Parliament. ● Explain how government and Parliament work to make and implement decisions. <p><u>Media (Internet Safety & Harms)</u></p> <ul style="list-style-type: none"> ● Recognise what is appropriate to share online and understand rules around sharing images. ● Understand how media content (text and images) can be manipulated or misleading and develop 	

								<p>Harms)</p> <ul style="list-style-type: none"> ● Assess the reliability of online information and make safe, informed choices from search results. ● Understand how information and data are shared and used online, including for commercial purposes. 	<p>strategies to identify misinformation.</p> <ul style="list-style-type: none"> ● Explore current media campaigns and how content can be targeted and images altered. ● Design a positive media campaign aimed at children.
Summer	Health and well-being	<p>Developing Skills</p> <ul style="list-style-type: none"> ● Recognise personal growth and how skills and abilities develop over time. ● Understand and apply basic hygiene routines to keep themselves clean and healthy. 	<p>Keeping Safe</p> <ul style="list-style-type: none"> ● Understand that household products, including medicines, can be harmful if not used correctly. ● Recognise how medicines can support health and that some people need to take them regularly. ● Know and follow basic rules for staying safe at home and online. ● Develop awareness of how to keep themselves safe in everyday situations, including online environments. 	<p>About My Body</p> <ul style="list-style-type: none"> ● Understand how the human body works and can be cared for. ● Identify similarities and differences between males and females, including naming main body parts (including external genitalia). ● Recognise that people may hold gender stereotypes and understand that these can be challenged. ● Develop respect for individuality and understand that everyone can choose their own interests and activities. 	<p>Basic First Aid & Keeping Safe</p> <ul style="list-style-type: none"> ● Understand school health and safety rules and basic first aid procedures. ● Know how to seek help in emergencies, including making a clear 999 call if needed. ● Recognise risks in everyday situations and begin to consider how to manage them. ● Understand that bacteria and viruses can affect health and that good hygiene helps prevent their spread. ● Describe what risk is and how it can influence choices and decisions. 	<p>Growing and Changing</p> <ul style="list-style-type: none"> ● Understand that puberty brings emotional and physical changes, including mood swings and strong feelings. ● Learn basic facts about puberty and recognise that these changes are normal. ● Begin to express feelings appropriately, including in writing <p>Drug Education & Healthy Choices</p> <ul style="list-style-type: none"> ● Understand the effects of smoking and how it can harm health. ● Develop the ability to make safe and informed decisions about smoking. ● Begin to understand what is meant by a balanced lifestyle, including healthy choices that support wellbeing. 	<p>Puberty (Changing Adolescent Body & Mental Wellbeing)</p> <ul style="list-style-type: none"> ● Identify external genitalia and internal reproductive organs in males and females. ● Understand the key physical and emotional changes that occur during puberty. ● Recognise the importance of maintaining good personal hygiene during puberty. <p>Drug Education & Being Safe</p> <ul style="list-style-type: none"> ● Understand that there are legal (e.g. alcohol, tobacco, energy drinks) and illegal drugs, and that all carry risks. ● Know basic facts about the effects, risks and legal consequences of drug use. ● Develop assertiveness skills to resist peer pressure and make safe choices. 	<p>Puberty and Relationships (Respectful Relationships, Online Safety & Mental Wellbeing)</p> <ul style="list-style-type: none"> ● Explore positive and negative ways of communicating in relationships. ● Understand the importance of communication and seeking permission/consent. ● Know when it is appropriate to share personal or private information in relationships. ● Understand that there is nothing they should be afraid to ask and that it is important to seek help and advice when needed. 	
	Relationships	<p>Ten Ten Module 3: Created to live in community Unit 1: Religious Understanding Unit 2: Loving in the wider world.</p>	<p>Ten Ten Module 2: Created to love others Unit 3: Keeping Safe Module 3: Created to live in community Unit 1: Religious Understanding</p>	<p>Ten Ten Module 3: Created to live in Community Unit 1: Religious Understanding</p>	<p>Ten Ten Module 3: Created to live in Community Unit 1: Religious Understanding Unit 2: Living in the wider world</p>	<p>Ten Ten Module 3: Created to love others Unit 1: Religious Understanding Unit 3: Keeping Safe</p>	<p>Ten Ten Module 3: Created to live in Community Unit 1: Religious Understanding Unit 2: Living in the wider world</p>	<p>Ten Ten Module 2: Created to love others Unit 4: Keeping Safe</p>	<p>Ten Ten Module 3: Created to live in community Unit 1: Religious Understanding Unit 2: Living in the wider world</p>
	Living in the Wider World	<p>Co-operative Learning</p> <ul style="list-style-type: none"> ● how to contribute to the life of the classroom ● to help construct, and agree to follow, group and class rules and to understand how these rules help them 	<p>Looking After Myself</p> <ul style="list-style-type: none"> ● Understand basic road safety and how to stay safe near roads. 	<p>Global Food (Responsible Citizenship)</p> <ul style="list-style-type: none"> ● Understand where different foods come 	<p>Aspirations (Economic Wellbeing & Careers)</p> <ul style="list-style-type: none"> ● Recognise personal strengths, achievements and set 	<p>Aspirations (Careers & Mental Wellbeing)</p> <ul style="list-style-type: none"> ● Recognise and challenge career and 	<p>What Makes a Democracy? (Responsible Citizenship)</p>	<p>Money and Me (Economic Wellbeing)</p> <ul style="list-style-type: none"> ● Understand the role money plays in people's 	

		<ul style="list-style-type: none"> • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • that they belong to various groups and communities such as family and school • that money comes from different sources and can be used for different purposes, including the concept of spending and saving. • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. 	<ul style="list-style-type: none"> • Recognise the role of emergency services and how they help keep people safe. 	<p>from, including global supply chains.</p> <ul style="list-style-type: none"> • Begin to discuss ethical issues linked to food production and supply. 	<p>simple goals for future development.</p> <ul style="list-style-type: none"> • Understand that there is a wide range of jobs and careers, and that people may change careers during their lives. <p><u>Managing Money (Economic Wellbeing)</u></p> <ul style="list-style-type: none"> • Use simple methods (e.g. receipts, lists, diaries) to track spending and saving. • Understand why keeping financial records supports informed choices. • Identify different ways to pay, including cash, cards and online payments. 	<p>gender stereotypes in the workplace.</p> <ul style="list-style-type: none"> • Understand that career choices should be based on interests, values, strengths and personal qualities rather than stereotypes. • Identify factors that may influence career decisions, including family experiences and societal assumptions. <p><u>Managing Money (Economic Wellbeing)</u></p> <ul style="list-style-type: none"> • Understand that spending decisions are influenced by needs, wants and priorities. • Recognise the purpose and benefits of using bank accounts and similar financial services. • Understand that borrowing money means it must be paid back, often with consequences. • Consider factors that influence decisions to save, spend or borrow money. • Reflect on reasons for borrowing and how financial decisions may affect feelings. 	<ul style="list-style-type: none"> • Understand how local democracy works. • Identify the key features of a democratic system. <p><u>Money (Economic Wellbeing & Responsible Citizenship)</u></p> <ul style="list-style-type: none"> • Compare prices and recognise what represents good value for money. • Understand that spending choices can impact people and the environment (e.g. Fairtrade, single-use plastics, charity). • Make informed financial decisions to use money effectively. • Work collaboratively on a simple marketing project. 	<p>lives and its impact on feelings and wellbeing.</p> <ul style="list-style-type: none"> • Develop awareness of enterprise skills and what it means to be enterprising. • Begin to understand key financial concepts including interest, loans, debt and tax. <p><u>Aspirations, Work and Career (Careers & Economic Wellbeing)</u></p> <ul style="list-style-type: none"> • Recognise that jobs are paid differently and that some people choose voluntary (unpaid) work. • Identify personal interests and possible future career ideas. • Understand a range of career routes, including college, apprenticeship and university. • Develop awareness of different jobs and how work can help achieve life and financial goals.
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