



## **Curriculum Overview PSHE (Personal, Social, Health and Economic Education), RSHE (Relationships, Sex and Health Education) and Wellbeing Curriculum**

### **DFE requirements**

Bunny School teaches RSHE within a wider programme of PSHE education. We have used a framework called SCARF which has carefully planned content to cover the PSHE Association's Programmes of Study and Wellbeing programme.

### **RELATIONSHIPS EDUCATION**

#### **Statutory Requirement – Families and People who care for me**

1. That families are important for children growing up because they can give love, security and stability
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.
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
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.

5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
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.

**Statutory Requirement – Caring Friendships**

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support if needed.

**Statutory Requirement – Respectful, Kind Relationships**

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

**Statutory Requirement – Online Safety and awareness**

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

**Statutory Requirement – Being Safe**

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

## HEALTH AND WELLBEING EDUCATION

### Statutory Requirement –General Wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

### Statutory Requirement – Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

## Curriculum Map for PSHE (Personal, Social, Health and Economic Education), RSHE (Relationships, Sex and Health Education) and Wellbeing Curriculum

3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

### Statutory Requirement – Physical Health and Fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous exercise
3. The risks associated with an inactive lifestyle (including obesity)
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

### Statutory Requirement – Healthy Eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

### Statutory Requirement – Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Statutory Requirement – Health protection and Prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Statutory Requirement – Personal safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Statutory Requirement – Basic First Aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Statutory Requirement –Developing bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

### Range of Opportunities

#### Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The following information demonstrates which statements from the Bunny School's Early Years Curriculum are prerequisite skills for PSHE / RSHE and Wellbeing within the national curriculum

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Relationships and Health Education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

#### **Three and Four-Year-Olds (Nursery)**

##### **Communication and Language**

- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.

##### **Personal, Social and Emotional Development**

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested

#### **Reception**

##### **Communication and Language**

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

##### **Personal, Social and Emotional Development**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.

#### **ELG**

##### **Communication and Language: Listening, Attention and Understanding**

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

##### **Communication and Language: Speaking**

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

##### **Personal, Social and Emotional Development: Self Regulation**

- Show an understanding of their own

Curriculum Map for PSHE (Personal, Social, Health and Economic Education), RSHE (Relationships, Sex and Health Education) and Wellbeing Curriculum

<p>to them.</p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	<p>feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b><u>Personal, Social and Emotional Development: Managing Self</u></b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b><u>Personal, Social and Emotional Development: Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to</li> </ul>
---	--	--

Curriculum Map for PSHE (Personal, Social, Health and Economic Education), RSHE (Relationships, Sex and Health Education) and Wellbeing Curriculum

<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school days successfully:             <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul> <p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrates special times in different ways.</li> </ul>	<p>adults and friendships with peers.</p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> </ul> <p><b><u>Physical Development: Gross Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b><u>Understanding the World: Past and Present</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>
---	---	--

Curriculum Map for PSHE (Personal, Social, Health and Economic Education), RSHE (Relationships, Sex and Health Education) and Wellbeing Curriculum

Due to the curriculum organisation at Bunny C of E Primary School a 1 year rolling cycle is in place for children in Nursery and Reception

Willow Class – Nursery and Reception

Autumn	Spring	Summer
<p><b>Me and my relationships</b> What makes me special People close to me Getting help</p> <p><b>Valuing difference</b> Similarities &amp; difference Celebrating difference Showing kindness</p>	<p><b>Being my best</b> Keeping my body healthy – food, exercise, sleep Growth Mindset</p> <p><b>Growing and changing</b> Cycles Life stages Girls &amp; boys – similarities &amp; difference</p>	<p><b>Rights and respect</b> Looking after things: friends, environment, money</p> <p><b>Keeping safe</b> Keeping my body safe Safe secrets &amp; touches People who help to keep us safe</p>

Curriculum Map for PSHE (Personal, Social, Health and Economic Education), RSHE (Relationships, Sex and Health Education) and Wellbeing Curriculum

Due to the curriculum organisation at E Bunny C of Primary School a 2 year rolling cycle is in place for children in Key Stage One and Key Stage Two

Cycle A 2025/2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Chestnut</b>	<b>Keeping safe (y2)</b> Safe & unsafe secrets Appropriate touch Medicine safety	<b>Keeping safe (y1)</b> How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	<b>Me and my relationships (y2)</b> Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	<b>Me and my relationships (y1)</b> Feelings Getting help Classroom rules Special people Being a good friend	<b>Rights and respect (y2)</b> Cooperation Self-regulation Online safety Looking after money – saving & spending	<b>Valuing difference (y1)</b> Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help
<b>Oak</b> (In Spring term undertaking One Goal Mental Health champion training)	<b>Being my best (y4)</b> Having choices & making decisions about my health Taking care of my environment My skills & interests	<b>Rights and respect (y3)</b> Cooperation Self-regulation Online safety Looking after money – saving & spending	<b>Me and my relationships (y3)</b> Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	<b>Keeping safe (y3) /One goal MH Champions</b> Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	<b>Valuing difference (y3)</b> Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	<b>Growing and changing (y4)</b> Body changes during puberty Managing difficult feelings Relationships inc. marriage
<b>Hawthorn</b>	<b>Me and my relationships (y5)</b> Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	<b>DAaRT (Links to Keeping safe)</b>	<b>Rights and respect (y6)</b> Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	<b>Being my best (y6)</b> Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	<b>Valuing difference (y6)</b> Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	<b>Growing and changing (y5)/ RSE</b> Managing difficult feelings Managing change How my feelings help keeping safe Getting help

Curriculum Map for PSHE (Personal, Social, Health and Economic Education), RSHE (Relationships, Sex and Health Education) and Wellbeing Curriculum

Cycle B 2026/2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Chestnut</b></p>	<p><b>Being my best (y1)</b> Growth Mindset Healthy eating Hygiene &amp; health Cooperation</p>	<p><b>Keeping safe (y2)</b> Safe &amp; unsafe secrets Appropriate touch Medicine safety</p>	<p><b>Me and my relationships (y1)</b> Feelings Getting help Classroom rules Special people Being a good friend</p>	<p><b>Rights and respect (y2)</b> Cooperation Self-regulation Online safety Looking after money – saving &amp; spending</p>	<p><b>Growing and changing (y1)</b> Getting help Becoming independent My body parts Taking care of self &amp; others</p>	<p><b>Valuing difference (y2)</b> Being kind &amp; helping others Celebrating difference People who help us Listening Skills</p>
<p><b>Oak</b> (In Spring term undertaking One Goal Mental Health champion training)</p>	<p><b>Being my best (y3)</b> Keeping myself healthy &amp; well Celebrating &amp; developing my skills Developing empathy</p>	<p><b>Rights and respect (y4)</b> Making a difference (different ways of helping others or the environment) Media influence &amp; digital literacy Decisions about spending money</p>	<p><b>Me and my relationships (y3)</b> Cooperation Online rules &amp; restrictions Online behaviours Friendship (respectful relationships) Coping with loss</p>	<p><b>Keeping safe (y4)</b> Managing risk inc. online Understanding the norms of drug use (cigarette &amp; alcohol use) Influences Online safety &amp; behaviours</p>	<p><b>Valuing difference (y4)</b> Recognising &amp; celebrating difference (inc. religions &amp; cultural difference) Understanding &amp; challenging stereotypes</p>	<p><b>Growing and changing (y3)</b> Changing bodies &amp; puberty Keeping safe Safe &amp; unsafe secrets Relationships, inc. online</p>
<p><b>Hawthorn</b></p>	<p><b>Me and my relationships (y6)</b> Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p><b>Keeping safe (y5/6)</b> Understanding emotional needs Staying safe online Digital footprint Drugs: norms &amp; risks (inc. the law)</p>	<p><b>Rights and respect (y5)</b> My health rights, respect &amp; duties Making a difference Decisions about lending, borrowing &amp; spending Media manipulation Artificial Intelligence</p>	<p><b>Being my best (y5)</b> Growing independence &amp; taking ownership Keeping myself healthy Media awareness &amp; safety My community</p>	<p><b>Valuing difference (y5)</b> Recognising &amp; celebrating difference, inc. religions &amp; cultural Critical digital awareness Online Bullying &amp; self esteem</p>	<p><b>Growing and changing (y6)/ RSE</b> Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem</p>