

## OA Suffolk Curriculum Map – PSHE/RSE – KS2

### Skills and Knowledge

Units & Term	Ages 8-9	Ages 9-10	Ages 10 - 11
<b>1.1 Being Me In My World</b>	<ul style="list-style-type: none"> <li>• Know how individual attitudes and actions make a difference to a class</li> <li>• Know about the different roles in the school community</li> <li>• Know their place in the school community</li> <li>• Know what democracy is (applied to pupil voice in school)</li> <li>• Know that their own actions affect themselves and others</li> <li>• Know how groups work together to reach a consensus</li> <li>• Know that having a voice and democracy benefits the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> <li>•</li> </ul> <p><b><u>Vocabulary</u></b>  <i>Education, Appreciation, Opportunities, Goals Motivation, Vision, Hopes, Challenge, Rights Responsibilities, Citizen, Denied, Empathise Refugee, Persecution, Conflict, Asylum, Migrant, Rights, Wealth, Poverty, Responsibilities, Prejudice, Citizen, Privilege Deprive, Rights, Responsibilities, Rewards Consequences, Choices, Learning Charter, Rights, Responsibilities, Rewards, Consequences, Cooperation, Collaboration</i></p>	<ul style="list-style-type: none"> <li>• Know how to set goals for the year ahead</li> <li>• Understand what fears and worries are</li> <li>• Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>• Know about the lives of children in other parts of the world</li> <li>• Know that personal choices can affect others locally and globally</li> <li>• Understand that their own choices result in different consequences and rewards</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>

<p><b>1.2 Celebrating Differences</b></p>	<ul style="list-style-type: none"> <li>• Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>• Know there are influences that can affect how we judge a person or situation</li> <li>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>• Know what to do if they think bullying is, or might be taking place</li> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>• Know that first impressions can change</li> </ul>	<ul style="list-style-type: none"> <li>• Know what culture means</li> <li>• Know that differences in culture can sometimes be a source of conflict</li> <li>• Know what racism is and why it is unacceptable</li> <li>• Know that rumour spreading is a form of bullying on and offline</li> <li>• Know external forms of support in regard to bullying e.g., Childline</li> <li>• Know that bullying can be direct and indirect</li> <li>• Know how their life is different from the lives of children in the developing world</li> <li>•</li> </ul> <p><b><u>Vocabulary</u></b></p> <p><i>Culture, Conflict, Difference, Similarity, Belong Culture wheel, Racism, Colour, Race Discrimination, Bullying, Rumour, Name-calling, Racist, Homophobic, Continuum Developing world, Racism, Discrimination Direct and indirect bullying</i></p>	<ul style="list-style-type: none"> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that being different could affect someone's life</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> <li>• Know that difference can be a source of celebration as well as conflict</li> </ul>
<p><b>2.1 Dreams &amp; Goals</b></p>	<ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are</li> <li>• Know that hopes and dreams don't always come true</li> </ul>	<ul style="list-style-type: none"> <li>• Know that they will need money to help them to achieve some of their dreams</li> <li>• Know about a range of jobs that are carried out by people I know</li> </ul>	<ul style="list-style-type: none"> <li>• Know their own learning strengths</li> <li>• Know how to set realistic and challenging goals</li> <li>• Know what the learning steps are they need to take to achieve their goal</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• Know how to make a new plan and set new goals even if they have been disappointed</li> <li>• Know how to work out the steps they need to take to achieve a goal</li> <li>• Know how to work as part of a successful group</li> <li>• Know how to share in the success of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Know that different jobs pay more money than others</li> <li>• Know that young people from different cultures may have different dreams and goals</li> <li>• Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>• Know ways that they can support young people in their own culture and abroad</li> </ul> <p><b><u>Vocabulary</u></b>  <i>Dream, Hope, Goal, Feeling, Achievement  Money, Grown up, Adult, Lifestyle, Job  Career, Profession, Money, Salary,  Contribution, Society, Dream, Hope, Job,  Career, Goal, Determination, Perseverance  Motivation, Aspiration, Sponsorship'  Communication, cooperation</i></p>	<ul style="list-style-type: none"> <li>• Know a variety of problems that the world is facing</li> <li>• Know how to work with other people to make the world a better place</li> <li>• Know some ways in which they could work with others to make the world a better place</li> <li>• Know what their classmates like and admire about them</li> </ul>
<p><b>2.2 Healthy Me</b></p>	<ul style="list-style-type: none"> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know which friends they value most</li> <li>• Know that there are leaders and followers in groups</li> <li>• Know that they can take on different roles according to the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Know the health risks of smoking</li> <li>• Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• Know basic emergency procedures including the recovery position</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to take responsibility for their own health</li> <li>• Know how to make choices that benefit their own health and well-being</li> <li>• Know about different types of drugs and their uses</li> </ul>

	<ul style="list-style-type: none"> <li>• Know the facts about smoking and its effects on health</li> <li>• Know some of the reasons some people start to smoke</li> <li>• Know the facts about alcohol and its effects on health, particularly the liver</li> <li>• Know some of the reasons some people drink alcohol</li> <li>• Know ways to resist when people are putting pressure on them</li> <li>• Know what they think is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to get help in emergency situations</li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</li> <li>• Know what makes a healthy lifestyle</li> </ul> <p><b>Vocabulary</b>  <i>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure Media, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image Media, Social media, Celebrity, Altered Self-respect, Comparison, Body image Eating problem, Debate, Opinion, Fact Choices, Healthy lifestyle, Motivation Eating disorder, Respect, Pressure,</i></p>	<ul style="list-style-type: none"> <li>• Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>• Know that some people can be exploited and made to do things that are against the law</li> <li>• Know why some people join gangs and the risk that this can involve</li> <li>• Know what it means to be emotionally well</li> <li>• Know that stress can be triggered by a range of things</li> <li>• Know that being stressed can cause drug and alcohol misuse</li> </ul>
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<p><b>3.1 Relationships</b></p>	<ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy</li> <li>• Know that jealousy can be damaging to relationships</li> <li>• Know that loss is a normal part of relationships</li> <li>• Know that negative feelings are a normal part of loss</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Know that change is a natural part of relationships/ friendship</li> <li>• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>• Know that belonging to an online community can have positive and negative consequences</li> <li>• Know that there are rights and responsibilities in an online community or social network</li> <li>• Know that there are rights and responsibilities when playing a game online</li> <li>• Know that too much screen time isn't healthy</li> <li>• Know how to stay safe when using technology to communicate with friends</li> </ul> <p>Vocabulary. Characteristics, Personal qualities, attributes Self-esteem</p>	<ul style="list-style-type: none"> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> </ul>
<p><b>3.2 Changing Me</b></p>	<ul style="list-style-type: none"> <li>• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> </ul> <p>Know that babies are made by a sperm joining with an ovum</p> <ul style="list-style-type: none"> <li>• Know the names of the different internal and external body parts that are needed to make a baby</li> </ul>	<ul style="list-style-type: none"> <li>• Know what perception means and that perceptions can be right or wrong</li> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that sexual intercourse can lead to conception</li> <li>• Know that some people need help to conceive and might use IVF</li> </ul>	<ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Know how being physically attracted to someone changes the nature of the relationship</li> <li>• Know the importance of self-esteem and what they can do to develop it</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how the female and male body change at puberty</li> <li>• Know that personal hygiene is important during puberty and as an adult</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>• Know that change can bring about a range of different emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Know that becoming a teenager involves various changes and also brings growing responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>
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**OA Suffolk Curriculum Map – PSHE/RSE – KS3/4**

**Skills and Knowledge**

<b>Qualifications</b>	<b>Level 1 NCFE Award In RSHE</b>				
	<b>Level 2 Award</b>				
	<b>Level 2 Certificate</b>				
<b>Units &amp; Term</b>	<b>Ages 11-12</b>	<b>Aged 12-13</b>	<b>Aged 13-14</b>	<b>Aged 14-15</b>	<b>Aged 15-16</b>

<p><b>1.2 Being Me In My World</b></p>	<p><b><i>NCFE - 1. Understand how I manage influences on my relationships</i></b></p> <p>1.1-Identify internal and external influences in my life 1.3 Give examples of things that might influence my behaviour online 1.4 Explain how to maintain positive relationships with others both online and offline 1.5 State how to report online risks</p>	<p><b>NCFE – 1: Understand how to identify influences and differences and use these positively in my relationships</b></p> <p>1.1 Explain how personal beliefs can influence someone’s self-identity 1.2 Give examples of some of the influences on people’s self-identity 1.3 Give examples of different people’s beliefs about the importance of marriage 1.4 Give an example of how respecting someone’s right to hold opinions different from mine could benefit a relationship</p>	<p><b>NCFE - 1. Understand how the choices I make and the risks I take impact on my health and relationships</b></p> <p>1.1 Differentiate between the influences that could impact positively and negatively on self-identity 1.2 Discuss the links between a person’s self-esteem and risky behaviour choices 1.3 Apply my knowledge about risk to suggest ways to keep myself safe</p>	<p><b>NCFE - 1. Understand how to be safe in my online and offline relationships</b></p> <p>1.1 Describe scenarios in which online activity could lead to risk and harm 1.2 Assess factors that make behaviour safer or less safe online and offline 1.3 Describe the steps I can take to keep myself and others safe online and offline</p>	<p><b>NCFE - 1. Understand some of the rights and responsibilities that affect me, including preserving life and helping others</b></p> <p>1.1 Provide information on key legislation affecting relationships 1.2 Explain the law relating to online activity and young people, including law relating to sexually explicit content 1.3 Describe how someone could take responsibility in an emergency situation requiring first aid</p>
<p><b>1.2 Celebrating Differences</b></p>	<p><b><i>NCFE - 2. Understand how respect impacts on relationships</i></b></p> <p>2.1 Describe what the Equality Act says about ‘protected characteristics’</p>	<p><b><i>NCFE - 2. Understand how respect and equality, or the lack of these, affects relationships</i></b></p> <p>2.1 Give examples of social 2.2 Describe how prejudice</p>	<p><b>NCFE - 2. Understand how prejudice, discrimination and bullying can arise and how these can affect mental health</b></p>	<p>2.1 Define what equality means in the UK 2.2 Explain how being treated unequally can affect a person’s physical and mental wellbeing</p>	<p><b>NCFE - 2. Understand what I need to do to achieve successful health, relationships and life goals</b></p> <p>2.1 Plan the steps I need to take to help me achieve my goals</p>

	<p>2.2 Describe how bullying might involve prejudice and/or discrimination</p> <p>2.3 Explain why stereotyping isn't helpful</p> <p>2.4 Give examples of prejudice and/or discrimination that have affected different groups of people</p>	<p>and discrimination can be challenged#</p> <p>2.3 Explain how making a positive contribution to a community can support someone's mental wellbeing</p>	<p>2.1 Discuss how prejudice or discrimination may lead to bullying or violence</p> <p>2.2 Differentiate between behaviours that are bullying and those that are not</p> <p>2.3 Explain how someone could get help if they were being bullied through the Internet or social media</p> <p>2.4 Describe the links between either discrimination or bullying and mental ill-health</p>	<p>2.3 Describe ways that some people campaign for equality</p>	<p>2.2 Discuss the skills needed to help maintain healthy, happy relationships</p> <p>2.3 Assess skills which can be developed to make achieving goals more likely</p>
<p><b>2.1 Dreams &amp; Goals</b></p>	<p><b><i>NCFE - 3. Understand that the choices I make affect my relationships, health and future</i></b></p> <p>3.1 Identify some of my dreams and goals</p> <p>3.2 Explain how responsible choices enable me to move towards my dreams and goals</p> <p>3.3 Give an example of when a risky or unsafe choice could affect a person's dreams and goals</p>	<p><b><i>NCFE - 3. Understand that choices I make now can affect my future</i></b></p> <p>3.1 Give examples of when money can be a positive or a negative factor in a person's life</p> <p>3.2 Identify some employability skills I am developing</p> <p>3.3 Explain how my online activity could both positively and negatively affect my future</p>	<p><b>NCFE - 3. Understand my own mental health and how to recognise signs of mental ill-health in myself and others</b></p> <p>3.1 Explain how body image and mental health are linked</p> <p>3.2 Explain why it is important to be discerning as a media consumer</p> <p>3.3 Describe examples of mental ill-health</p>	<p><b>NCFE - 3. Understand how relationships and being part of a community can support people</b></p> <p>3.1 Describe how relationships can support people in achieving their goals</p> <p>3.2 Describe a scenario in which blood, organ or stem cell donation may bring benefit to the donor and recipient</p> <p>3.3 Demonstrate how my understanding of physical</p>	<p><b>NCFE - 3. Understand the importance of sexual and reproductive health</b></p> <p>3.1 Outline the range of ways people can maintain their sexual and reproductive health</p> <p>3.2 Explain facts relating to pregnancy (including miscarriage) and choices people have in relation to pregnancy</p> <p>3.3 Describe where to go for confidential advice and</p>



	3.4 Demonstrate how to respond in a situation requiring first aid		3.4 Give an example of how people can plan for their healthy future	health can help me plan a successful future	help concerning sexual and reproductive health
<b>2.2 Healthy Me</b>	<p><b><i>NCFE - 4. Understand how to be healthy</i></b></p> <p>4.1 Explain why people need to take responsibility for their health 4.2 Describe techniques some people could use to manage their emotions 4.3 State some of the changes that happen in the body when it experiences stress 4.4 Explain some ways to manage stress 4.5 Give examples of healthy and less healthy lifestyle choices</p>	<p><b><i>NCFE - 4. Understand how to manage risks to my health and wellbeing</i></b></p> <p>4.1 Identify some of the influences that could impact negatively on a person's mental and physical health 4.2 Explain how different substances can affect health 4.3 Describe how to resist peer pressure when it could lead to unwanted risk 4.4 Demonstrate ways to help me stay healthy</p>	<p><b><i>NCFE - 4. Understand how substances can affect wellbeing</i></b></p> <p>4.1 Explain ways that I can look after my body to help prevent disease/promote good health 4.2 Assess the various risks in scenarios involving different substances 4.3 Explain some of the laws relating to substance use and misuse 4.4 Explain how mental health problems and substance misuse are linked 4.5 Demonstrate how to respond in an emergency situation requiring first aid</p>	<p><b><i>NCFE - 4. Understand how to take responsibility for my health and for preventing future health problems</i></b></p> <p>4.1 Explain a range of threats to health and how these can be prevented 4.2 Explain how I could enhance my own physical health 4.3 Explain how people can maintain good sexual health once they become sexually active</p>	<p><b><i>NCFE - 4. Understand that relationships are influenced by personal identity</i></b></p> <p>4.1 Discuss some ways a school community could support inclusion and equalities so that everyone's personal identity is respected, including their gender identity and sexual orientation 4.2 Discuss a range of relationship scenarios where there is a power imbalance and how this affects those involved 4.3 Discuss how different people consider their readiness for sexual intimacy</p>

<p><b>3.1 Relationships</b></p>	<p><b>NCFE - 5. Understand what can make a relationship healthy or unhealthy</b></p> <p>5.1 Describe behaviours that help make relationships healthy 5.2 Describe attitudes that help make relationships healthy 5.3 Describe behaviours that could make relationships unhealthy 5.4 Describe attitudes that could make relationships unhealthy 5.5 Explain why being discerning is important to people’s wellbeing 5.6 Give examples of skills people can use to stay happy and healthy in their relationships</p>	<p><b>NCFE - 5. Understand how to recognise and manage the internal and external influences on my relationships</b></p> <p>5.1 Show how the media (including social media) could influence how I feel about myself 5.2 Show how the media (including social media) could influence my relationships with others, positively or negatively 5.3 Identify relationship skills that are helpful for me to know and practise 5.4 Identify signs of coercive control in a relationship 5.5 Describe how people can get support if they are in controlling relationships</p>	<p><b>NCFE 5. Understand that respect and choice underpin healthy intimate relationships</b></p> <p>5.1 Discuss the choices people have when considering starting a sexual relationship 5.2 Describe the purpose of the law on sexual consent 5.3 Explain how people can keep themselves safe within an intimate/sexual relationship</p>	<p><b>NCFE - 5. Understand the importance of love, trust and respect in intimate relationships and what can happen when these are missing</b></p> <p>5.1 Compare the benefits and challenges of different types of longterm relationships, including marriage 5.2 Assess whether all healthy relationships need love involved in them 5.3 Explain how the media portrayal of relationships can affect people’s expectations of their own relationships</p>	
<p><b>3.2 Changing Me</b></p>	<p><b>NCFE – 6. Understand the range of changes which are preparing me for adulthood</b></p> <p>6.1 Describe the range of changes people may experience during puberty 6.2 Explain why</p>	<p><b><i>NCFE - 6. Understand factors that can make an intimate relationship happy and healthy</i></b></p> <p>6.1 Describe the human sexual response including sexual attraction</p>	<p><b>NCFE - 6. Understand how change can affect mental health</b></p> <p>6.1 Describe scenarios in which people develop resilience to cope with</p>	<p><b>NCFE - 6. Understand that change can feel positive and negative</b></p> <p>6.1 Identify changes in society that could affect people’s perceptions of relationships</p>	

	<p>developing a positive body image is important 6.3 Describe how a baby can be conceived and born 6.4 Outline the most important things I would need to consider when thinking about having my own children</p>	<p>6.2 List things people can do to help an intimate relationship with another person be positive 6.3 Identify behaviours that can make an intimate relationship unhealthy or harmful 6.4 Identify where I can access support and help if I am concerned about a relationship issue</p>	<p>emotionally challenging situations 6.2 Identify skills that help me manage change positively 6.3 Explain ways people can get help with mental health problems</p>	<p>6.2 Reflect on when I have coped positively with change 6.3 Explain how changes in families can affect people's relationships in the present and the future</p>	
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