

LKS2 PSHE Whole School Curriculum Map Year B

Key question	Topic	In this unit of work, pupils learn...
	Class Rules	
Autumn 1 What strengths, skills and interests do we have?	Health and wellbeing- Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27 - to recognise their individuality and personal qualities H28 - to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29 - about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L25 - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
Autumn 2 How do we treat each other with respect? Anti-bullying week	Relationships - Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19 - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20 - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21 - about discrimination: what it means and how to challenge it R22 - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25 - recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27 - about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29 - where to get advice and report concerns if worried about their own or someone else's personal safety (including online R30 - that personal behaviour can affect other people; to recognise and model respectful behaviour online	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to <ul style="list-style-type: none"> •report concerns

	<p>R31 - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>H45 - <i>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</i>³</p> <p>L2 - to recognise there are human rights, that are there to protect everyone</p> <p>L3 - about the relationship between rights and responsibilities</p> <p>L10 - about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	
<p>Spring 1</p> <p>How can we manage our feelings?</p>	<p>Health and wellbeing - Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs:</p> <p>H17 - to recognise that feelings can change over time and range in intensity</p> <p>H18 - about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19 - a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20 - strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23 - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings
<p>Spring 2</p> <p>How will we grow and change?</p>	<p>Health and wellbeing - Growing and changing; puberty</p> <p>PoS refs:</p> <p>H31 - about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</p> <p>H32 - about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34 - about where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing • and puberty
<p>Spring 2</p> <p>Yr 3 - Money</p> <p>Yr 4 – Puberty</p>	<p>Money (year 3)</p> <ul style="list-style-type: none"> • For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) 	<ul style="list-style-type: none"> • about the role of money • ways of managing money (budgeting and saving) • about what is meant by 'interest' and 'loan' • about where money comes from and what it is used for

	<ul style="list-style-type: none"> • To learn what is meant by enterprise and begin to develop enterprise skills <p>Puberty (year 4)</p>	<ul style="list-style-type: none"> • about spending and saving money (how to use money) • about how to keep money safe <ul style="list-style-type: none"> • Understand how a baby develops • Explore role of midwife and other people who help • About the changes that happen at puberty
<p>Summer 1</p> <p>How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world - Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs:</p> <p>L4 - the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5 - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19 - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>R34 - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
<p>Summer 2</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing - Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs:</p> <p>H12 - about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H37 - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38 - how to predict, assess and manage risk in different situations</p> <p>H41 - strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42 - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H47 - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

	<p>R12 - to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15 - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R23 - about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24 - how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28 - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29 - where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L1 - to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L5 - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L15 - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	
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