



# St Charles RC Primary School

## PSHE & RSE Curriculum Map

### 2026-2027



| Term   | Nursery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Autumn | <p><b>Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 1: Religious Understanding</p> <p><b>Module 2:</b><br/><b>Created to love others</b><br/>Unit 2: Personal Relationships</p> <p><i>Enjoys the company of other children and wants them.</i></p> <ul style="list-style-type: none"> <li>• Begin to be more outgoing with unfamiliar people and show more confidence in new social situations.</li> <li>• Select and use resources with help.</li> <li>• Play with at least one other child, giving cues in play.</li> <li>• Begin to find solutions to conflicts (i.e. sharing with others)</li> <li>• Follow simple class rules.</li> <li>• Develop a sense of responsibility within the class.</li> <li>• To settle at a self-chosen activity for a period of time, to play with</li> </ul> | <p><b>Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 1: Religious Understanding</p> <p><b>Module 1:</b><br/><b>Created and Loved by God</b><br/>Unit 3: Emotional Well-being</p> <ul style="list-style-type: none"> <li>• Recognise that they belong to different communities and social groups.</li> <li>• Talk freely about their own home and community.</li> <li>• Seeks out a familiar adult for comfort, help and assistance.</li> <li>• See themselves as a valuable individual.</li> </ul> | <p><b>Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 1: Religious Understanding</p> <p><b>Emotions and Me</b><br/><b>Knowing Me, Knowing My Feelings</b><br/>Name and understand a range of feelings<br/>Recognise uniqueness, likes, dislikes and needs<br/>Express views respectfully and listen to others</p> <p><b>Module 2:</b><br/><b>Created to love others.</b><br/>Unit 1: Religious Understanding</p> | <p><b>Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 1: Religious Understanding</p> <p><b>Emotions and Me</b><br/><b>Feelings and Families</b><br/>Feelings can affect behaviour<br/>Strategies for strong feelings and distraction<br/>Change, loss and asking for help</p> <p><b>Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 3: Emotional Well-Being</p> <p><b>Our Relationships</b><br/><b>Making and Breaking Friendships</b><br/>Permission and resisting pressure<br/>Cooperation, sharing and conflict<br/>Bullying and kindness online</p> | <p><b>LKS2 Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 1: Religious Understanding</p> <p><b>Emotions and Me</b><br/><b>Emotions, Feelings and Peer Pressure</b><br/>Recognise a wider range and intensity of emotions<br/>Understand feelings and behaviour<br/>Strategies to calm, focus and support wellbeing</p> <p><b>LKS2 Module 2:</b><br/><b>Created to love others</b><br/>Unit 1: Religious Understanding</p> <p><b>Our Relationships</b><br/><b>Different Families and Friendships</b><br/>Understand and respect different families<br/>Families provide love, care and safety</p> | <p><b>LKS2 Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 1: Religious Understanding</p> <p><b>Emotions and Me</b><br/><b>Mental Wellbeing and Relationships</b><br/>Different types of relationships<br/>Healthy friendship, loneliness and inclusion<br/>Family change, loss and grief</p> <p><b>LKS2 Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 3: Emotional Well-Being</p> <p><b>Our Relationships</b><br/><b>Diversity, Friendships and Boundaries</b><br/>Identity, diversity and respect<br/>Assertive communication and boundaries<br/>Secrets, trusted adults and persistent help-seeking</p> | <p><b>Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 1: Religious Understanding</p> <p><b>Emotions and Me</b><br/><b>Looking After Our Wellbeing</b><br/>Habits that support wellbeing<br/>Recognise persistent difficult feelings<br/>When and how to seek support</p> <p><b>UKS2 Module 2:</b><br/><b>Created to love others</b><br/>Unit 1: Religious Understanding</p> <p><b>Our Relationships</b><br/><b>Stereotypes, Diversity and Relationships</b><br/>Healthy friendships and bullying<br/>Stereotypes, prejudice and discrimination<br/>Respectful</p> | <p><b>Module 1:</b><br/><b>Created and loved by God</b><br/>Unit 1: Religious Understanding</p> <p><b>Emotions and Me</b><br/><b>Feelings, Families and Staying Healthy Online</b><br/>Self-regulation strategies<br/>Worry, loneliness and events outside their control<br/>Targeted online content and digital habits</p> <p><b>UKS2 Module 1:</b><br/><b>Created and Loved by God</b><br/>Unit 3: Emotional Wellbeing</p> <p><b>Our Relationships</b><br/><b>Relationships, Bullying and Conflict Resolution</b><br/>Healthy, non-controlling friendships<br/>Peer influence and conflict<br/>Respectful online communication and resisting pressure</p> |
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| Spring | <b>Module 2:<br/>Created to love others</b><br>Unit 4: Religious Keeping Safe<br><br><b>Module 2:<br/>Created to love others</b><br>Unit 2: Personal Relationships<br><br><ul style="list-style-type: none"> <li>• Talk about their feelings (if they are happy or sad and why).</li> <li>• Play with more than one child, extending and elaborating play ideas.</li> <li>• Takes part in pretend play</li> <li>• Builds upon two way conversations (listening and responding to others).</li> <li>• Takes risks and tries new things.</li> </ul> | <b>Module 1:<br/>Created and Loved by God</b><br>Unit 2: Me, My Body, My Health<br><br><b>Module 3:<br/>Created to live in Community</b><br>Unit 1: Religious Understanding<br><br><ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Can talk about what they can do well and what they need help with.</li> <li>• Shows confidence choosing the resources they need for activities.</li> </ul> | <u><b>Keeping Ourselves Safe</b></u><br><b>How Can I Keep Myself Safe?</b><br><i>Everyday safety rules and hazards<br/>Road, rail and public-place safety<br/>Basic online safety, privacy and respectful communication</i><br><br><b>Module 2:<br/>Created to love others</b><br>Unit 4: Keeping Safe<br><br><u><b>Keeping Ourselves Healthy</b></u><br><b>Keeping Well and Clean</b><br><i>Hygiene, dental health and sleep<br/>Physical activity and healthy routines<br/>Healthy food/drink and people who help us</i> | <u><b>Keeping Ourselves Safe</b></u><br><b>Keeping Safe</b><br><i>Trusted adults and unsafe secrets<br/>Water safety and calling 999<br/>Online age limits, screen breaks and help-seeking</i><br><br><b>Module 2:<br/>Created to love others</b><br>Unit 3: Life Online | <b>LKS2 Module 2:<br/>Created to love others</b><br>Unit 2: Personal relationships<br><br><u><b>Keeping Ourselves Safe</b></u><br><b>Healthy Relationships and Keeping Safe</b><br><i>Public/private and privacy<br/>Permission/consent<br/>Online relationship risks and reporting concerns</i><br><br><b>LKS2 Module 2:<br/>Created to love others</b><br>Unit 3: Life Online | <u><b>Keeping Ourselves Safe</b></u><br><b>Media and Me</b><br><i>Positive/negative internet use<br/>Age restrictions and social media limits<br/>Unsafe online content and safer choices</i><br><br><b>Module 1:<br/>Created and loved by God</b><br>Unit 2: Me, My Body, My Health<br><br><u><b>Keeping Ourselves Healthy</b></u><br><b>Healthy Lifestyles and Getting Help</b><br><i>Balanced diet and healthy routines<br/>Illness and help-seeking<br/>Alcohol, nicotine, vaping and medicines</i> | <u><b>Keeping Ourselves Safe</b></u><br><b>Rights, Safety and Digital Resilience</b><br><i>Rules/laws and everyday risk<br/>Travel and environmental safety<br/>Online rights, privacy and location settings</i><br><br><b>UKS2 Module 2:<br/>Created to love others</b><br>Unit 3: Life Online<br><br><b>UKS2 Module 2:<br/>Created to love others</b><br>Unit 4: Keeping Safe<br><br><u><b>Keeping Ourselves Healthy</b></u><br><b>Healthy Lifestyles</b><br><i>Sleep and diet choices<br/>Effects and risks of legal drugs<br/>Drug laws and illegal drugs</i> | <u><b>Keeping Ourselves Safe</b></u><br><b>Media Literacy and Digital Resilience</b><br><i>Manipulated content and misinformation<br/>AI/chatbots and wellbeing<br/>Sharing, gaming, scams, fraud and help-seeking</i><br><br><b>UKS2 Module 2:<br/>Created to love others</b><br>Unit 2: Personal relationships<br><br><u><b>Keeping Ourselves Healthy</b></u><br><b>Healthy Lifestyles and Drug Education</b><br><i>Sun, infection, hygiene and vaccination<br/>Basic first aid and emergency calls<br/>Legal drugs, influences and support services</i><br><br><b>UKS2 Module 3:<br/>Created to live in community</b><br>Unit 1: Religious Understanding |
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| Summer | <p><b>Module 2:</b><br/>Created to love others<br/>Unit 3: Life Online</p> <p><b>Module 2:</b><br/>Created to love others<br/>Unit 4: Keeping Safe</p> <p><b>Module 3:</b><br/>Created to live in Community<br/>Unit 1: Religious Understanding</p> <p><b>Module 3:</b><br/>Created to live in Community<br/>Unit 2: Living in the wider world</p> <ul style="list-style-type: none"> <li>• Begin to understand the feelings of others and respond appropriately.</li> <li>• Help to find solutions to conflicts.</li> <li>• Follow rules without always needing reminding.</li> <li>• Engages in pretend play with different roles</li> <li>• Aware of similarities and differences between themselves and others and celebrates these.</li> </ul> | <p><b>Module 3:</b><br/>Created to live in Community<br/>Unit 1: Religious Understanding</p> <p><b>Module 3:</b><br/>Created to live in Community<br/>Unit 2: Living in the wider world</p> <p><b>Module 1:</b><br/>Created and Loved by God<br/>Unit 4: Life Cycles</p> <ul style="list-style-type: none"> <li>• To show resilience and perseverance in the face of challenge.</li> <li>• To identify and moderate their own feelings and emotions.</li> <li>• To manage their own needs.</li> <li>• To think about the feelings and perspectives of others.</li> <li>• As above and...</li> <li>• Help the children to talk about and reflect on their learning through self evaluation.</li> <li>• Help the children to set and achieve their own goals.</li> <li>• Provide strategies for calm behaviour</li> </ul> | <p><b>Our Money, Our Futures</b><br/><b>My Money</b><br/>What money is and what it is used for<br/>How people get and keep money safe<br/>Different ways of paying</p> <p><b>Module 3:</b><br/>Created to live in community<br/>Unit 1: Religious Understanding</p> | <p><b>Our Money, Our Futures</b><br/><b>Money and Jobs</b><br/>Saving/spending and needs/wants<br/>Strengths and interests<br/>Jobs, earning money and community roles</p> <p><b>Module 3:</b><br/>Created to live in community<br/>Unit 1: Religious Understanding</p> <p><b>Module 3:</b><br/>Created to live in community<br/>Unit 2: Living in the Wider World</p> | <p><b>Our Money, Our Futures</b><br/><b>Money, Strengths and Goals</b><br/>Saving/spending and payment methods<br/>Strengths and achievable goals<br/>Range of jobs and careers</p> <p><b>LKS2 Module 3:</b><br/>Created to live in community<br/>Unit 1: Religious Understanding</p> | <p><b>Our Money, Our Futures</b><br/><b>Money and Aspirations</b><br/>Influences on saving/spending<br/>Tracking and protecting money<br/>Career aspirations and challenging stereotypes</p> <p><b>LKS2 Module 3:</b><br/>Created to live in community<br/>Unit 1: Religious Understanding</p> <p><b>LKS2 Module 3:</b><br/>Created to live in community<br/>Unit 2: Living in the Wider World</p> | <p><b>Our Money, Our Futures</b><br/><b>Money and Enterprise</b><br/>Social/environmental impact of spending<br/>Teamwork and communication<br/>Negotiation, critical thinking and digital literacy</p> <p><b>UKS2 Module 2:</b><br/>Created to love others<br/>Unit 4: Keeping Safe</p> <p><b>UKS2 Module 3:</b><br/>Created to live in community<br/>Unit 1: Religious Understanding</p> | <p><b>Our Money, Our Futures</b><br/><b>My Money, My Career, My Future</b><br/>Money and wellbeing<br/>Salaries, voluntary work and career routes<br/>Future careers and changing opportunities</p> <p><b>Growing and Changing</b><br/><b>Puberty, Relationships and Transition</b><br/>Understanding physical and emotional changes during puberty, including menstruation<br/>Personal boundaries, consent and healthy relationships<br/>Preparing for transition to secondary school</p> <p><b>Year 6 Relationships Conference</b><br/><b>UKS2 Module 1:</b><br/>created and loved by God<br/>Unit 1: Religious Understanding<br/>Unit 2: Me, My Body, My Health<br/>Unit 4: Life Cycles</p> |
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|  |  | <i>(breathing, time in a quiet space).</i> <ul style="list-style-type: none"><li>• <i>Notices when they can improve their creations and sees this as learning and improving.</i></li></ul> |  |  | <b>LKS2 Module 3:<br/>Created to live in community</b><br>Unit 2: Living in the Wider World | <b>LKS2 Module 1:<br/>Created and loved by God</b><br>Unit 4: Life Cycles | Unit 2: Living in the Wider World | <b>Secondary transition</b> |
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TenTen curriculum  
Module 1: Created and loved by God  
Module 2: Created to love others  
Module 3: Created to live in the community

EYFS - PSED ARE by term