

PRSE Long-term Map Overview - John Blow Primary School

Updated 29th July 2023

What is PRSE?

For the 2023-2024 academic year, we will be enhancing our RSE curriculum to incorporate personal development opportunities. Our school vision highlights the importance of relationships forming the foundations for learning and striving to be the best we can be; this will be supported through the delivery of a Personal, Relationships and Sex Education curriculum. We will continue to utilise the Talking Books Scheme to deliver the curriculum and explore key themes and strands; this will be enhanced through assembly themes, class assemblies and whole class discussions as and when opportunities arise.

PRSE is the study and understanding of ourselves and co-existing in a society made up of people with varying beliefs, life-styles and cultures. We learn how to respect each human in spite and despite our differences. We engage in discussions about healthy living, emotions, growing up, problems, problem solving, safety and how we can better look after the world that we are a part of.

Curriculum intent

At John Blow Primary School, RSE and the teaching of RSE is the foundation of our curriculum and our school ethos. Our main aim is to ensure every single child develops an awareness of self and their community, and progress in the areas of speaking, listening and upholding our core school values.

PRSE at John Blow is taught daily, even out of lessons, and is at the cornerstone of the entire curriculum and at the heart of our school. It is embedded within all our lessons and we will strive for a high level of RSE and social awareness for all children. Through using high-quality texts as the Talking Points scheme, immersing children in inclusive and open dialogue through speaking or the utilisation of the arts, and ensuring new curriculum expectations, the progression of objectives are met. This will not only enable them to become primary literate but will also develop deep empathy, listening and sharing skills.

At John Blow, our vision is for creativity to be at the helm of our RSE curriculum and for children to learn new skills in a fun and engaging way.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear objectives and knowledge progression. This ensures that vocabulary, objectives, skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At John Blow Primary School:

- RSE units are blocked to allow children to focus on developing their knowledge and skills, studying each unit in depth underpinned by progression year on year.
- We have developed a progression of objectives, with each year group, which enables pupils to build on and develop their skills each year. This is supported with specific vocabulary and objectives for each topic.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous year groups as well as previous lessons.

Long Term Plan

EYFS

	Managing Self ELG	Self-regulation ELG	Listening, Attention and Understanding ELG
Elm Class	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
	Building Relationships ELG	People, Culture and Communities ELG	Speaking ELG
	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>

Year 1

		Autumn Term	Spring Term	Summer Term
Pine Class	Talking Point foci Year 1 Scheme (hyperlinked)	Families and people who care for me Understanding me, Understanding groups, Understanding others 1. Who is in my family? a. Love is a family – Roma Downey 2. Who are my important people? a. Under the Love Umbrella 3. What makes a person? a. Whoever you are 4. What makes me happy? a. Augustus and his smile 5. What does sad feel like? a. My Yellow Balloon 6. Why do we have rules? a. Bella's Rules 7. Is it kind or unkind? a. Thank you, Omu 8. Is teasing ever okay? a. Tease Monster Additional discussion opportunities - The Ugly Duckling	Respectful relationships, Looking after me 1. What should I do if I don't like it? a. No Means No 2. What does worry feel like? a. The Huge Bag of Worries 3. How do I keep safe? a. No Dragons for Tea 4. What should I do in an emergency? a. George's Dragon at the Fire Station 5. When should I wash my hands? a. I don't want to wash my hands 6. Why are teeth important? a. The Tooth Book 7. What should I do with money? a. A Chair for Mother Additional discussion opportunities - Zone of safety - Body autonomy - Swedish proverb – “Worry often gives a small thing a big shadow” - Risk assessments - 999 roleplay opportunities during circle time/class assemblies	Understanding me 1. What did I need as a baby? a. The Baby's Catalogue 2. How can I be more grown up? a. Peter's Chair 3. Do I always have to be the best? a. Giraffe's Can't Dance Additional discussion opportunities - Moving on – preparing for transition - Reflection on the year - Something I am looking forward to - What am I good at? - All About Me transition document - Exploring emotions + strategies to support regulation
	Key vocabulary	Thrive, stable, respect, manners, courteous, sadness, rules, kindness, boundaries, tease	Boundaries, loneliness, worry, safe, risk, emergency, germs, tooth decay, saving	Emotional needs, physical needs, pride, jealousy
	Key knowledge	Families give love and stability Families offer protection and care in times of difficulty Our families should make us feel stable It is okay to speak about worries that you have about your family or family members It is okay to be different from others Treat others with respect Sadness is an emotion linked to other emotions such as worry or loneliness Rules are important and help to keep us safe Boundaries in friendships are the same in real life and online	Understand what it means to give permission Understand that it is normal to worry and identify ways to help overcome any worries Know why not to call 999 unless it is an emergency Know how to call 999 in an emergency Know how to wash hands correctly Know how to brush teeth correctly Know what we need money for in everyday life	Know what babies need Understand what things humans need to survive Understand the difference between emotional and physical needs Know that not being good as something is not a failure

Year 2

		Autumn Term	Spring Term	Summer Term
Oak Class	Talking Point foci Year 2 Scheme (hyperlinked)	Looking after me, Understanding me, Understanding others, Understanding groups 9. Why should I exercise? a. Get up and go! 10. What if I don't like vegetables? a. I will never ever never eat a tomato 11. Are medicines always good? a. Doctor Molly's Medicine Case 12. Can I stop myself being ill? a. Do not lick this book 13. What does angry feel like? a. In my heart 14. How do I make you feel? a. The selfish crocodile 15. Is it right or wrong? a. When a dragon comes to stay 16. How can I compromise? a. The Steves Additional discussion opportunities <ul style="list-style-type: none"> - Explore food labels and nutritional content - Explore what 'catch it, bin it, kill it' means - Reactions to incidences – what is a proportionate response? 	Understanding groups, Looking after me 8. What are rights and responsibilities? a. We are all born free 9. How do I contribute? a. Farmer Duck 10. How can I save the planet? a. Here we are 11. Where could my money come from? a. My rows and piles of coins b. The Tooth Book 12. What should I do with money? a. A Chair for Mother Additional discussion opportunities <ul style="list-style-type: none"> - Greta Thunberg - Explore different emotions (building on from Autumn Term sessions) 	Looking after me 4. Do I know my body? a. Me and my amazing body 5. What does private really mean? a. My body! What I say goes! 6. Who can I trust? a. Never talk to strangers 7. Should I keep a secret? a. Ruby's Worry 8. Am I safe online? a. Webster's email 9. What should I aim for? a. The Dinosaur Department Store Additional discussion opportunities <ul style="list-style-type: none"> - Body autonomy - Zone of safety - Online safety -
	Key vocabulary	Regular, exercise, mental health, physical health, calories, protein, carbohydrates, medicine, personal hygiene, germs, bacteria, virus, anger, respectful relationship, courtesy, compromise	Responsibilities, rights, loyalty, self-esteem, conservation,	penis, vagina, permission, personal space, personal boundary, secret, aim
	Key knowledge	Know what regular exercise means and the benefits of this Understand what constitutes a healthy diet Know that there are different forms of medicines Understand the importance of personal hygiene Understand that anger is normal emotion Develop a range of strategies for dealing with anger e.g. counting to 10 or breathing exercises Know what constitutes a respectful relationship Understand what constitutes a healthy friendship Know how to compromise and negotiate to overcome any friendship issues	Understand that we all have rights which are given by law Know why rights and responsibilities are important Recall important people in their lives who help to keep them safe Understand how contributing to a cause develops self-esteem and self-respect Identify ways to conserve the planet Associate money with work including chores around the home	Know the names of external body parts Use the scientific names for sexual organs Know the difference between appropriate and inappropriate touch Know the difference between a surprise and a secret Recall examples of trusted adults Know to never go anywhere alone with someone they don't know, even if they are an adult in a trusted position (e.g. doctor) Understand that it isn't right to keep a secret if it means someone else isn't safe Know how to close internet tabs if they don't like what they see Set a target for the future

Year 3

		Autumn Term	Spring Term	Summer Term
Beech Class	Talking Point foci Year 3 Scheme (hyperlinked)	Looking after me, Understanding others 17. What can affect my health? a. Gregory, The Terrible Eater 18. What is a balanced lifestyle? a. Crab and Whale 19. What is Health and Safety? a. Look Out at Home! 20. How does smoking damage my health? a. Smoking Stinks! 21. Who can help me be safe? a. Come and Tell Me 22. What is restorative justice? a. Two Monsters Additional discussion opportunities <ul style="list-style-type: none"> - Design a healthy meal/lifestyle plan - Mindfulness and meditation activities - Dynamic risk assessments – assessing risks - Risk assessment around school – link to our school value - Explore the restorative justice stems we use in school and role play examples of using these 	Understanding me, Understanding groups, Understanding others, Looking after me 13. What are my rights and responsibilities? a. The Day the Crayons Quit 14. What happens if I break a rule? a. I did it, I'm sorry 15. Why should I tell the truth? a. The Boy Who Cried Bigfoot 16. What does honesty really mean? a. A Bike Like Sergio's 17. What do I do when my friends are sad? a. The Hug 18. Who do my actions affect? a. Fergal is Fuming! Additional discussion opportunities <ul style="list-style-type: none"> - Explore global issues and link to rights and responsibilities – use Newsround as a starting point for discussions - Explore different emotions (building on from Autumn Term sessions) - Explore different emotions and what these look like in others - Cause and effect linked to environmental issues 	Understanding me, Looking after me, Understanding groups 10. What are my relationship rights and responsibilities? a. The Go-Away Bird 11. How do I raise my concerns? a. The Lion Inside 12. What's a community? a. In the swamp by the light of the moon 13. How can we be different? a. Horace and Morris but mostly Dolores 14. Who else lives in my region? a. Through my Window 15. Who else lives in the UK? a. My Two Grannies Additional discussion opportunities <ul style="list-style-type: none"> - Body autonomy - Zone of safety - Online safety - Safeguarding procedures in school – explore the safeguarding team and ask any questions they have - Cultures around the world – start with Spain and link to Spanish learning - Where have you been in the world? - Explore global issues - Newsround
	Key vocabulary	Physical and mental health, self-care, risky, restorative justice	Rights and responsibilities, consequence, apologise, honesty, cause and effect	Friendship, concern, worry, safeguarding, community, equality
	Key knowledge	Understand that staying health includes physical and mental health Understand the benefits of self-care Know that health and safety is thinking about everything in the environment that could cause harm to others Know the legal age for buying tobacco is 18 years Know the impact of smoking on our bodies Identify trusted adults in their lives who can keep them safe Understand the key principles of restorative justice and how it can help people	Understand that all children have the same rights and responsibilities Discuss the importance of fulfilling our responsibilities in society Understand the importance of apologising and accepting consequences for our actions Understand the importance of telling the truth and being honest Explore strategies to help someone who is upset Understand the cause and effects of our actions	Understand what constitutes a healthy relationship (friendship) Identify a safety network of people children can share a concern or worry with Know the importance of sharing concerns or worries even if they are regarding a family member Identify different communities that the children are part of Understand why communities are important Know that we are all different on the outside but the same on the inside Identify what makes them proud of where they live Understand that the UK is made up of lots of different communities and cultures and discuss the importance of these

Year 4

		Autumn Term	Spring Term	Summer Term
Ash Class	Talking Point foci Year 4 Scheme (hyperlinked)	Understanding me, Understanding others 23. What's that feeling I have? a. The Bear, The Piano, The Dog and The Fiddle 24. What do I do when my friend is cross? a. I Hate Everything 25. How do I compromise? a. The Squirrels Who Squabbled 26. How do I do emergency first aid? a. Charlie is Broken 27. Am I at risk? a. Not Lost 28. How do I stay safe online? a. Chicken Clicking Additional discussion opportunities <ul style="list-style-type: none"> - Emotion scales - Invite Mrs Haywood in to discuss first aid - Health and safety walk around the school environment - Dynamic risk assessments - Road safety - Water safety 	Understanding me, Understanding groups, Understanding others, Looking after me 19. Am I safe on my mobile phone? a. Diary of Elle – Elle gets a new phone 20. What can I do about negative thoughts? a. Your mind is like the sky 21. Should I own up? a. David Gets in Trouble 22. Is it okay to hug? a. Miles is the boss of his body 23. What's an aspiration? a. Stardust 24. What is enterprise? a. Ruby's Wish Additional discussion opportunities <ul style="list-style-type: none"> - What is bullying? / What isn't bullying? - Explore NHS's 5 Ways to Wellbeing ideas - Body autonomy - Zone of safety - Hopes and dreams 	Understanding me, Looking after me, Understanding groups 16. What worries me in the world? a. The King who banned the dark 17. What is discrimination? a. Along came a different 18. What does it mean to be anti-social? a. The Bad Seed 19. How do I support my community? a. What can a citizen do? 20. What's a volunteer? a. A castle on Viola Street 21. Can I volunteer or help others? a. The Red Bicycle Additional discussion opportunities <ul style="list-style-type: none"> - Explore global issues – Newsround - Identify ways to support the community – fundraising opportunity as a class
	Key vocabulary	Loneliness/isolation, anger, compromise, respect, risk	Bullying, mental health/physical health, honesty, permission, aspiration, enterprise	Worry, anti-social, discrimination, prejudice, community, citizen, society, British Values, volunteer,
	Key knowledge	Understand a range of emotions including isolation and loneliness Develop a range of strategies to deal with different emotions Identify ways to calm down when feeling angry or upset Understand what constitutes a healthy friendship Know what to do in an emergency Understand the seriousness of making false 999 calls Know how to deal with common injuries including head injuries Know how to risk assess to identify potential dangers Understand how to report anything they see online that they don't like Know boundaries for online behaviour	Understand what bullying is and the different forms Know that positive friendships are built on kindness Understand the importance of mental health and wellbeing Identify ways to support mental wellbeing and what to do if help is required Understand the importance of owning up to something and how this forms an integral part of respectful relationships Know that we must always seek permission before we touch someone else Identify an aspirational target for the future Understand that nothing can stop us from achieving our goals as long as there is a path to get there	Know that worry is a normal human emotion that we all experience sometimes Understand that some things are out of our control and this means we should try to not worry about them Discuss the effects of anti-social behaviour Identify what communities we are part of and the benefits of these Recall the British Values and discuss their importance in modern society Understand what discrimination is and our responsibility for standing up to it even as bystanders Understand why people volunteer and the positive impacts of doing so

Year 5

		Autumn Term	Spring Term	Summer Term
Maple Class	Talking Point foci Year 5 Scheme (hyperlinked)	Understanding me, Understanding others, Looking after me 29. Can I set goals for me? a. Harold and the purple crayon 30. How does alcohol damage my health? a. Daddy doesn't have to be a giant anymore 31. Can my mind get ill? a. Silly Billy 32. How do I make a choice? a. The Storm Whale 33. Should my heart rule my head? a. Oliver and Patch 34. Why is change so scary? a. The Koala Who Could Additional discussion opportunities <ul style="list-style-type: none"> - What have you achieved during your time at John Blow? - Role play with decision making scenarios 	Understanding me, Looking after me, Understanding groups 25. What is peer pressure? a. The Story of Ferdinand 26. What if I am uncomfortable? a. Let the children march 27. What is loss? a. Grandad's Island 28. Is my relationship unhealthy? a. Just Kidding 29. What's a relationship commitment? a. King and King 30. What's a stereotype? a. I'm a girl! Additional discussion opportunities <ul style="list-style-type: none"> - Role play peer pressure examples and ways to overcome this - Explore emotions - Explore times when we have experienced grief/loss - Discuss different stereotypes and challenge these - Body autonomy - Zone of safety 	Understanding groups, Understanding me, Looking after me 22. What is prejudice? a. The Sneetches 23. How do I challenge someone's view? a. How to be a lion 24. What is debt? a. Tight Times 25. Who pays tax and what does it do? a. Taxes, Taxes – Where the money goes 26. Who chooses who runs our country? a. Granddaddy's Turn 27. Can I save money and the environment? a. Joseph had a little overcoat Additional discussion opportunities <ul style="list-style-type: none"> - Explore protected characteristics - Discuss different leadership models from around the world - Explore key political issues and pledges (particularly during an election year)
	Key vocabulary	Goal, ambition, mental wellbeing, choice/decision, consequence, change	Peer pressure, bullying, loss/grief, permission, commitment, stereotype, gender	Prejudice, debt, loan, tax, public services, democracy, recycling
	Key knowledge	Identify goals and understand the positive impact that they can have on an individual Know that alcohol is a legal drug and that you must be 18 to purchase it Understand the impact of alcohol on the body (short-term and long-term) Gain an understanding of cause and effect and link this to consequences Recognise when I need to ask for help to look after my mental and physical health Develop an understanding of the importance of mental wellbeing Understand that there are often pros and cons when making a decision and we need to weigh these up when making them Know that change will happen to us whether we like it or not / Develop ways to deal with our emotions when change happens	Understand what peer pressure is and how it can affect us Know that friendships should be built on mutual respect, truthfulness, trust, respect, support and positive feelings Know the importance of reporting concerns and standing up and speaking out Understand that sadness, grief and anger are all normal emotions when we lose something or someone Know the importance of seeking and giving permission in a relationship Understand what constitutes a healthy relationship and what to do if this is not the case Know the different ways we can commit to a relationship Discuss the features of an unhealthy relationship and the consequences of these Understand what stereotypes are and the impact they can have	Know what prejudice is and the impact it has on others Know our role in society of standing up against prejudice Understand how to seek advice and support from our safety networks if we are worried about someone's views or actions Understand the difference between good and bad debt Understand that taxes are used to fund our public services Know the main political parties in the UK Understand the importance of voting and exercising our rights as adults to do so Understand different ways to recycle including upcycling

Year 6

		Autumn Term	Spring Term	Summer Term
Willow Class	Talking Point foci Year 6 Scheme (hyperlinked)	Understanding me, Understanding others, Looking after me 35. How should I manage my money? a. A New Coat for Anna 36. How do drugs damage my health? a. My Big Sister Takes Drugs 37. What affects my mental health? a. After the Fall 38. Will sad things happen to me? a. The See Saw 39. How do I break a habit? a. But it's just a game 40. Should I give into peer pressure? a. Little Cloud Additional discussion opportunities <ul style="list-style-type: none"> - Discuss the importance of taking legal drugs and how to do this safely - Explore the NHS's 5 Ways to Wellbeing - Explore and discuss different emotions and what these look like – develop children's empathy skills 	Understanding groups 31. If it happens all the time does it mean it is right? a. The Magic Pencil 32. What if I get dared? a. I Dare You Additional discussion opportunities <ul style="list-style-type: none"> - What constitutes a healthy friendship? - Explore emotions - Setting targets - Knowing my strengths and areas for development - Preparing for transition - Challenge stereotypes - Explore peer pressure role play opportunities 	During the Summer Term, the children will engage in a summative unit which incorporates all strands of prior learning and focuses on the sex strand of the curriculum. A copy of the MTP including a link to a Padlet is available by clicking here . -
	Key vocabulary	Budget, addiction, grief and loss, peer pressure,	Morals, dare,	See additional planning
	Key knowledge	Understand what budgeting is and why it is important (including links to mental wellbeing) Identify items that would require budgeting for Understand the risks associated with taking drugs Know that mental wellbeing is a normal part of life Understand how and when to seek advice for mental health support Understand the different emotions associated with grief and loss Identify ways to seek help when feeling overwhelmed by our emotions Understand what peer pressure is and the risks associated with this Recall the features of a healthy relationship/friendship Understand what addiction is and identify ways to break a habit	Understand how to speak up about a concern Identify actions which are morally wrong Know who they can turn to when they need support – support networks Understand that getting dared is a type of peer pressure	A Microsoft Form assessing key knowledge and vocabulary is available here

Impact

Sustained learning and transferrable PRSE skills will be taught and assessed using a variety of measures including pupil voice discussions, quizzes and scrutiny of work.

We aim that by the end of KS2 all of our children have made considerable progress from their starting points in EYFS with key themes and strands of the curriculum understood and verbalised by the children.

With the implementation of Talking Points, all children have the opportunity to listen, be listened to and engage actively in dialogue and stories that enhance their social awareness.

Our children also become more confident, fluent speakers and listeners as they realise the importance of community, personal autonomy and respect as a result.

As all aspects of RSE are an integral part of the curriculum, cross-curricular writing standards are improved and skills taught during RSE lessons are transferred into other subjects.

Assessment of key knowledge and vocabulary will be completed at the end of each term; these will be submitted to the subject leader to support the monitoring the impact of the curriculum. Below is an example of an assessment grid:

Year 4 – Autumn Term PRSE key knowledge

	Key knowledge									Key vocabulary			
	Understand a range of emotions including isolation and loneliness	Develop a range of strategies to deal with different emotions	Identify ways to calm down when feeling angry or upset	Understand what constitutes a healthy friendship	Know what to do in an emergency/ Understand the seriousness of making false 999	Know how to deal with common injuries including head injuries	Know how to risk assess to identify potential dangers	Understand how to report anything they see online that they don't like	Know boundaries for online behaviour	Loneliness/isolation	Anger	Compromise	Risk
Joe Bloggs													
Jill Bloggs													

Additional opportunities explored as a class:

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For overview of Key stage 1 and 2 Guidance, please see Talking Points Whole School, Guidance Coverage KS1 and 2

The teaching staff of John Blow School, collaboratively collated this, and supporting documents.

This curriculum is underpinned by the best practice and research guidance from the work of Mary Myatt, Marc Hayes, Twinkl, Focus Education and Oak Academy.

Our intent is to breathe life into the philosophy of education of our school: it is purpose enacted.

Our intent is for our whole curriculum is:

Balanced: promoting intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.

Rigorous: to develop intra-disciplinary habits of mind; integrating the subject's knowledge and skills into a coherent whole.

Coherent: to make explicit connections and links between the different subjects/experiences encountered.

Vertically integrated: It focuses on progression by sequencing knowledge; provides clarity about what getting better at the subject means.

Appropriate: by matching levels of challenge to a pupil's current level of maturity/knowledge.

Focused: The curriculum is manageable by teaching the most important knowledge; identifying big ideas or key concepts within a subject.

Relevant: we sought to connect the valued outcomes of a curriculum to the pupils being taught; providing opportunities for our pupils to make informed choices.