

## PSHE Whole School Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year N</b>	<b>Focus Areas</b>		<b>Making Relationships</b>		<b>Self Confidence/Awareness</b>		
		<b>Making Relationships</b>	<b>Self Confidence/Awareness</b>	<b>Self Confidence/Awareness</b>	<b>Managing Feelings/Behaviour</b>	<b>Managing Feelings/Behaviour</b>	<b>Managing Feelings/Behaviour</b>
		<b>1. 'Let's Play Shops'</b> <ul style="list-style-type: none"> <li>play in a group, extending and elaborating play ideas.</li> </ul> <b>2. 'Who's Playing?'</b> <ul style="list-style-type: none"> <li>initiate play, offering cues to peers to join in.</li> </ul> <b>3. 'It's Your Turn'</b> <ul style="list-style-type: none"> <li>respond to what others do and keep play going.</li> </ul>	<b>1. 'Good Friends'</b> <ul style="list-style-type: none"> <li>demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <b>2. 'Make Your Choice'</b> <ul style="list-style-type: none"> <li>select and use activities and resources with help.</li> </ul> <b>3. 'Odd Jobs'</b> <ul style="list-style-type: none"> <li>enjoy the responsibility of carrying out small tasks.</li> </ul>	<b>1. 'Chatterbox'</b> <ul style="list-style-type: none"> <li>talk confidently to other children when playing.</li> </ul> <b>2. 'Where I live'</b> <ul style="list-style-type: none"> <li>communicate freely about our own home and community.</li> </ul> <b>3. 'Can You Help?'</b> <ul style="list-style-type: none"> <li>show confidence in asking adults for help.</li> </ul>	<b>1. 'Well Done!'</b> <ul style="list-style-type: none"> <li>welcome and value praise for what we have done.</li> </ul> <b>2. 'A New Baby'</b> <ul style="list-style-type: none"> <li>be more outgoing towards unfamiliar people.</li> <li>be more confident in new social situations.</li> </ul> <b>3. 'Deaf Girl'</b> <ul style="list-style-type: none"> <li>begin to accept the needs of others.</li> </ul>	<b>1. 'Fair Shares'</b> <ul style="list-style-type: none"> <li>take turns and share resources, sometimes with support.</li> </ul> <b>2. 'The Pantomime?'</b> <ul style="list-style-type: none"> <li>adapt our behaviour to different events, social situations and changes in routine.</li> </ul>	<b>1. 'You Smell!'</b> <ul style="list-style-type: none"> <li>be aware of our own feelings and know that some actions and words can hurt others' feelings.</li> </ul> <b>2. 'A Waiting Game'</b> <ul style="list-style-type: none"> <li>usually be able to tolerate delay when our needs are not immediately met.</li> <li>understand that our wishes may not always be met.</li> </ul>
<b>Year R</b>	<b>Focus Areas</b>	<b>Making Relationships</b>	<b>Making Relationships</b>	<b>Making Relationships</b>	<b>Making Relationships</b>	<b>Making Relationships</b>	<b>Making Relationships</b>
		<b>Self Confidence/Awareness</b>	<b>Self Confidence/Awareness</b>	<b>Self Confidence/Awareness</b>	<b>Self Confidence/Awareness</b>	<b>Self Confidence/Awareness</b>	<b>Self Confidence/Awareness</b>
		<b>Managing Feelings/Behaviour</b>	<b>Managing Feelings/Behaviour</b>	<b>Managing Feelings/Behaviour</b>		<b>Managing Feelings/Behaviour</b>	<b>Managing Feelings/Behaviour</b>
		<b>1. 'Hide and Seek' <i>having heart!</i></b> <ul style="list-style-type: none"> <li>show sensitivity to others' needs and feelings.</li> <li>form positive relationships with adults and other children.</li> </ul> <b>2. 'Nan's House' <i>being smart</i></b> <ul style="list-style-type: none"> <li>talk about how we and others show feelings. <i>having heart!</i></li> <li>say why we like some activities more than others.</li> </ul> <b>3. 'I Like...' <i>being smart</i></b> <ul style="list-style-type: none"> <li>be confident to speak to others about our own needs, wants, interests and opinions.</li> </ul>	<b>1. 'Take the Plunge' <i>being smart</i></b> <ul style="list-style-type: none"> <li>be confident to try new activities.</li> <li>say when we do or don't need help.</li> </ul> <b>2. 'An Old Friend' <i>taking part</i></b> <ul style="list-style-type: none"> <li>initiate conversations, attend to and take account of what others say. <i>having heart</i></li> <li>show sensitivity to others' needs and feelings.</li> <li>form positive relationships with adults and other children.</li> </ul> <b>3. 'Me and You' <i>being smart</i></b>	<b>1. 'Rainy Days' <i>having heart!</i></b> <ul style="list-style-type: none"> <li>take account of one another's ideas about how to organise an activity. <i>being smart</i></li> <li>be confident to speak to others about our own needs, wants, interests and opinions.</li> <li>talk about our ideas. <i>taking part</i></li> <li>be confident to speak in a familiar group</li> </ul> <b>2. 'I Feel Poorly' <i>being smart</i></b> <ul style="list-style-type: none"> <li>ask appropriate questions of others.</li> </ul> <b>3. 'Clean and Tidy' <i>being smart</i></b>	<b>1. 'Family Fun'-<i>having heart!</i></b> <ul style="list-style-type: none"> <li>show sensitivity to others' needs and feelings.</li> <li>form positive relationships with adults and other children.</li> </ul> <b>2. 'One Gold Star' <i>being smart</i></b> <ul style="list-style-type: none"> <li>describe ourselves in positive terms and talk about our abilities.</li> </ul> <b>3. 'All Join In' <i>taking part</i></b> <ul style="list-style-type: none"> <li>explain our own knowledge and understanding.</li> </ul> <b>4. 'I'm Stuck' <i>being smart</i></b> <ul style="list-style-type: none"> <li>say when we do and don't</li> </ul>	<b>1. 'A Piece of Cake' <i>being smart</i></b> <ul style="list-style-type: none"> <li>ask appropriate questions of others.</li> <li>choose resources we need for our chosen activities.</li> </ul> <b>2. 'Busy Body' <i>having heart!</i></b> <ul style="list-style-type: none"> <li>take account of one another's ideas about how to organise an activity</li> </ul> <b>3. 'The New Pet' – <i>having heart</i></b> <ul style="list-style-type: none"> <li>talk about how we and others show feelings.</li> </ul> <b>4. 'Dressing Up' <i>being smart</i></b> <ul style="list-style-type: none"> <li>say when we do and don't need help.</li> </ul>	<b>1. 'E-Safety, Be Safe' <i>being smart</i></b> <ul style="list-style-type: none"> <li>say when we do and don't need help.</li> </ul> <b>2. 'Eid Mubarak!' <i>taking part</i></b> <ul style="list-style-type: none"> <li>explain our own knowledge and understanding. <i>having heart!</i></li> <li>show sensitivity to others' needs and feelings.</li> <li>form positive relationships with adults and other children.</li> </ul> <b>3. 'Playtime Games' <i>taking part</i></b> <ul style="list-style-type: none"> <li>play cooperatively, taking turns with others. <i>being smart</i></li> </ul>

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		<p><b>4. 'It's Your Turn' – where to start</b></p> <ul style="list-style-type: none"> <li>take steps to resolve conflicts with other children by finding compromises.</li> <li>play cooperatively, taking turns with others.</li> </ul> <p><b>5. 'What a Problem' where to start</b></p> <ul style="list-style-type: none"> <li>begin to be able to negotiate and solve problems without aggression.</li> </ul>	<ul style="list-style-type: none"> <li>describe ourselves in positive terms and talk about our abilities.</li> </ul> <p><b>4. 'Stick to the Rules' taking part</b></p> <ul style="list-style-type: none"> <li>work as part of a group or class and understand and follow the rules.</li> </ul>	<ul style="list-style-type: none"> <li>talk about our own and others' behaviour and its consequences.</li> </ul> <p><b>4. Bully Boy' being smart</b></p> <ul style="list-style-type: none"> <li>talk about our own and others' behaviour and its consequences.</li> </ul>	need help.		<ul style="list-style-type: none"> <li>talk about our own and others' behaviour and its consequences.</li> </ul> <p><b>4. 'Litter Bug!' taking part</b></p> <ul style="list-style-type: none"> <li>play cooperatively, taking turns with others.</li> <li>being smart</li> <li>be confident to speak to others about our own needs, wants, interests and opinions.</li> <li>where to start begin to be able to negotiate and solve problems without aggression.</li> </ul>
Year 1	Core Areas	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
		Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
		Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
		<p><b>1. Rules/ Expectations 1: 'We Expect'</b></p> <ul style="list-style-type: none"> <li>understand the reason why we have rules.</li> <li>understand rules as expectations.</li> <li>agree and follow rules for a group and the classroom.</li> <li>recognise why rules and expectations are important.</li> </ul> <p><b>2. Rules/ Expectations 2: 'Class Charter'</b></p> <ul style="list-style-type: none"> <li>understand the reason why we have rules/ expectations.</li> <li>know how to contribute to class life.</li> </ul> <p><b>3. Internet Safety: 'E-Safety'</b></p> <ul style="list-style-type: none"> <li>know that the internet can also be a negative place where online abuse,</li> </ul>	<p><b>1. Rules/Good Manners: 'How Rude!'</b></p> <ul style="list-style-type: none"> <li>learn about the conventions of courtesy and manners.</li> </ul> <p><b>2. Happiness: 'Smile!'</b></p> <ul style="list-style-type: none"> <li>know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>learn about making positive choices and how they can lead to happiness.</li> </ul> <p><b>3. Anger: 'Grrr!'</b></p> <ul style="list-style-type: none"> <li>know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,</li> </ul>	<p><b>1. Washing Hands: 'Meet Grub!'</b></p> <ul style="list-style-type: none"> <li>eradicate germs and the spread of diseases by washing hands.</li> <li>understand how germs spread infections and diseases.</li> </ul> <p><b>2. Healthy Eating 1: 'Vote Green!'</b></p> <ul style="list-style-type: none"> <li>know about where vegetables and fruit grow.</li> <li>make simple choices that improve our health and well-being e.g. healthy eating.</li> </ul> <p><b>3. Healthy Eating 2: 'Meat Eaters'</b></p> <ul style="list-style-type: none"> <li>understand the need for protein as part of a balanced diet.</li> <li>recognise which types of food are health.</li> </ul>	<p><b>1. Definition: 'A Bully Is'</b></p> <ul style="list-style-type: none"> <li>To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>know about bullies and bullying behaviour.</li> <li>understand that bullying is wrong.</li> </ul> <p><b>2. Unkindness: 'Blame Game'</b></p> <ul style="list-style-type: none"> <li>know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>understand that name-calling is hurtful and avoidable.</li> <li>take part in discussions</li> </ul>	<p><b>1. Kindness: 'Give a Little'</b></p> <ul style="list-style-type: none"> <li>recognise what is kind and unkind behaviour.</li> <li>understand that family and friends should care for each other</li> </ul> <p><b>2. Family 1: 'My Family'</b></p> <ul style="list-style-type: none"> <li>know that families are important for children growing up because they can give love, security and stability.</li> <li>recognise that family and friends should care for each other.</li> </ul> <p><b>3. Family 2: 'Special People'</b></p> <ul style="list-style-type: none"> <li>identify our special people and what makes them special.</li> </ul> <p><b>4. Caring: 'Talking to Plants'</b></p>	<p><b>1. Sun Safety: 'It's A Cover Up!'</b></p> <ul style="list-style-type: none"> <li>know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>understand the importance of sun safety.</li> <li>know how to keep safe in the sun.</li> </ul> <p><b>2. Road Safety: 'Green X Code'</b></p> <ul style="list-style-type: none"> <li>know rules for, and ways of, keeping safe, including basic road safety and about people who can help us to stay safe.</li> <li>develop an awareness of the Green Cross Code.</li> </ul> <p><b>3. Money 1: 'Grows on Trees?'</b></p> <ul style="list-style-type: none"> <li>Understand where money comes from.</li> </ul>

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	<p>trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> <li>• know that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• know the importance of using the internet safely.</li> <li>• know the importance of self-respect and how this links to personal happiness.</li> </ul> <p><b>4. Friendship 1: 'Forever Friends'</b></p> <ul style="list-style-type: none"> <li>• know the characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• develop positive relationships with peers.</li> <li>• recognise that family and friends should care for each other.</li> </ul> <p><b>5. Friendship 2: 'Make Friends'</b></p> <ul style="list-style-type: none"> <li>• know that in school and in wider society we can expect to be treated with respect by others, and that in turn we should show due respect to others, including those in positions of authority.</li> <li>• understand the importance of making friends.</li> <li>• identify and respect the</li> </ul>	<p>nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• recognise, name, manage and express feelings in a positive way.</li> </ul> <p><b>4. Feelings: 'How I Feel'</b></p> <ul style="list-style-type: none"> <li>• recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• recognise and communicate feelings to others.</li> <li>• share our views.</li> <li>• recognise, name and deal with our feelings in a positive way.</li> </ul> <p><b>5. Responses: 'You and Me'</b></p> <ul style="list-style-type: none"> <li>• know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• recognise and communicate feelings to others.</li> <li>• recognise, name and deal with our feelings in a positive way.</li> <li>• take part in discussions with one other person and the whole class.</li> </ul> <p><b>6. Opinions: 'I Think'</b></p> <ul style="list-style-type: none"> <li>• understand that it is</li> </ul>	<p><b>4. Healthy Eating 3: 'Party Time!'</b></p> <ul style="list-style-type: none"> <li>• apply our knowledge of healthy eating to plan a menu for a themed party.</li> <li>• make positive real-life choices.</li> <li>• improve one's choices.</li> </ul> <p><b>5. Physical Activity 1: 'Get Physical!'</b></p> <ul style="list-style-type: none"> <li>• understand the need for physical activity to keep healthy.</li> <li>• recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.</li> </ul> <p><b>6. Comparisons: 'All the Same'</b></p> <ul style="list-style-type: none"> <li>• know the importance of respecting others, even when they are very different from us (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>with the whole class.</p> <ul style="list-style-type: none"> <li>• recognise how their behaviour affects other people</li> </ul> <p><b>3. Behaviour 1: 'Bullying Is'</b></p> <ul style="list-style-type: none"> <li>• know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>• understand what is and what is not bullying behaviour.</li> <li>• recognise how their behaviour affects other people.</li> <li>• understand that bullying is wrong.</li> </ul> <p><b>4. Behaviour 2: '+ and -'</b></p> <ul style="list-style-type: none"> <li>• know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>• understand what is and what is not bullying behaviour.</li> <li>• recognise how their behaviour affects other people.</li> <li>• understand that bullying is wrong.</li> </ul> <p><b>5. Personal Safety: 'Secret Surprise'</b></p> <ul style="list-style-type: none"> <li>• know the difference between secrets and surprises.</li> <li>• understand when not to keep adults' secrets.</li> <li>• understand that it is acceptable to say no</li> </ul> <p><b>6. Emotional Safety: 'Getting Help'</b></p>	<ul style="list-style-type: none"> <li>• understand that people and other living things have needs and that we have responsibilities to meet them.</li> <li>• understand about responsibility to others.</li> </ul> <p><b>5. Lending/Borrowing: 'The Borrowers'</b></p> <ul style="list-style-type: none"> <li>• understand the concept of 'borrowing'.</li> <li>• show responsibility to others.</li> </ul> <p><b>6. Sharing: 'Share the Booty'</b></p> <ul style="list-style-type: none"> <li>• understand the importance of sharing.</li> <li>• know that everyone has a responsibility to consider the needs of others.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise notes and coins.</li> </ul> <p><b>4. Money 2: 'Coining It In!'</b></p> <ul style="list-style-type: none"> <li>• understand the role of money in our society.</li> </ul> <p><b>5. Money 3: 'Keep it Safe'</b></p> <ul style="list-style-type: none"> <li>• understand why it is important to keep money safe.</li> </ul>
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		<p>differences and similarities between people.</p> <p><b>6. Taking Turns: 'It's Your Turn!'</b></p> <ul style="list-style-type: none"> <li>take turns.</li> <li>agree and follow rules for a collaborative game.</li> </ul>	<p>important to share our opinions and to be able to explain our views.</p> <ul style="list-style-type: none"> <li>listen to other people and play and work co-operatively.</li> </ul>		<ul style="list-style-type: none"> <li>know where and how to seek support (including recognising the triggers for seeking support), including to whom in school we should speak if we are worried about our own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>know who to go to for help and advice.</li> </ul>		
<b>Year 2</b>	<b>Core Areas</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>
		<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>
		<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
		<p><b>1. Friendship 3: 'Hola! Bonjour!'</b></p> <ul style="list-style-type: none"> <li>know the importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>know some similarities and differences between people from different countries and the importance of cross-cultural friendship.</li> </ul> <p><b>2. Friendship 4: 'Share Alike'</b></p> <ul style="list-style-type: none"> <li>understand the importance of sharing as part of friendship and kindness.</li> </ul> <p><b>3. Fair and Unfair: 'It's Not Fair!'</b></p> <ul style="list-style-type: none"> <li>recognise what is fair and unfair.</li> </ul>	<p><b>1. Right and Wrong: 'In the Right'</b></p> <ul style="list-style-type: none"> <li>understand the difference between right and wrong.</li> </ul> <p><b>2. Family 1: 'My Family'</b></p> <ul style="list-style-type: none"> <li>know that families are important for children growing up because they can give love, security and stability.</li> <li>recognise that family and friends should care for each other.</li> </ul> <p><b>3. Aspirations: 'It's A Goal!'</b></p> <ul style="list-style-type: none"> <li>think about themselves, learn from experiences and recognise what they are good at.</li> <li>recognise choices that they can make and value their achievements.</li> <li>know how to set simple goals and targets for themselves</li> </ul> <p><b>4. Cooperation 1: 'Negotiation'</b></p>	<p><b>1. Keeping Clean 'Bath Time!':</b></p> <ul style="list-style-type: none"> <li>understand the importance of and reasons for bathing and showering.</li> <li>understand the importance of maintaining personal hygiene.</li> </ul> <p><b>2. Skin: 'Skinny Tips'</b></p> <ul style="list-style-type: none"> <li>understand the importance of and reasons for bathing and showering.</li> <li>understand the importance of maintaining personal hygiene.</li> </ul> <p><b>3. Dental Hygiene 1: 'Brushing Up!'</b></p> <ul style="list-style-type: none"> <li>understand the importance of effective teeth cleaning and good dental hygiene</li> </ul> <p><b>4. Dental Hygiene 2: 'Bright White'</b></p> <ul style="list-style-type: none"> <li>know how to take care of teeth, in addition to brushing.</li> </ul>	<p><b>1. Similarities and Differences: 'Boys V Girls'</b></p> <ul style="list-style-type: none"> <li>identify and respect similarities and differences between boys and girls.</li> <li>the process of growing from young to old.</li> </ul> <p><b>2. The Human Body: 'Body Bits'</b></p> <ul style="list-style-type: none"> <li>know the names for different parts of the body.</li> <li>recognise similarities and differences based on gender.</li> </ul> <p><b>3. Growing Up 'All Grown Up'</b></p> <ul style="list-style-type: none"> <li>know about the physical changes in our bodies as we grow.</li> <li>understand emotional changes as we grow up.</li> <li>know that we have rights over our own bodies.</li> </ul> <p><b>4. Changing Needs: 'I Need'</b></p>	<p><b>1. Behaviour 3: 'Help Me!'</b></p> <ul style="list-style-type: none"> <li>know how to ask for advice or help for ourselves or others, and to keep trying until we are heard.</li> <li>know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>understand who can help if someone is affected by bullying.</li> <li>understand that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying</li> </ul> <p><b>2. Behaviour: 'In My Shoes'</b></p> <ul style="list-style-type: none"> <li>understand that family and friends should care for each other.</li> </ul> <p><b>3. Teasing: 'Cry Baby!'</b></p> <ul style="list-style-type: none"> <li>understand strategies to cope with unfair teasing.</li> <li>understand that there are</li> </ul>	<p><b>1. Emotions: 'Mood Swings'</b></p> <ul style="list-style-type: none"> <li>understand a range of different feelings and emotions.</li> <li>understand that it is acceptable to feel a range of emotions.</li> <li>know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul> <p><b>2. Love: 'Three Little Words'</b></p> <ul style="list-style-type: none"> <li>understand the importance of love.</li> <li>recognise, name and deal with our feelings in a positive way</li> </ul> <p><b>3. Sadness: 'How to Cope'</b></p> <ul style="list-style-type: none"> <li>understand the importance understand and be aware of the</li> </ul>

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		<ul style="list-style-type: none"> <li>take part in discussions with the whole class.</li> </ul> <p><b>4. Our School: 'Common Goals'</b></p> <ul style="list-style-type: none"> <li>understand our role in the class community.</li> <li>know how to contribute to the life of the classroom.</li> </ul> <p><b>5. Belonging 1: 'I Belong'</b></p> <ul style="list-style-type: none"> <li>understand that we belong to various groups and communities.</li> </ul> <p><b>6. Belonging 2: 'Join Our Club!'</b></p> <ul style="list-style-type: none"> <li>develop a sense of belonging in the wider community.</li> </ul> <p><b>7. Staying Safe: 'I don't know you!'</b></p> <ul style="list-style-type: none"> <li>know how to respond safely and appropriately to adults we may encounter (in all contexts, including online) whom we do not know.</li> </ul>	<ul style="list-style-type: none"> <li>recognise the importance of listening to other people.</li> <li>understand the importance of being able to work cooperatively.</li> <li>understand the concept of negotiation.</li> </ul> <p><b>5. Cooperation 2: 'Want to Play'</b></p> <ul style="list-style-type: none"> <li>recognise the importance of listening to other people.</li> <li>understand the importance of being able to play and work cooperatively.</li> </ul> <p><b>6. Cooperation 3: 'Let's Debate'</b></p> <ul style="list-style-type: none"> <li>take part in a simple debate about topical issues.</li> <li>communicate their feelings to others.</li> <li>share opinions and explain their views.</li> <li>listen to other people and work co-operatively.</li> </ul>	<ul style="list-style-type: none"> <li>manage basic personal hygiene.</li> </ul> <p><b>5. Dental Hygiene 3: 'Top Teeth'</b></p> <ul style="list-style-type: none"> <li>find out which foods are good for us.</li> <li>understand the importance of a healthy lifestyle, including dental hygiene.</li> <li>make simple choices that improve their health and well-being e.g. healthy eating.</li> </ul> <p><b>6. Drug Safety: 'Magic Medicine'</b></p> <ul style="list-style-type: none"> <li>learn about the importance of medicine safety.</li> <li>know that all household products, including medicines, can be harmful if not used properly.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how our needs change and grow as we develop.</li> </ul> <p><b>5. Physical Activity 2: 'Mighty Muscles'</b></p> <ul style="list-style-type: none"> <li>understand how muscles work.</li> <li>make positive real-life choices.</li> </ul> <p><b>6. Exercise 'Workout!'</b></p> <ul style="list-style-type: none"> <li>understand the importance of physical activity and rest as part of a balanced, healthy lifestyle.</li> <li>make positive real-life choices.</li> </ul>	<p>different types of teasing and bullying.</p> <p><b>4. Local Citizenship 1: 'Our Local Area'</b></p> <ul style="list-style-type: none"> <li>understand the role of the local community.</li> </ul> <p><b>5. Local Citizenship 2: 'Community Care'</b></p> <ul style="list-style-type: none"> <li>develop a strong relationship within the local community.</li> <li>understand the importance of shared responsibility within all communities.</li> </ul> <p><b>6. Responsibility: 'Who's At Fault'</b></p> <ul style="list-style-type: none"> <li>take responsibility for our actions.</li> <li>be responsible for another living thing.</li> </ul>	<p>different ways to show sadness.</p> <ul style="list-style-type: none"> <li>understand about coping with change and loss.</li> </ul> <p><b>4. Money 4: 'Shopping List'</b></p> <ul style="list-style-type: none"> <li>understand the importance of managing money carefully.</li> </ul> <p><b>5. Choices: 'This or That'</b></p> <ul style="list-style-type: none"> <li>understand the importance of choices and spending money wise.</li> </ul> <p><b>6. Enterprise 'Dragons' Den'</b></p> <ul style="list-style-type: none"> <li>gain a basic understanding of enterprise.</li> </ul>
<b>Year 3</b>	<b>Core Areas</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>
		<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>
		<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
		<p><b>1. E-Safety: 'Online Chat'</b></p> <ul style="list-style-type: none"> <li>know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul> <p><b>2. Online Privacy 1: 'The Secrets Jar'</b></p> <ul style="list-style-type: none"> <li>know about the concept of privacy and the implications of it for both children and adults,</li> </ul>	<p><b>1. Friendship 1: 'Best Features'</b></p> <ul style="list-style-type: none"> <li>know and understand the features of a good friend.</li> <li>understand why it is important to be positive in relationships with others.</li> </ul> <p><b>2. Friendship 2: 'Circles Time'</b></p> <ul style="list-style-type: none"> <li>know how important friendships are in making us feel happy and secure, and how people choose</li> </ul>	<p><b>1. Physical, Emotional and Mental 1: 'I Am Who I Am'</b></p> <ul style="list-style-type: none"> <li>know that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>know and understand the difference between the terms physical, emotional and mental.</li> </ul> <p><b>2. Physical, Emotional and Mental 2: 'Hearts and Minds'</b></p>	<p><b>1. Clear Messages: 'Dot, Dot, Dash!'</b></p> <ul style="list-style-type: none"> <li>recognise that there are many ways to communicate.</li> <li>understand the need to communicate clearly.</li> </ul> <p><b>2. How to Listen: 'Listen Up!'</b></p> <ul style="list-style-type: none"> <li>understand why it is important to listen to others.</li> </ul> <p><b>3. Different Communities:</b></p>	<p><b>1. Before Puberty: 'You've Grown'</b></p> <ul style="list-style-type: none"> <li>understand that the rate at which we grow differs from person to person.</li> </ul> <p><b>2. Visible Changes: 'Mind the Gap'</b></p> <ul style="list-style-type: none"> <li>know and understand how to look after our teeth.</li> <li>understand what happens when we lose teeth as we grow up and why this happens.</li> </ul>	<p><b>1. Balanced Approach: 'Define Healthy'</b></p> <ul style="list-style-type: none"> <li>understand the meaning of the word 'healthy'.</li> </ul> <p><b>2. Physical Exercise: 'Active Kids'</b></p> <ul style="list-style-type: none"> <li>know the risks associated with an inactive lifestyle (including obesity).</li> <li>know the recommended guidelines for physical activity and understand the reasons for these.</li> </ul>

## PSHE Whole School Curriculum Map

		<p>including that it is not always right to keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> <li>• know how to consider the effect of our online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul> <p><b>3. Online Privacy 2: 'E-Protection'</b></p> <ul style="list-style-type: none"> <li>• use ICT safely, including keeping electronic data secure.</li> </ul> <p><b>4. Rules: 'I'm In Charge!'</b></p> <ul style="list-style-type: none"> <li>• understand why rules are needed in different situations.</li> <li>• recognise that rules may need to be changed.</li> </ul> <p><b>5. Thinking Ahead: 'Lesson Planning'</b></p> <ul style="list-style-type: none"> <li>• understand why it is important to plan ahead and think of potential consequences as a result of our actions.</li> </ul> <p><b>6. Taking the Lead: 'Learning Time'</b></p> <ul style="list-style-type: none"> <li>• understand why it is important to behave responsibly.</li> <li>• recognise that actions have consequences.</li> </ul>	<p>and make friends.</p> <ul style="list-style-type: none"> <li>• know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• know and understand the features of a good friend.</li> <li>• understand why it is important to be positive in relationships with others.</li> </ul> <p><b>3. Friendship 3: 'Falling Out'</b></p> <ul style="list-style-type: none"> <li>• know that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul> <p><b>4. Friendship 4: 'The BAFAs'</b></p> <ul style="list-style-type: none"> <li>• explore friendship by holding a friendship awards event called the BAFAs (Best at Friendship Awards) where individuals will be recognised for their excellent friendship skills and actions.</li> <li>• use the ideas from previous lessons to compile a list of categories for the awards e.g. most reliable, kindest, etc.</li> </ul> <p><b>5. Loss/Separation 1: 'I Lost!'</b></p> <ul style="list-style-type: none"> <li>• know how to recognise and talk about our</li> </ul>	<ul style="list-style-type: none"> <li>• become more self-aware.</li> </ul> <p><b>3. Physical, Emotional and Mental 3: 'Three in One'</b></p> <ul style="list-style-type: none"> <li>• understand why setting goals is important.</li> </ul> <p><b>4. Sleep: 'Sweet Dreams'</b></p> <ul style="list-style-type: none"> <li>• know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p><b>'My Community'</b></p> <ul style="list-style-type: none"> <li>• understand why it is important to be part of a community.</li> </ul> <p><b>4. School Communities: 'School Swap'</b></p> <ul style="list-style-type: none"> <li>• understand why it is important to be part of a community.</li> </ul>	<p><b>3. How to Help: 'Who to Call'</b></p> <ul style="list-style-type: none"> <li>• understand the importance of 'First Aid'.</li> </ul> <p><b>4. Emergency Calls 1: 'Calling 999'</b></p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> </ul> <p><b>5. Emergency Calls 2: 'Ambulance, Now!'</b></p> <ul style="list-style-type: none"> <li>• know the importance of a paramedic.</li> </ul>	<p><b>3. Lifestyle Choices: 'It's Your Choice'</b></p> <ul style="list-style-type: none"> <li>• know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <p><b>4. Working Together 1: 'Name Game'</b></p> <ul style="list-style-type: none"> <li>• understand why it is important to listen to others.</li> </ul> <p><b>5. Working Together 2 'Build It Up!'</b></p> <ul style="list-style-type: none"> <li>• understand why it is important to work collaboratively.</li> </ul> <p><b>6. Shared Goals 'Better Places'</b></p> <ul style="list-style-type: none"> <li>• know how to identify ways to improve the environment.</li> <li>• know how to spot problems and find ways of dealing with them.</li> </ul>
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			<p>emotions, including having a varied vocabulary of words to use when talking about our own and others' feelings.</p> <p><b>6. Loss/Separation 2: 'Found'</b></p> <ul style="list-style-type: none"> <li>know how to recognise and talk about our emotions, including having a varied vocabulary of words to use when talking about our own and others' feelings.</li> </ul>				
<b>Year 4</b>	<b>Core Areas</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>
		<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>
		<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>
		<p><b>1. Online Privacy 3: 'It's Personal'</b></p> <ul style="list-style-type: none"> <li>use ICT safely including using software features and settings.</li> <li>know how information and data is shared and used online.</li> </ul> <p><b>2. Internet Use 1: 'Online Usage'</b></p> <ul style="list-style-type: none"> <li>know that for most people the internet is an integral part of life and has many benefits.</li> <li>know about the benefits of rationing 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.</li> </ul> <p><b>3. Internet Usage 2: 'Age Limits'</b></p> <ul style="list-style-type: none"> <li>know why social media, some computer games</li> </ul>	<p><b>1. Reactions: 'Frustration!'</b></p> <ul style="list-style-type: none"> <li>know how to recognise the difference between isolated hostile incidents and bullying.</li> </ul> <p><b>2. Self-Worth: 'I'm A Marvel!'</b></p> <ul style="list-style-type: none"> <li>understand what self-esteem is and why it is important.</li> <li>know how to communicate our opinions in a group setting.</li> </ul> <p><b>3. Persistence and Resilience: 'Don't Give Up'</b></p> <ul style="list-style-type: none"> <li>understand the terms 'resilience' and 'persistence' and why these character traits are important.</li> </ul> <p><b>4. Negative Persistence: 'Over and Over'</b></p> <ul style="list-style-type: none"> <li>know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of</li> </ul>	<p><b>1. Balanced Diet 1: 'Plant or Animal'</b></p> <ul style="list-style-type: none"> <li>know what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>know where different foods come from.</li> </ul> <p><b>2. Balanced Diet 2: 'Balancing Act'</b></p> <ul style="list-style-type: none"> <li>know what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>know about and understand the function of different food groups for a balanced diet.</li> </ul> <p><b>3. Working With Food 1: 'Master Chef'</b></p> <ul style="list-style-type: none"> <li>know the principles of planning and preparing a range of healthy meals.</li> </ul> <p><b>4. Working With Food 2: 'Our Food Hall'</b></p> <ul style="list-style-type: none"> <li>learn to prepare and</li> </ul>	<p><b>1. Responding to Others: 'Agony Aunts'</b></p> <ul style="list-style-type: none"> <li>understand why it is important to listen to others.</li> </ul> <p><b>2. Expressing Opinions: 'It's Debatable'</b></p> <ul style="list-style-type: none"> <li>know how to communicate our opinions in a group setting.</li> <li>understand why it is important to listen to others.</li> </ul> <p><b>3. Loss/Separation 3: 'Left Behind'</b></p> <ul style="list-style-type: none"> <li>know that isolation and loneliness can affect children and that it is very important for us to discuss our feelings with an adult and seek support.</li> </ul> <p><b>4. Family Changes: 'Two Homes'</b></p> <ul style="list-style-type: none"> <li>know that others' families, either in school or in the wider world, sometimes look different from our family, but that we should</li> </ul>	<p><b>1. Identified Strengths 1: 'I'm Good At That'</b></p> <ul style="list-style-type: none"> <li>understand that everyone has different strengths and weaknesses.</li> </ul> <p><b>2. Self-Respect: 'Let's R.O.C.K!'</b></p> <ul style="list-style-type: none"> <li>learn about the importance of self-respect and how this links to our own happiness.</li> </ul> <p><b>3. Identified Strengths 2: 'Future Me'</b></p> <ul style="list-style-type: none"> <li>know how to set realistic targets.</li> </ul> <p><b>4. Setting Goals 1: 'That's My Goal'</b></p> <ul style="list-style-type: none"> <li>understand how to break down the steps needed to achieve a goal.</li> </ul> <p><b>5. Setting Goals 2: 'The Impossible Dream'</b></p> <ul style="list-style-type: none"> <li>identify and talk about my own and others' strengths and weaknesses and how to improve.</li> <li>reflect on the range of skills needed in different</li> </ul>	<p><b>1. Connections: 'Paper Chains'</b></p> <ul style="list-style-type: none"> <li>understand how we are all connected by our similarities.</li> </ul> <p><b>2. Family Links: 'Family Tree'</b></p> <ul style="list-style-type: none"> <li>know 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 we grow up.</li> <li>know and understand how the make-up of family units can differ.</li> </ul> <p><b>3. Religious Views 1: 'Faith Findings'</b></p> <ul style="list-style-type: none"> <li>understand and appreciate the range of different cultures and religions represented within school.</li> <li>learn about the need for tolerance for those of different faiths and beliefs.</li> </ul>

## PSHE Whole School Curriculum Map

		<p>and online gaming, for example, are age restricted.</p> <ul style="list-style-type: none"> <li>• know where and how to report concerns and get support with issues online.</li> </ul> <p><b>4. Gender Stereotypes: 'His and Hers'</b></p> <ul style="list-style-type: none"> <li>• know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• know and understand the terms 'discrimination' and 'stereotype'.</li> <li>• challenge stereotypes relating to gender and work.</li> <li>• show awareness of issues affecting communities.</li> </ul>	<p>bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• know how to recognise bullying behaviour.</li> </ul> <p><b>5. Feelings: 'Overreacting'</b></p> <ul style="list-style-type: none"> <li>• know how to judge whether what we are feeling and how we are behaving is appropriate and proportionate.</li> </ul>	<p>cook a variety of dishes.</p>	<p>respect those differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> <li>• understand that family units can be different and can sometimes change.</li> </ul>	<p>jobs.</p>	<p><b>4. Religious Views 2: 'Inside Outside'</b></p> <ul style="list-style-type: none"> <li>• know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• understand the term 'diversity' and appreciate diversity within school.</li> <li>• understand the need for tolerance for those who are different from us.</li> </ul> <p><b>5. Money Choices: 'A Million Dollars'</b></p> <ul style="list-style-type: none"> <li>• Know and reflect on our own spending habits/choices.</li> <li>• understand why financial management and planning is important from a young age.</li> </ul> <p><b>6. Managing Money: 'Design Choices'</b></p> <ul style="list-style-type: none"> <li>• Know and reflect on their own spending habits/choices.</li> <li>• understand why financial management and planning is important from a young age.</li> </ul>
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ADDITIONAL UNITS				
KS1	Core Areas	Safe Zone		
		<b>1. Copyright and Ownership</b> <ul style="list-style-type: none"> <li>explain why work created using technology belongs to me</li> <li>save my work so that others know it belongs to me</li> </ul> <b>2. Self-image and Identity</b> <ul style="list-style-type: none"> <li>recognise that there are many people online who could make me feel sad, embarrassed or upset</li> <li>I can give examples of when to speak to an adult I trust if something makes me feel sad, embarrassed, uncomfortable or worried</li> <li>describe how to behave online</li> <li>explain why it is important to be considerate and kind to people online</li> <li>use the internet with adult support to communicate with people I know</li> </ul> <b>3. Managing Online Information</b> <ul style="list-style-type: none"> <li>to use the internet to find things out</li> <li>use simple key words in search engines</li> <li>describe and demonstrate how to get help from a trusted adult or helpline if I find content I don't like</li> </ul> <b>4. Privacy and Security</b> <ul style="list-style-type: none"> <li>recognise more detailed examples of information that is personal to me</li> <li>explain why I should ask. Trusted adult before I share information about myself online</li> <li>explain how passwords can protect information and devices</li> </ul>		
KS2	Core Areas	Safe Zone	Extremism and Radicalisation	Relationships and Sex Education
		<b>1. Self-image and Identity</b> <ul style="list-style-type: none"> <li>explain how other people's identity online can be different to their identity in real life</li> <li>describe ways in which people can make themselves look different online</li> <li>give examples of issues online that might make me feel sad, worried, uncomfortable or frightened</li> <li>give examples of how I might get help</li> </ul> <b>2. Online Relationships</b> <ul style="list-style-type: none"> <li>use the internet to communicate with people I don't know well</li> </ul>	<b>1. Fact and Opinion</b> <ul style="list-style-type: none"> <li>understand the meaning and differences between 'fact' and 'opinion'</li> <li>learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted</li> <li>recognise and know how to deal with situations involving peer pressure</li> <li>recognise and respect similarities and differences between people</li> </ul> <b>2. Right or Wrong</b> <ul style="list-style-type: none"> <li>recognise the difference between 'fact' and 'opinion'</li> </ul>	<b>1. Forming Relationships</b> <ul style="list-style-type: none"> <li>know how and understand why close relationships are formed, especially during adolescence</li> <li>understand why friendship is important in the establishment of close relationships</li> </ul> <b>2. Healthy Relationships</b> <ul style="list-style-type: none"> <li>understand why friendship is important in the establishment of close relationships</li> <li>know the features of a healthy relationship</li> </ul> <b>3. Unhealthy Relationships</b> <p>understand what an unhealthy relationship is and how to deal with relationship issues</p>

## PSHE Whole School Curriculum Map

		<ul style="list-style-type: none"> <li>• give examples of how I might use technology to communicate with others I don't know well</li> <li>• describe how online information about me could be seen by others</li> <li>• describe and explain some rules for keeping my information private</li> <li><b>3. Online Reputation</b></li> <li>• explain how information put online about me can last a long time</li> <li>• know who to talk to if I think someone has made a mistake about putting something online</li> <li><b>4. Online Bullying</b></li> <li>• give examples of bullying behaviour and how it could look online</li> <li>• understand how bullying can make someone feel</li> <li>• talk about how someone can / would get help about being bullied on or offline</li> <li><b>5. Managing Online Information</b></li> <li>• use keywords in search engines</li> <li>• demonstrate how to navigate a simple webpage to get information</li> <li>• explain what voice activated searching is and how it might be used</li> <li><b>6. Copyright and Ownership</b></li> <li>• describe why other people work belongs to them</li> <li>• recognise that content on the internet may belong to other people</li> <li><b>7. Privacy and Security</b></li> <li>• explain what passwords are and use them for my accounts and devices</li> <li>• explain how many devices in my home could be connected to the internet and can list some of the devices</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and know how to deal with situations involving confrontation</li> <li>• recognise and respect similarities and differences between people</li> <li><b>3. Valuing Differences</b></li> <li>• understand the meanings of the 'same' and 'different'</li> <li>• recognise ways in which they are connected to each other</li> <li>• understand that difference is a positive feature</li> <li>• identify and respect similarities and differences between people</li> </ul>	
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