

PSHE Curriculum Map

	Who is behind the mask?		Why are jungles so wet and deserts so dry?	What is the secret of the standing stones?	How can we live more sustainably?	Beyond the Magic Kingdom: what is the Sunshine State really like?
Year 3	How can we be a good friend?	Why should we eat well and look after our teeth?	What makes a community?	What are families like?	What keeps us safe?	Why should we keep active and sleep well?
	On our doorstep: how has Southbourne changed?	Why do some earthquakes cause more damage than others?	How did the arrival of the Romans change Britain?		Why do so many people live in megacities?	Who were the Anglo-Saxons and how do we know what was important to them?
Year 4	How can our choices make a difference to others and the environment?	How do we treat each other with respect?	How can we manage our feelings?	What decisions can people make with money?	What strengths, skills and interests do we have?	How can we manage risk in different places?
	What is a river?	What did the Vikings want and how did Alfred help to stop them getting it?	The story of the Trojan Horse: historical fact, legend or classical myth?		How is climate change affecting the world?	How do volcanoes affect the lives of people on Hiemaey?
Year 5	What makes up a person's identity?	How can drugs common to everyday life affect health?	How can friends communicate safely?	How can we help in an accident or emergency?	What jobs would we like?	How will we grow and change?
	Who are Britain's national parks for?	Why was winning the Battle of Britain in 1940 so important?	Why are mountains so important?	Why did the Ancient Maya change the way they lived?	Why is fair trade fair?	
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Health and Wellbeing

Relationships

Living in the wider world

Year 3- Medium Term Overview		
Half term/ Key Question	Theme	In this unit, pupils learn...
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
Autumn 2 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care
Spring 1 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
Spring 2 What are families like?	Relationships Families; family life; caring for each other	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Summer 1 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene;	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers

	medicines and household products	<ul style="list-style-type: none"> ● that their body belongs to them and should not be hurt or touched without their permission; teaching about privacy and body parts is covered through the NSPCC PANTS. Children are taught what to do and who to tell if they feel uncomfortable as well as what they can expect and what will happen if they do need to report concerns. ● how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) ● how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) ● how to make a clear and efficient call to emergency services. ● how to deal with head injuries. ● concepts of basic first-aid- bites and stings
Summer 2 Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest	<ul style="list-style-type: none"> ● how regular physical activity benefits bodies and feelings ● how to be active on a daily and weekly basis - how to balance time online with other activities ● how to make choices about physical activity, including what and who influences decisions ● how the lack of physical activity can affect health and wellbeing ● how lack of sleep can affect the body and mood and simple routines that support good quality sleep ● how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

Year 4- Medium Term Overview		
Half term/ Key Question	Theme	In this unit, pupils learn...
Autumn 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<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 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
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights	<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*

		<ul style="list-style-type: none"> ● 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 report concerns ● Teaching about privacy and body parts is covered through the NSPCC PANTS. Children are taught to tell a trusted adult immediately if they are worried for themselves or someone else as well as what they can expect and what will happen if they do need to report concerns.
Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour	<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
Spring 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving	<ul style="list-style-type: none"> ● 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 or stolen) and how money can affect people's feelings and emotions
Summer 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs	<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
Summer 2 How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk	<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 ● how to make a clear and efficient call to emergency services. ● how to deal with head injuries. ● concepts of basic first-aid- asthma (in addition to concepts covered in year 3)

Year 5- Medium Term Overview		
Half term/Key Question	Theme	In this unit, pupils learn...
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	<ul style="list-style-type: none"> • 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 can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
Autumn 2 How can drugs common to everyday life affect health?	Health and wellbeing Legal drugs, alcohol, tobacco, vaping; healthy habits	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • 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 legal 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
Spring 1 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety	<ul style="list-style-type: none"> • 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 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
Spring 2 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies	<ul style="list-style-type: none"> • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services • how to deal with head injuries. • concepts of basic first-aid- bleeding (in addition to concepts covered in previous years 3/4) • how to put a person in the recovery position and understand situations when a person should not be moved.

<p>Summer 1 What jobs would we like?</p>	<p>Living in the wider world Careers; aspirations; role models; the future</p>	<ul style="list-style-type: none"> ● that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime ● 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
<p>Summer 2 How will we grow and change?</p>	<p>Health and wellbeing Growing and changing; puberty</p>	<ul style="list-style-type: none"> ● about puberty and how bodies change during puberty, <i>(including menstruation and menstrual wellbeing, erections and wet dreams- review this content for each cohort to assess pupil need and adapting the programme to the emotional maturity of pupils. If not at appropriate this content will be taught in year 6 rather than year 5)</i> ● 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 ● teaching about privacy is interwoven into this learning journey. Children are taught to tell a trusted adult immediately if they are worried for themselves or someone else as well as what they can expect and what will happen if they do need to report concerns. Sexual harassment and peer on peer abuse are covered in an age and stage appropriate manner.

Year 6- Medium Term Overview		
Half term/Key Question	Theme	In this unit, pupils learn..
<p>Autumn 1 & 2 How can we keep healthy as we grow?</p>	<p>Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility; sexual harassment and peer on peer abuse</p>	<ul style="list-style-type: none"> ● 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 can affect health and how to manage situations involving them

		<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 • The Barnardo's Real Love Rocks scheme, is taught in order to address difficult issues such as consent, grooming, technology, bullying, pornography, sexual harassment and relationship abuse in an age appropriate manner. Children are taught to tell a trusted adult immediately if they are worried for themselves or someone else as well as what they can expect and what will happen if they do need to report concerns. • how to make a clear and efficient call to emergency services. • how to deal with head injuries. • concepts of basic first-aid- choking (in addition to concepts covered in previous year groups) • basic life support, including how to administer CPR.
<p>Spring 1 & 2 How can the media influence people?</p>	<p>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety- - including sexual abuse and harassment</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • 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 might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints
<p>Summer 1 & 2 What will change as we become more independent? How do friendships change as we grow?</p>	<p>Relationships Different relationships; changing and growing; adulthood; independence; moving to secondary school; recognising</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • 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 • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership

and reporting sexual abuse and harassment

- 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
- Recap of Year 5 Growing and Changing unit
 - about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
 - 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
- 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 made. * Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception. A basic understanding of contraception is taught at primary level: about common forms of contraception (for example, condoms and the contraceptive pill or avoiding sexual intercourse) and how these can prevent a baby being made.
- 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