

PSHE (including RSE) Curriculum Map



	Autumn Term			Spring Term			Summer		
	Families and Friendships	Media Literacy and digital resilience	Safe relationships	Physical health and Mental Wellbeing	Belonging to a Community	Respecting ourselves and others	Keeping Safe	Money and Work	Growing and Changing
Values	Courage and Commitment			Compassion and Curiosity			Confidence and Creativity		
Year 1	Roles of different people; families and feeling cared for.	Using the internet and digital devices' communicating online	Recognising privacy; staying safe; seeking permission.	Keeping healthy; food and exercise, hygiene routines; sun safety	What rules are; caring for others' needs; looking after the environment.	How behaviour affects others; being polite and respectful.	How rules and age restrictions help us; keeping safe online.	Strengths and interests; jobs in the community.	Recognising what makes them unique and special; feelings; managing when things go wrong.
Year 2	Making friends; feeling lonely and getting help.	The internet in everyday life; online content and information.	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Belonging to a group; roles and responsibilities; being the same and different in a community.	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Safety in different environments; risk and safety at home; emergencies.	What money is; needs and wants; looking after money.	Growing older; naming body parts; moving class or year group
Year 3	What makes a family? Features of family life.	How the internet is used; assessing information online.	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Health choices and habits; what affects feelings; expressing feelings	The value of laws and rules; rights, freedoms and responsibilities.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	Risks and hazards; safety in the local environment and unfamiliar places.	Different jobs and skills; job stereotypes; setting personal goals.	Personal strengths and achievements; managing and reframing setbacks.
Year 4	Positive friendships including online.	How data is shared and used.	Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Maintaining a balanced lifestyle; oral hygiene and dental care.	What makes a community: shared responsibilities.	Respecting differences and similarities; discussing difference sensitively.	Medicines and household products: drugs common to everyday life.	Making decisions about money; using money and keeping money safe.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.

Year 5	Managing friendships and peer influence	How information online is targeted; different media types, their role and impact.	Physical contact and feeling safe.	Healthy habits; sun safety; medicines, vaccinations, immunisations and allergies.	Protecting the environment; compassion towards others.	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Keeping safe in different situations, including responding in emergencies, first aid and FGM.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Personal identity; recognising individuality and different qualities; mental wellbeing.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage.	Evaluating media sources; sharing things online.	Recognising and managing 'pressure' consent in different situations.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Valuing diversity; challenging discrimination and stereotypes.	Expressing opinions and respecting other points of view, including discussing topical issues.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.	Influences and attitudes to money; money and financial risks.	Human reproduction and birth; increasing independence; managing transition to secondary school.
Whole School Events	Introduction of Zones of Regulation			Children's Mental Health Week Safer Internet Day	ARISE Anti-Racism and Diversity Workshops Sleep Awareness Week	Autism Acceptance Week			Transition to new classes/year group
Continuous provision/ Wave 1	<ul style="list-style-type: none"> -Emotion Coaching -Restorative Justice Project -Zones of Regulation -I wish my teacher knew boxes in all classrooms from Y1 upwards and Zones of Regulation stations/check in across school. 								
Wave 2 Provision (Targeted support)	<ul style="list-style-type: none"> -1:1 therapeutic support from Child Psychotherapist -1:1 or small group mentoring from Learning Mentor -Attendance support 								

PSHE (including RSE) EYFS Curriculum Map

PSHE RELATED OBJECTIVES AND BUILDING BLOCKS FOR KS1 Communication and Language – Listening, Attention and Understanding

End of Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term	Early Learning Goal
Key Learning: -To understand 'why' questions.	Key Learning: -Understand how to listen carefully and why listening is important. -To begin to understand <i>how</i> and understand <i>why</i> questions. -To have conversations with adults and peers with back and forth exchanges.	Key Learning: -To ask questions to find out more. -To have conversations with adults and peers with back and forth exchanges.	Key Learning: -To ask and answer who, what, where, when, why and how questions. -To have conversations with adults and peers with back and forth exchanges.	-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. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

PSHE RELATED OBJECTIVES AND BUILDING BLOCKS FOR KS1 Communication and Language - Speaking

End of Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term	Early Learning Goal
-Be able to express a point of view and to use words as well as actions when disagreeing with an adults. -Start a conversation with an adult or a friend and continue it for many turns.	Key Learning: -To talk in front of a small group or the whole class. -To talk confidently to class teaching team. -To learn new vocabulary and use it throughout the day.	Key Learning: -To develop the confidence to talk to adults they see on a daily basis. -To talk in full sentences using conjunctions. -To share their work to the class standing up at the front. -To use new vocabulary in different contexts.	Key Learning: -To link statements and stick to a main theme. -To use talk to organise, sequence and clarify thinking, ideas, feelings and events. -To talk in sentences using a range of tenses. -To talk about why things happen. -To use a growing range of vocabulary in different contexts.	-Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -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 the their teacher.

PSHE RELATED OBJECTIVES AND BUILDING BLOCKS FOR KS1 Personal, Social and Emotional Development – Self Regulation

End of Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term	Early Learning Goal
-Select and use activities and resources with help when needed to help them achieve a goal that they	-See themselves as a valuable individual. -Recognise and name different emotions.	-To focus during longer whole class lessons. -To follow two step instructions.	-To self-regulate using a range of strategies. -To set a target and reflect on their progress throughout.	-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

<p>have chosen or one which is suggested to them.</p> <ul style="list-style-type: none"> -Develop their sense of responsibility and membership of a community. -Develop appropriate ways to be assertive. -Talk about their feelings using words like happy, sad, angry and worried. -Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> -To understand how people show their feelings. -Talk about how they are feeling. -Begin to consider the feelings of others. -To focus during short whole class and group activities. -Follow two step instructions. 	<ul style="list-style-type: none"> -To identify their emotions and learn some simple strategies to regulate their behaviour. -To show consideration for the feelings and needs of others. 	<ul style="list-style-type: none"> -To maintain focus during extended whole class teaching. -To follow instructions of 3 steps or more. 	<ul style="list-style-type: none"> -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -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.
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PSHE RELATED OBJECTIVES AND BUILDING BLOCKS FOR KS1 Personal, Social and Emotional Development Managing Self

End of Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term	Early Learning Goal
<ul style="list-style-type: none"> -Increasingly follow rules, understanding why they are important. -Remember rules without an adult needing to remind them. -Be increasingly independent in meeting their own care needs e.g. using the toilet and washing and drying their hands. -Make healthy choices about food, drink, activity and tooth brushing with adult support and guidance. 	<ul style="list-style-type: none"> -Know and talk about the importance of a good sleep routine and sensible amounts of screen time. -Manage their own personal hygiene needs (dressing – coat and socks, going to the toilet and hand hygiene) -Know what clothes are suitable for different weathers. -To show confidence to explore different areas of the reception environment and to try new activities. -To be confident to eat lunch in the hall. -To understand some simple class rules and why they are important. 	<ul style="list-style-type: none"> -Know and talk about the importance of healthy eating and tooth-brushing. -Know and talk about the importance of regular physical exercise. -Begin to manage buttons, zips and buckles independently. -To begin to show resilience and perseverance in the face of challenge. -To understand some whole school rules and why they are important. 	<ul style="list-style-type: none"> -Know and talk about the importance of being a safe pedestrian -To manage their own basic hygiene and personal needs independently. -To have a 'can do' attitude and show resilience and perseverance in the face of a challenge. -To show an ability to follow key school rules and to be able to clearly explain why they are important. 	<ul style="list-style-type: none"> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

PSHE RELATED OBJECTIVES AND BUILDING BLOCKS FOR KS1 Personal, Social and Emotional Development –Building Relationships

End of Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term	Early Learning Goal
<ul style="list-style-type: none"> -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries e.g. accepting 	<ul style="list-style-type: none"> -To seek the support of familiar adults when needed. -To gain confidence to speak to peers and adults within their class. -To have a positive relationship with all members of the class team. -To begin to develop friendships and play with children who are 	<ul style="list-style-type: none"> -To begin to work as part of a group with support. -To use taught strategies to support turn taking. -To listen to the ideas of other children and agree on a solution or compromise. -To begin to gain confidence to speak with adults they are less 	<ul style="list-style-type: none"> -To work cooperatively in a group with minimal adult support. -To show increased confidence to speak to less familiar adults and seek support from them when required. 	<ul style="list-style-type: none"> -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and others' needs.

that not everyone can be spider man in the game and suggesting other ideas. -Talk with others to solve conflicts.	engaged with or enjoy a similar activity.	familiar with but see regularly e.g. Head of School.		
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PSHE RELATED OBJECTIVES AND BUILDING BLOCKS FOR KS1 Knowledge and Understanding of the World – Past and Present

End of Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term	Early Learning Goal
-Begin to make sense of their own life story and family history. -Show interest in different occupations.	-Talk about members of their immediate family. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past.	-Talk about the lives of the people around them and their roles in society. -Compare and contrast characters from stories including figures from the past. -Comment in increasing detail on images of familiar situations in the past.	-Talk about the lives of people in the wider community and the role they play in society. -Recognise similarities and differences between things in the past and now, drawing on their experiences. -Show a developing understanding of the past through settings, characters and events encountered in books read in class and storytelling.	-Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to the class. -Understand the past through settings, characters and events encountered in books read in class and story-telling.

PSHE RELATED OBJECTIVES AND BUILDING BLOCKS FOR KS1 Knowledge and Understanding of the World – The Natural World

End of Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term	Early Learning Goal
- Plant seeds and care for growing plants. -Begin to understand the need to respect and care for the natural environment and all living things.	-Demonstrate respect and care for the natural environment and all living things.	-Demonstrate respect and care for the natural environment and all living things.	-Demonstrate respect and care for the natural environment and all living things.	-Explore the natural world around them, making observations and drawing pictures of animals and plants.

PSHE RELATED OBJECTIVES AND BUILDING BLOCKS FOR KS1 Knowledge and Understanding of the World – People, Culture and Communities

End of Nursery	Reception Autumn Term	Reception Spring Term	Reception Summer Term	Early Learning Goal
-Continue developing positive attitudes about differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	-Talk about members of their immediate family. -Names and describe people who are familiar to them (friends). -Recognise that people have different beliefs. -Recognise that people celebrate special times in different ways	-Talk about members of their community. -Recognise that people have different beliefs and that people celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries.	-Understand that some places are special to them, their families and members of their community. -Compare and contrast characters from stories. -Recognise some similarities and differences between life in this country and life in other countries.	-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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. -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.
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PSHE (including RSE) Year 1 Curriculum Map

Term	Theme	Key Learning Objectives	Resources	Wider Curriculum Links
Autumn Term	Families and Friendships	<ul style="list-style-type: none"> -To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends and teachers. -To understand the role different people play in children's lives and how they care for them. -To understand what it means to be a family and how families are different e.g. single parents, same-sex parents. -To understand the importance of telling someone – and how to tell them – if they are worried about something in their family. 		RE Spring 1: Was it always easy for Jesus to show friendship?
	Media Literacy and digital resilience	<ul style="list-style-type: none"> -To know how and why people use the internet. -To know some benefits of using the internet and digital devices. -To understand how people find things out and communicate safely with others online. 		
	Safe relationships	<ul style="list-style-type: none"> -To know about situations when someone's body or feelings might be hurt and whom to ask for help. -To learn about what it means to keep something private, including parts of the body that are private. -To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). -To understand how to respond if being touched makes them feel uncomfortable or unsafe. -To know when it is important to ask for permission to touch others. -To understand how to ask for and give/not give permission. 		Science Summer 1+2: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Spring Term	Physical health and Mental Wellbeing	<ul style="list-style-type: none"> -To understand what it means to be healthy and why it is important. -To know some ways to take care of themselves on a daily basis. -To understand the importance of basic hygiene routines such as hand-washing. -To understand healthy and unhealthy food, including sugar intake. -To understand that physical activity helps to keep people healthy. -To know about different types of play, including the importance of balancing indoor, outdoor and screen-based play. -To be able to name people who can help keep them healthy such as parents, doctors, nurses and dentists. -To understand how to keep safe in the sun. 		
	Belonging to a Community	<ul style="list-style-type: none"> -To know examples of rules in different situations e.g. class rules, rules at home, rules in the playground. -To understand that people have different needs. -To understand how we care for people, animals and other living things in different ways. 		RE Summer 2: Does God want Christians to look after the world?

		-To understand some simple ways of looking after the environment e.g. recycling.		Geography Summer 2: Why are our oceans and seas so important?
	Respecting ourselves and others	-To understand what kind and unkind behaviour mean in and out of school. -To understand how kind and unkind behaviour might make people feel. -To know what respect means. -To understand the class rules, being polite to others, sharing and taking turns.		RE Spring 1: Was it always easy for Jesus to show friendship?
Summer Term	Keeping Safe	-To know how rules can keep us safe. -To understand why there are age restrictions on some things e.g. toys, games, films or play areas. -To know some basic rules for keeping safe online. -To know whom to tell if they see something online that makes them feel unhappy, worried or scared.		
	Money and Work	-To understand that everyone has different strengths, in and out of school. -To understand that different strengths and interests are needed to do different jobs. -To know about people whose job it is to help us in the community. -To learn about different jobs and the work people do.		History Spring 1: Neil Armstrong and moon exploration
	Growing and Changing	-To recognise what makes them special and unique including their likes, dislikes and what they're good at. -To know how to manage and who to tell when finding things difficult, or when things go wrong. -To know how they are the same and different to others. -To name and recognise different feelings in themselves and others. -To know that feelings can affect how people behave.	JIGSAW Y1 Changing Me unit and resources.	

PSHE (including RSE) Year 2 Curriculum Map

Term	Theme	Key Learning Objectives	Resources	Wider Curriculum Links
Autumn Term	Families and Friendships	<ul style="list-style-type: none"> -To know how to be a good friend by showing qualities such as kindness, listening and honesty. -To understand different ways that people meet and make friends. -To know and use some strategies for positive play with friends e.g. including others -To understand what might cause arguments between friends. -To understand how to positively resolve arguments between friends. -To recognise when they need help, and ask for help when they are feeling lonely or unhappy, and to offer this help to their peers. 		
	Media Literacy and digital resilience	<ul style="list-style-type: none"> -To know some of the ways in which people can access the internet e.g. phones, tablets and computers. -To recognise the purpose and value of the internet in everyday life. -To recognise that some content on the internet is factual and some is for entertainment. -To know that information online may not always be true. 		
	Safe relationships	<ul style="list-style-type: none"> -To understand how to recognise hurtful behaviour, including online. -To know what to do and who to tell if they see or experience hurtful behaviour, including online. -To understand what bullying is and the different types of bullying. -To understand how someone might feel if they are being bullied. -To know the difference between happy surprises and secrets, and those secrets that make them feel uncomfortable or worried and how to get help in these situations. -To know some simple techniques to resist pressure to do something that feels uncomfortable or unsafe. -To know how to ask for help if they feel unsafe or worried and what vocabulary to use. 		
Spring Term	Physical health and Mental Wellbeing	<ul style="list-style-type: none"> -To understand some routines and habits for maintaining good physical and mental health. -To know why sleep and rest are important for growing and keeping healthy. -To understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. -To understand the importance of, and routines for, brushing teeth and visiting the dentist. -To know that food and drink affect dental health. -To describe and share a range of feelings. -To understand ways to feel good, calm down or change their mood e.g. listening to music, spending time with others, playing outside. 		

		<ul style="list-style-type: none"> -To understand how to manage big feelings including those associated with change, loss and bereavement. -To know when and how to ask for help, and how to help others, with their feelings. 		
	Belonging to a Community	<ul style="list-style-type: none"> -To know about being part of different groups, and the role they play in these groups e.g. class, teams, faith groups, hobby groups -To understand some different rights and responsibilities that they have in school and the wider community. -To understand how a community can help people from different groups feel included. -To recognise that they are all equal, and ways in which they are the same and different to others in their community. 		
	Respecting ourselves and others	<ul style="list-style-type: none"> -To know some of things they have in common with their friends, classmates and other people. -To understand that friends can have both similarities and differences. -To understand how to play and work cooperatively in different groups and situations. -To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views. 		
Summer Term	Keeping Safe	<ul style="list-style-type: none"> -To understand how to recognise risk in everyday situations e.g. road, water and rail safety. -To understand how to keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'. -To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger. -To know how to keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products. -To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel. -To understand how to respond if there is an accident and someone is hurt. -To know whose job it is to keep us safe and how to get help in an emergency including how to dial 999 and what to say. 	PSHE Association – Drugs Education https://pshe-association.org.uk/drugeducation	
	Money and Work	<ul style="list-style-type: none"> -To know what money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic payments. -To understand how money can be kept and looked after. -To learn about getting, keeping and spending money. -To understand that people are paid for the job that they do or volunteer. -To recognise the differences between needs and wants. -To understand how people make choices about spending money, including thinking about needs and wants. 		

Growing and Changing

- To know about the human life cycle and how people grow from young to old.
- To understand how our needs and bodies change as we grow up.
- To identify and name the main parts of the body including external genitalia (e.g. vagina, vulva, penis and testicles).
- To know about change as people grow up, including new opportunities and responsibilities.
- To prepare for moving to a new class and set goals for the new academic year.

Jigsaw Unit Y2 Changing Me

PSHE (including RSE) Year 3 Curriculum Map

Term	Theme	Key Learning Objectives	Resources	Wider Curriculum Links
Autumn Term	Families and Friendships	<ul style="list-style-type: none"> -To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. -To understand that being part of a family provides support, stability and love. -To understand the positive aspects of being part of a family, such as spending time together and caring for each other. -To understand the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. -To identify if or when something in a family might make them feel upset or worried. -To know what to do and who to tell if family relationships are making them feel unhappy or unsafe. 		
	Media Literacy and digital resilience	<ul style="list-style-type: none"> -To understand how the internet can be used positively for leisure, for school and for work. -To recognise that images and information online can be altered or adapted and the reasons for why this happens. -To know some strategies to recognise whether something they see online is true or accurate. -To evaluate whether a game is suitable to play or a website is appropriate for their age-group. -To make safe, reliable choices from search results. -To know how to report something seen or experienced online that concerns them e.g. images or content that worries them, unkind or inappropriate communication. 		
	Safe relationships	<ul style="list-style-type: none"> -To understand what is appropriate to share with friends, classmates, family and wider social groups including online. -To know about what privacy and personal boundaries are, including online. -To know some basic strategies to keep themselves safe online e.g. passwords, using trusted sites and adult supervision. -To understand that bullying and hurtful behaviour is unacceptable in any situation. -To understand the effects and consequences of bullying for the people involved. -To know about bullying online, and the similarities and differences with face to face bullying. -To know what to do and who to tell if they see or experience bullying or hurtful behaviour. 		

Spring Term	Physical health and Mental Wellbeing	<ul style="list-style-type: none"> -To understand the choices that people make in daily life that could affect their health. -To identify healthy and unhealthy choices (e.g. in relation to food, exercise and sleep). -To know what can help people to make healthy choices and what might negatively influence them. -To know what a habit is and that they can sometimes be maintained, changed or stopped. -To understand some of the positive and negative effects of habits on a healthy lifestyle. -To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. -To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health. -To recognise some of the things that affect feelings both positively and negatively. -To know some strategies to identify and talk about their feelings. -To know some different ways people express feelings e.g. words, actions, body language. -To recognise how feelings can change over time and become more or less powerful. 		
	Belonging to a Community	<ul style="list-style-type: none"> -To understand the reasons for rules and laws in wider society. -To know the importance of abiding by the law and what might happen if rules and laws are broken. -To know what human rights are and how they protect people. -To identify basic human rights including the rights of children. -To understand that they have rights and responsibilities. -To understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn. 		
	Respecting ourselves and others	<ul style="list-style-type: none"> -To recognise respectful behaviours e.g. helping or including others, being responsible. -To understand how to model respectful behaviour in different situations e.g. at home, at school, online. -To understand the importance of self-respect and their right to be treated respectfully by others. -To know what it means to treat others, and be treated, politely. -To understand the ways in which people show respect and courtesy in different cultures and in wider society. 		
Summer Term	Keeping Safe	<ul style="list-style-type: none"> -To understand how to identify typical hazards at home and in school. -To understand how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground or kitchen. -To learn about fire safety at home including the need for smoke alarms. -To understand the importance of following safety rules from parents and other adults. 		

		-To understand how to help keep themselves safe in the local environment or unfamiliar places including road, rail, water and firework safety.		
	Money and Work	<ul style="list-style-type: none"> -To know that there are different sectors of job e.g. teachers, business people, charity work. -To know that people can have more than one job at once or over their lifetime. -To understand some common myths and gender stereotypes related to work. -To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM, men in childcare. -To know some of the skills needed to do a job such as teamwork and decision-making. -To recognise their interests, skills and achievements and how these might link to future jobs. -To understand how to set goals that they would like to achieve. 		
	Growing and Changing	<ul style="list-style-type: none"> -To recognise that everyone is an individual and has unique and valuable contributions to make. -To recognise how strengths and interests form part of a person's identity. -To know how to identify their own personal strengths and interests and what they're proud of. -To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues. -To know and use some basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again. 	Jigsaw Unit Y3 Changing Me	

PSHE (including RSE) Year 4 Curriculum Map

Term	Theme	Key Learning Objectives	Resources	Wider Curriculum Links
Autumn Term	Families and Friendships	<ul style="list-style-type: none"> -To understand the features of positive, healthy friendships such as mutual respect, trust and sharing interests. -To know some strategies to build positive friendships. -To understand how to seek support with relationships if they feel lonely or excluded. -To understand how to communicate respectfully with friends when using digital devices. -To understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know. -To know what to do and whom to tell if they are worried about any contact online. 		
	Media Literacy and digital resilience	<ul style="list-style-type: none"> -To understand that everything shared online has a digital footprint. -To understand that organisations can use personal information to encourage people to buy things. -To recognise what online adverts look like. -To compare content shared for factual purposes and for advertising. -To understand why people might choose to buy something or not buy something online. -To understand that search results are ordered based on the popularity of the website and that this can affect what information people access. 		
	Safe relationships	<ul style="list-style-type: none"> -To be able to differentiate between playful teasing, hurtful behaviour and bullying, including online. -To know how to respond if they witness or experience hurtful behaviour or bullying, including online. -To recognise the difference between playful dares and dares which put someone under pressure, at risk, or make them feel uncomfortable. -To know how to manage pressures associated with dares. -To recognise risks online such as harmful content or contact.-To understand how people may behave differently online including pretending to be someone they are not. -To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online. 		
Spring	Physical health and	<ul style="list-style-type: none"> -To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. -To understand what good physical health means and how to recognise the early signs of physical illness. 		

	Mental Wellbeing	<ul style="list-style-type: none"> -To understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary. -To know how to maintain oral hygiene and dental health, including how to brush and floss correctly. -To understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health. 		
	Belonging to a Community	<ul style="list-style-type: none"> -To know the meaning and benefits of living in a community. -To recognise that they belong to different communities as well as the school community. -To know about the different groups that make up and contribute to a community. -To learn about the individuals and groups that help the local community including through volunteering and work. -To show compassion towards others in need and the shared responsibilities of caring for them. 		
	Respecting ourselves and others	<ul style="list-style-type: none"> -To recognise differences between people such as gender, race and faith. -To recognise what they have in common with others e.g. shared values, likes and dislikes and aspirations. -To understand the importance of respecting the differences and similarities between people. -To develop the vocabulary to sensitively discuss difference and include everyone. 		
Summer Term	Keeping Safe	<ul style="list-style-type: none"> -To understand the importance of taking medicines correctly and using household products safely. -To recognise what is meant by a drug. -To know some drugs that are common to everyday life (e.g. cigarettes, vaping, alcohol and medicines) and that they can affect health and wellbeing. -To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. -To identify some of the risks associated with drugs common to everyday life. -To understand that for some people using drugs can become a habit which is difficult to break. -To know how to ask for help and advice. 	PSHE Association – Drugs Education https://pshe-association.org.uk/drugeducation	
	Money and Work	<ul style="list-style-type: none"> -To understand how people make different spending decisions based on their budget, values and needs. -To know how to keep track of money and why it is important to know how much is being spent. -To understand different ways for paying for things such as cash and cards and the reasons for using them. -To understand that how people spend money can have positive or negative effects on others e.g. charities, single-use plastics. 		

Growing and Changing

- To be able to identify external genitalia and reproductive organs.
- To understand the physical and emotional changes during puberty.
- To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.
- To know some strategies to manage the changes during puberty, including menstruation.
- To understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant.
- To understand how to discuss the challenges of puberty with a trusted adult.
- To know how to get information, help and advice about puberty

Christopher Winter Project Y4 RSE

PSHE (including RSE) Year 5 Curriculum Map



Term	Theme	Key Learning Objectives	Resources	Wider Curriculum Links
Autumn Term	Families and Friendships	<ul style="list-style-type: none"> -To understand what makes a healthy friendship and how they make people feel included. -To know and use some strategies to help someone feel included. -To understand what peer influence is and how it can make people feel or behave. -To understand the impact of the need for peer approval in different situations, including online. -To know some strategies for managing peer influence and the need for peer approval e.g. exit strategies, assertive communication. -To understand that it is common for friendships to experience challenges. -To know and use some strategies to positively resolve disputes and reconcile differences in friendships. -To understand that friendships can change over time and the benefits of having new and different types of friends. -To understand how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable. -To know how and when to seek support in relation to friendships. 		
	Media Literacy and digital resilience	<ul style="list-style-type: none"> -To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. -To know some basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. -To understand that some media and online content promotes stereotypes. -To know how to assess which search results are more reliable than others. -To recognise unsafe or suspicious content online. -To know how devices store and share information. 		
	Safe relationships	<ul style="list-style-type: none"> -To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. -To know how to ask for, give and not give permission for physical contact. 		

		<ul style="list-style-type: none"> -To understand how it feels in a person's mind and body when they are uncomfortable. -To know that it is never someone's fault if they have experienced unacceptable contact. -To know some strategies for responding to unwanted or unacceptable physical contact. -To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. -To know who to tell if they are concerned about unwanted physical contact. 		
Spring Term	Physical health and Mental Wellbeing	<ul style="list-style-type: none"> -To understand how sleep contributes to a healthy lifestyle. -To know some healthy sleep strategies and how to maintain them. -To understand the benefits of being outdoors and in the sun for mental and physical health. -To understand how to manage risk in relation to sun exposure, including skin damage and heat stroke. -To know how medicines can contribute to health and how allergies can be managed. -To understand that some diseases can be prevented by vaccinations and immunisations. -To understand that bacteria and viruses can affect health. -To understand how they can prevent the spread of bacteria and viruses with everyday hygiene routines. -To recognise the shared responsibility of keeping a clean environment. 		
	Belonging to a Community	<ul style="list-style-type: none"> -To understand how resources are allocated and the effect this has on the individuals, communities and the environment. -To understand the importance of protecting the environment and how everyday actions can either support or damage it. -To understand how to show compassion for the environment, animals and other living things. -To know some ways that money is spent and how it affects the environment. -To express their own opinions about their responsibility towards the environment. 		
	Respecting ourselves and others	<ul style="list-style-type: none"> -To recognise that everyone should be treated equally. -To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. -To know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia. -To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment. 		

		<ul style="list-style-type: none"> -To understand the impact of discrimination on individuals, groups and wider society. -To know some ways of safely challenging discrimination. -To know how to report discrimination online. 		
Summer Term	Keeping Safe	<ul style="list-style-type: none"> -To identify when situations are becoming risky, unsafe or an emergency. -To identify occasions where they can help take responsibility for their own safety. -To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. -To know how to deal with common injuries using basic first aid techniques. -To know how to respond in an emergency, including when and how to contact different emergency services. -To know that female genital mutilation is against British Law. -To understand what to do and whom to tell if they think they or someone they know might be at risk of FGM. 	<p>Resources for First Aid https://www.sja.org.uk/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</p> <p>Resources for teaching about FGM: http://nationalfgmcentre.org.uk/ks2-lesson-plans/</p> <p>Additional resources for teaching about FGM: Christopher Winter Project (Additional Unit Y5/6)</p>	
	Money and Work	<ul style="list-style-type: none"> -To identify jobs which they might like to do in the future. -To understand the role ambition can play in achieving a future career. -To understand how or why someone might choose a certain career. -To understand what might influence people's decisions about a job or career, including pay, working conditions personal interests, strengths and qualities, family and values. -To understand the importance of diversity and inclusion to promote people's career opportunities. -To know about stereotyping in the workplace, its impact and how to challenge it. -To know that there is a variety of routes in to work e.g. college, apprenticeships, university and training. 	https://barclayslifeskills.com/help-others/lessons/?age=age-7-11	
	Growing and Changing	<ul style="list-style-type: none"> -To understand what is meant by personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. -To know that for some people their gender identity does not correspond with their biological sex. -To know how to recognise, respect and express their individuality and personal qualities. -To know some ways of boosting their mood and improving emotional wellbeing. -To understand the link between participating in interests, hobbies and community groups and mental wellbeing. 	Christopher Winter Project Y5 RSE	

PSHE (including RSE) Year 6 Curriculum Map



Term	Theme	Key Learning Objectives	Resources	Wider Curriculum Links
Autumn Term	Families and Friendships	<ul style="list-style-type: none"> -To know what it means to be attracted to someone and different kinds of loving relationships. -To understand that people who love each other can be of any gender, ethnicity or faith. -To understand the difference between gender identity and sexual orientation and everyone's right to be loved. -To understand the qualities of healthy relationships that help individuals flourish. -To know ways in which couples show their love and commitment to one another, including those who are not married or live apart. -To understand what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. -To know that to force anyone into marriage is illegal. -To know how and where to report forced marriage or ask for help if they are worried. 		
	Media Literacy and digital resilience	<ul style="list-style-type: none"> -To know the benefits of safe internet e.g. learning, connecting and communicating. -To know how and why images online might be manipulated, altered or faked. -To understand how to recognise when images may have been altered. -To understand why some people choose to communicate through social media and some of the risks and challenges of doing so. -To know the reasons why some media and online content is not appropriate for children. -To know how online content can be designed to manipulate people's emotions and encourage them to read or share things. -To know about sharing things online, including rules and laws relating to this. -To recognise what is appropriate to share online. -To know how to report inappropriate online content or contact. 		
	Safe relationships	<ul style="list-style-type: none"> -To compare the features of a healthy and unhealthy friendships. -To understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. -To know some strategies to respond to pressure from friends including online. 		

		<ul style="list-style-type: none"> -To know how to assess the risk of different online challenges and dares. -To understand how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable. -To know how to get advice and report concerns about personal safety including online. -To know what consent means and how to seek and give/not give permission in different situations. 		
Spring Term	Physical health and Mental Wellbeing	<ul style="list-style-type: none"> -To understand that mental health is just as important as physical health and that both need looking after. -To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. -To understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing. -To know some positive strategies for managing feelings. -To understand that there are situations where someone may experience mixed or conflicting feelings. -To know that feelings can often be helpful, whilst recognising that sometimes they need to be overcome. -To recognise that if someone experiences feelings that are not so good most or all of the time that help and support is available. -To be able to identify where they and others can ask for help and support with mental wellbeing in and out of school. -To know the importance of asking for support from a trusted adult. -To understand the changes that may occur in life including death, and how these can cause conflicting feelings. -To understand that change can mean people experience feelings of loss or grief. -To know about the process of grieving and how grief can be expressed. -To know some strategies that can help someone cope with the feelings associated with change and loss. -To identify how to ask for help and support with loss, grief, or other aspects of change. -To understand how balancing time online with other activities helps to maintain their health and wellbeing. -To know some strategies to manage time spent online and foster positive habits e.g. switching their phone off at night. -To know what to do and whom to tell if they are frightened or worried about something they have seen online. 		
	Belonging to a Community	<ul style="list-style-type: none"> -To understand what is meant by 'prejudice'. -To differentiate between prejudice and discrimination. -To understand how to recognise acts of discrimination. 		

		<ul style="list-style-type: none"> -To know some strategies to safely respond to and challenge discrimination. -To understand how to recognise stereotypes in different contexts and the influence that they have on attitudes and understanding of different groups. -To know how stereotypes are perpetuated and how to challenge this. 		
	Respecting ourselves and others	<ul style="list-style-type: none"> -To understand the link between values and behaviour and how to be a positive role model. -To understand how to discuss issues respectfully. -To understand how to listen to and respect other points of view. -To understand how to constructively challenge points of view that they disagree with. -To know how to actively and effectively participate in discussions online and manage conflict or disagreements. 		
Summer Term	Keeping Safe	<ul style="list-style-type: none"> -To understand how to protect personal information online. -To identify potential risks of personal information being misused. -To know some strategies for dealing with requests for personal information or images of themselves. -To identify types of images that are appropriate to share with others and those which might not be appropriate. -To understand that images and text can be quickly shared with others, even when only sent to one person, and what the impact of this might be. -To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others. -To know how to report the misuse of personal information or sharing of upsetting content/images online. -To understand the different age-rating systems for social media, TV, films, games and online gaming. -To know why age restrictions are important and how they help people make safe decisions about what to watch, use or play. -To understand the risks and effects of different drugs. -To know about the laws relating to drugs common to everyday life and illegal drugs. -To recognise why people choose to use or not use drugs, including nicotine, alcohol, medicines and also illegal drugs. -To know some organisations where people can get help and support concerning drug use. -To know how to ask for help if they have concerns about drug use. -To know about mixed messages in the media relating to drug use and how they might influence opinions and decisions. 	PSHE Association – Drugs Education https://pshe-association.org.uk/drugeducation	
	Money and Work	<ul style="list-style-type: none"> -To understand the role that money plays in people’s lives, attitudes towards it and what influences decisions about money. -To learn about value for money and how to judge if something is value for money. 	https://barclayslifeskills.com/help-others/lessons/?age=age-7-11	

		<ul style="list-style-type: none"> -To understand how companies encourage customers to buy things and why it is important to be a critical consumer. -To know how having or not having money can impact on a person's emotions, health and wellbeing. -To understand common risks associated with money, including debt, fraud and gambling. -To understand how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk. -To know how to get help if they are concerned about gambling or other financial risks. 		
	<p>Growing and Changing</p>	<ul style="list-style-type: none"> -To recognise some of the changes as they grown up e.g. increasing independence. -To know what being more independent might be like and how this may feel. -To prepare for the transition to secondary school and explore how this might affect their feelings. -To understand how relationships may change as they grow up or move to secondary school. -To know some practical strategies that can help them to manage times of change and transition e.g. practising the bus route to secondary school. -To identify the links between love, committed relationships and conception. -To know what sexual intercourse is and how it can be one part of an intimate relationship between consenting adults. -To understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles in the lining of the womb. -To understand that pregnancy can be prevented. -To consider the responsibilities of being a parent or carer and explore how having a baby changes someone's life. 	<p>Christopher Winter Project Y6 RSE</p>	