

UKS2 PSHE Curriculum Map Year A and B

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A RSE covered in Science	What makes up our identity? -how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and	How can friends communicate safely? -about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family	How can we keep healthy as we grow? -how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> • how to plan a healthy meal • how to stay physically active • how to maintain good dental health, including oral • hygiene, food and drink choices • how to benefit from and stay safe in the sun • how and why to balance time spent online with other activities • how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them		What decisions can people make with money? -how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost	Transition - Leavers song and memories to be included. Online reputation (1 lesson) Spring 1 Year B Copyright and ownership (Year A and B)

	<p>can negatively influence behaviours and attitudes towards others</p> <ul style="list-style-type: none"> • how to challenge stereotypes and assumptions about others <p>Lesson 1 and 2 Aut 1 Year A Self image and identity</p>	<ul style="list-style-type: none"> • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p>Online bullying Spring 1 Year A</p>	<ul style="list-style-type: none"> • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support -that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ <p>Lesson 1 and 2 Spring 2 Year A Health, Wellbeing and Lifestyle</p>	<p>or stolen) and how money can affect people's feelings and emotions</p> <p>CEOP Spring 1 Year B</p>	
Year B	<p>How can we help in an accident or emergency? <i>(Red cross website is helpful – USE IT)</i></p>	<p>What will change as we become more independent? -that people have different kinds of</p>	<p>How can the media influence people? -how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <ul style="list-style-type: none"> • that not everything should be shared online or social media 	<p>YGAM -Teachers need to use YGAM scheme of work. Look at LTP (page 3 of YGAM document). Merge years 5 and 6</p>	<p>What jobs would we like? -that there is a broad range of different jobs and people often</p>

	<p>-how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <ul style="list-style-type: none"> • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help <p>-the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p> <p>How can drugs common to everyday life affect health?</p> <p>-how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p>	<p>relationships in their lives, including romantic or intimate relationships</p> <ul style="list-style-type: none"> • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another <p>How do friendships change as we grow? (The last bullet point will not be taught – to be covered in transition groups in summer 2)</p> <p>-that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <ul style="list-style-type: none"> • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood 	<p>and that there are rules about this, including the distribution of images</p> <ul style="list-style-type: none"> • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it 	<p>lessons. You don't need to complete them all and you can merge lessons together. Plan as you see fit for your class. Anything that is covered in red below (you don't need to cover it in YGAM)</p> <p>Lesson 4 (Loot boxes) Spring 2 Year A Health, Wellbeing and Lifestyles Lesson 1 Spring 2 Year B Health, Wellbeing and Lifestyle</p>	<p>have more than one during their careers and over their lifetime</p> <ul style="list-style-type: none"> • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
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	<ul style="list-style-type: none"> • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<ul style="list-style-type: none"> • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<p>might have</p> <ul style="list-style-type: none"> • to discuss and debate what influences people's decisions, taking into consideration different viewpoints <p>Lesson 3 Spring 2 Year A Health, Wellbeing and Lifestyle</p> <p>Managing online information Year A and B Online relationships and Online bullying Aut 2 Year B Self-image and identity Aut 1 Year B Health, Wellbeing and Lifestyle Spring 2 Year B</p>		<p>Transition - Leavers song and memories to be included.</p>
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	Privacy and Security (Year A and B)				
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PSHE

Online safety to be added to PSHE unit – if there is time to spare, these units could be mixed and matched to save time in summer.

Online safety covered within PSHE unit