



## PSHE Whole School Curriculum Map Year B (2023-2024)

Core themes: **Relationships education** / **Health education**

Reception		
Autumn term	Spring term	Summer term
<b>Managing Self</b> <i>(These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year)</i>		
<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>
<b>Self – Regulation</b>		
<ul style="list-style-type: none"> <li>• Controlling own feelings and behaviours</li> <li>• Applying personalised strategies to return to a state of calm               <ul style="list-style-type: none"> <li>• Being able to curb impulsive behaviours</li> <li>• Being able to concentrate on a task                   <ul style="list-style-type: none"> <li>• Being able to ignore distractions                       <ul style="list-style-type: none"> <li>• Planning</li> <li>• Thinking before acting</li> <li>• Delaying gratification</li> </ul> </li> </ul> </li> <li>• Persisting in the face of challenge</li> </ul> </li> </ul>		

# KS1

Autumn term	Spring term	Summer term
<b><u>Rights and responsibilities</u></b> <b>Families and people who care for me</b>  <b>Respectful relationships</b>  <b>Basic first aid</b> <ul style="list-style-type: none"> <li>• about group and class rules and why they are important</li> <li>• about respecting the needs of ourselves and others</li> <li>• about groups and communities that they belong to</li> <li>• about the people who work in their community</li> <li>• how to get their help, including in an emergency</li> </ul>	<b><u>Healthy lifestyles</u></b>  <b>Internet safety and harms</b>  <b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>• about making healthy choices</li> <li>• about different kinds of feelings</li> <li>• simple strategies to manage feelings</li> </ul>	<b><u>Keeping safe</u></b>  <b>Online relationships</b>  <b>Mental wellbeing</b>  <b>Physical health and fitness</b>  <b>Being safe</b> <ul style="list-style-type: none"> <li>• about rules for keeping safe (in familiar and unfamiliar situations)</li> <li>• how to ask for help if they are worried about something</li> <li>• about privacy in different contexts</li> </ul>
<b><u>Healthy relationships</u></b> <b>Caring friendships</b>  <b>Respectful relationships</b>  <b>Being safe</b>  <b>Mental wellbeing</b> <ul style="list-style-type: none"> <li>• about listening to others and playing cooperatively</li> </ul>	<b><u>Money</u></b> <ul style="list-style-type: none"> <li>• about where money comes from and what it is used for</li> <li>• about spending and saving money (how to use money)</li> <li>• about how to keep money safe</li> </ul>	<b><u>Right Start Training</u></b>
<b><u>Feelings and emotions</u></b>  <b>Caring friendships</b> <ul style="list-style-type: none"> <li>• about different types of behaviour and how this can make others feel</li> <li>• that bodies and feelings can be hurt</li> </ul>	<b><u>Valuing difference</u></b> <ul style="list-style-type: none"> <li>• to share their views and opinions with others</li> <li>• about the importance for respect for the differences and similarities between people</li> </ul>	<b><u>Environment</u></b> <ul style="list-style-type: none"> <li>• about looking after the local environment</li> </ul>
	<b><u>Growing and changing</u></b> <ul style="list-style-type: none"> <li>• to recognise what they are good at and set simple goals</li> </ul>	

	<ul style="list-style-type: none"> <li>• about growing, changing and becoming more independent</li> <li>• the correct names for the main parts of the body of boys and girls</li> </ul>	
--	---	--

LKS2		
Autumn term	Spring term	Summer term
	<b><u>Being safe (Yellow Class)</u></b> <ul style="list-style-type: none"> <li>• about the concept of keeping something confidential or secret</li> <li>• about when they should or should not agree to keeping a secret to recognise and manage dares</li> </ul>	
<b><u>Rights and responsibilities</u></b> <ul style="list-style-type: none"> <li>• to discuss and debate issues concerning health and wellbeing</li> <li>• to appreciate difference and diversity (people living in the UK)</li> <li>• about the values and customs of people around the world</li> </ul>	<b><u>Healthy lifestyles</u></b> <p><b>Mental wellbeing</b></p> <p><b>Internet safety and harms</b></p> <p><b>Physical health and fitness</b></p> <p><b>Healthy eating</b></p> <p><b>Drugs, alcohol and tobacco</b></p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• about what makes a 'balanced lifestyle'</li> <li>• about making choices in relation to health</li> <li>• about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> <li>• how the spread of infection can be prevented</li> </ul>	<b><u>Keeping safe</u></b> <p><b>Online relationships</b></p> <p><b>Being safe</b></p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• about keeping safe in the local environment</li> <li>• about keeping safe online</li> </ul>
<b><u>Healthy relationships</u></b> <p><b>Caring friendships</b></p> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• about the difference between acceptable and unacceptable physical contact</li> </ul>	<b><u>Growing and changing</u></b> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• to recognise their achievements and set personal targets for the future</li> </ul> <p><b><u>Year 4 only</u></b></p> <ul style="list-style-type: none"> <li>• <u>Understand how a baby develops</u></li> </ul>	<b><u>Environment</u></b> <ul style="list-style-type: none"> <li>• about the sustainability of the environment across the world</li> </ul>

<ul style="list-style-type: none"> <li>• how to respond to unacceptable physical contact</li> <li>• about solving disputes and conflict amongst themselves and their peers</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Explore role of midwife and other people who help</u></li> <li>• about the changes that happen at puberty</li> </ul>	
<p><b><u>Being safe (Lime and Orange Classes)</u></b></p> <ul style="list-style-type: none"> <li>• about the concept of keeping something confidential or secret</li> <li>• about when they should or should not agree to keeping a secret</li> <li>• to recognise and manage dares</li> </ul>	<p><b><u>Valuing difference</u></b></p> <p><b>Respectful relationships</b></p> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• how to listen and respond respectfully to a wide range of people</li> <li>• about sharing their points of view</li> </ul>	<p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>• about the role of money</li> <li>• ways of managing money (budgeting and saving)</li> <li>• about what is meant by 'interest' and 'loan'</li> </ul>

UKS2		
Autumn term	Spring term	Summer term
<p><b><u>Rights and responsibilities</u></b></p> <p><b>Mental wellbeing</b></p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• to research, discuss and debate to discuss and debate issues concerning health and wellbeing</li> <li>• about the importance of human rights (and the Rights of the Child)</li> <li>• about the UN declaration on the Rights of the Child</li> <li>• that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</li> <li>• that human rights overrule any beliefs, ideas or practices that harm others</li> <li>• about what it means to be a part of a community</li> <li>• about different groups / individuals that support the local community</li> </ul>	<p><b><u>Healthy lifestyles</u></b></p> <p><b>Online relationships</b></p> <p><b>Healthy eating</b></p> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• how images in the media can distort reality</li> <li>• that this can affect how people feel about themselves</li> <li>• about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</li> </ul>	<p><b><u>Keeping safe</u></b></p> <p><b>Online relationships</b></p> <p><b>Being safe</b></p> <p><b>Internet safety and harms</b></p> <p><b>Physical health and fitness</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• about independence, increased responsibility and keeping safe</li> <li>• strategies for managing risk</li> <li>• about different influences on behaviour, including peer pressure and media influence</li> <li>• how to resist unhelpful pressure and ask for help</li> <li>• about the right they have to protect their body</li> <li>• that female genital mutilation (FGM) is physical abuse and is illegal</li> <li>• about the importance of speaking out about FGM</li> </ul>

<ul style="list-style-type: none"> <li>• about the role of voluntary, community and pressure groups</li> <li>• to be critical of what they see and read in the media</li> <li>• to critically consider information they choose to forward to others</li> </ul>		<ul style="list-style-type: none"> <li>• about who is responsible for their health and wellbeing</li> <li>• where to get help advice and support</li> </ul>
<p><b><u>Healthy relationships</u></b></p> <p><b>Families and people who care for me</b></p> <p><b>Caring friendships</b></p> <p><b>Respectful relationships</b></p> <p><b>Online relationships</b></p> <p><b>Being safe</b></p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• about different types of relationships (friends, families, couples, marriage, civil partnership). <i>Include family arrangements (single parent, same sex, foster parents etc).</i></li> <li>• about what constitutes a positive, healthy relationship</li> <li>• about the skills to maintain positive relationships</li> <li>• to recognise when a relationship is unhealthy</li> <li>• about committed loving relationships (including marriage and civil partnership)</li> <li>• that marriage, arranged marriage and civil partnership is between two people who willingly agree</li> <li>• that to force anyone into marriage (forced marriage) is illegal</li> <li>• about the importance speaking out about forced marriage</li> <li>• about judging whether physical contact is acceptable or unacceptable</li> </ul>	<p><b><u>Valuing difference</u></b></p> <p><b>Respectful relationships</b></p> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• to respectfully listen to others but raise concerns and challenge points of view when necessary</li> <li>• about the factors that make people the same or different</li> <li>• to recognise and challenge 'stereotypes'</li> <li>• about the correct use of the terms sex, gender identity and sexual orientation</li> <li>• about discrimination, teasing, bullying and aggressive behaviour and its effect on others</li> </ul>	<p><b><u>Environment</u></b></p> <ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> </ul>

<ul style="list-style-type: none"> <li>• how to respond</li> <li>• about the importance of keeping personal boundaries and the right to privacy</li> </ul>		
<b><u>Being safe</u></b> <ul style="list-style-type: none"> <li>• about confidentiality</li> <li>• about times when it appropriate and necessary to break a confidence</li> <li>• <i><u>identify adults they can trust and who they can ask for help when things go wrong</u></i></li> </ul>	<b><u>Money</u></b> <ul style="list-style-type: none"> <li>• what it takes to set up an enterprise</li> <li>• about what enterprise means for work and society</li> </ul>	<b><u>Transition</u></b>
<b><u>Growing and changing</u></b>  <b>Online relationships</b>  <b>Mental wellbeing</b>  <b>Changing adolescent body</b> <ul style="list-style-type: none"> <li>• about different ways of achieving and celebrating personal goals</li> <li>• how having high aspirations can support personal achievements</li> <li>• how to further describe the range and intensity of their feelings to others</li> <li>• how to manage complex or conflicting emotions</li> <li>• about the changes that happen at puberty (recap learning from year 4)</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• about roles and responsibilities of parents and carers</li> <li>• how a baby is made and how it grows</li> <li>• that pregnancy can be prevented</li> <li>• <i><u>understand that safer sex routines can stop infections</u></i></li> </ul>		