



PSHE Curriculum Map Overview

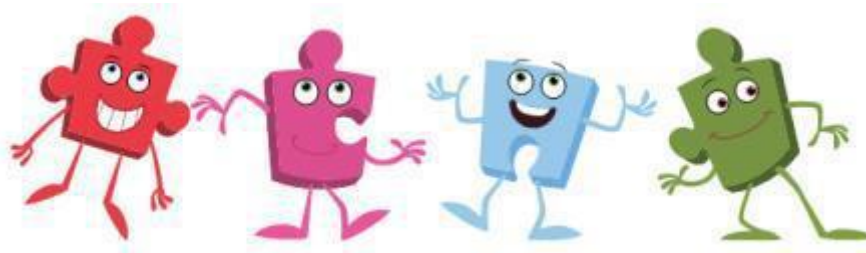


ROUNDSWELL COMMUNITY PRIMARY ACADEMY

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PSHE and RSE CURRICULUM





PSHE CURRICULUM MAP OVERVIEW

**Knowledge and skills progression
statements**

PSHE Curriculum Map Overview

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Being in my World</u>	<p>Know they have a right to learn and play, safely and happily</p> <ul style="list-style-type: none"> · Know that some people are different from themselves · Know that hands can be used kindly and unkindly · Know special things about themselves · Know how happiness and sadness can be 	<ul style="list-style-type: none"> · Understand their own rights and responsibilities with their classroom · Understand that their choices have consequences · Understand that their views are important · Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> · Understand the rights and responsibilities of class members · Know about rewards and consequences and that these stem from choices · Know that it is important to listen to other people · Understand that their own views are valuable · Know that positive choices 	<ul style="list-style-type: none"> · Know that the school has a shared set of values · Know why rules are needed and how these relate to choices and consequences · Know that actions can affect others' feelings · Know that others may hold different views 	<ul style="list-style-type: none"> · Know their place in the school community · Know what democracy is (applied to pupil voice in school) · Know how groups work together to reach a consensus · Know that having a voice and democracy benefits the school community 	<ul style="list-style-type: none"> · Understand how democracy and having a voice benefits the school community · Understand how to contribute towards the democratic process · Understand the rights and responsibilities associated with being a citizen in the wider community 	<ul style="list-style-type: none"> · Know about children's universal rights (United Nations Convention on the Rights of the Child) · Know about the lives of children in other parts of the world · Know that personal choices can affect others locally and globally · Know how to set goals

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	<p>expressed · Know that being kind is good</p>		<p>impact positively on self-learning and the learning of others</p> <p>· Identifying hopes and fears for the year ahead</p>	<p>· Understand that they are important</p> <p>· Know what a personal goal is</p> <p>· Understandi ng what a challenge is</p>	<p>· Know how individual attitudes and actions make a difference to a class</p> <p>· Know about the different roles in the school community</p> <p>· Know that their own actions affect themselves and others</p>	<p>and their country</p> <p>· Know how to face new challenges positively · Understand how to set personal goals</p> <p>· Know how an individual's behaviour can affect a group and the consequence s of this</p>	<p>for the year ahead</p> <p>· Understand what fears and worries are</p> <p>· Understand that their own choices result in different consequence s and rewards</p> <p>· Understand how democracy and having a voice benefits the school community</p> <p>· Understand how to</p>
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							contribute towards the democratic process
<u>Social and Emotional Skills</u>	<ul style="list-style-type: none"> · Identify feelings associated with belonging · Skills to play co-operatively with others · Be able to consider others' feelings · Identify feelings of happiness and sadness · Be responsible in the setting 	<ul style="list-style-type: none"> · Understand that they are safe in their class · Identifying helpful behaviours to make the class a safe place · Understand that they have choices · Understanding that they are special · Identify what it's like to feel proud of an achievement · Recognise feelings associated with positive 	<ul style="list-style-type: none"> · Know how to make their class a safe and fair place · Show good listening skills · Be able to work co-operatively · Recognise own feelings and know when and where to get help · Recognise the feeling of being worried 	<ul style="list-style-type: none"> · Make other people feel valued · Develop compassion and empathy for others · Be able to work collaboratively · Recognise self-worth · Identify personal strengths · Be able to set a personal goal · Recognise feelings of happiness, sadness, worry and fear in 	<ul style="list-style-type: none"> · Identify the feelings associated with being included or excluded · Be able to take on a role in a group discussion / task and contribute to the overall outcome · Know how to regulate my emotions · Can make others feel cared for and welcome · Recognise the feelings of being motivated or 	<ul style="list-style-type: none"> · Empathy for people whose lives are different from their own · Consider their own actions and the effect they have on themselves and others · Be able to work as part of a group, listening and contributing effectively · Be able to identify what they value most about school 	<ul style="list-style-type: none"> · Know own wants and needs · Be able to compare their life with the lives of those less fortunate · Demonstrate empathy and understanding towards others · Can demonstrate attributes of a positive role-model · Can take positive action to help others

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		and negative consequences		themselves and others	<ul style="list-style-type: none"> · unmotivated · Can make others feel valued and included · Understand why the school community benefits from a Learning Charter · Be able to help friends make positive choices 	<ul style="list-style-type: none"> · Identify hopes for the school year · Understand why the school community benefits from a Learning Charter · Be able to help friends make positive choices · Know how to regulate my emotions 	<ul style="list-style-type: none"> · Be able to contribute towards a group task · Know what effective group work is · Know how to regulate my emotions · Be able to make others feel welcomed and valued
<u>Celebrating Differences</u>	<ul style="list-style-type: none"> · Know what being unique means · Know the names of some emotions such as happy, sad, frightened, angry 	<ul style="list-style-type: none"> · Know what bullying means · Know who to tell if they or someone else is being bullied or is feeling unhappy 	<ul style="list-style-type: none"> · Know the difference between a one-off incident and bullying · Know that sometimes people get bullied 	<ul style="list-style-type: none"> · Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do 	<ul style="list-style-type: none"> · Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying · Know the reasons why 	<ul style="list-style-type: none"> · Know external forms of support in regard to bullying e.g. Childline · Know that bullying can be direct and indirect 	<ul style="list-style-type: none"> · Know that people can hold power over others individually or in a group · Know that power can play a part in a bullying or

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	<p>Know why having friends is important</p> <ul style="list-style-type: none"> · Know some qualities of a positive friendship · Know that they don't have to be 'the same as' to be a friend · Know what being proud means and that people can be proud of different things · Know that people can be good at different things 	<ul style="list-style-type: none"> · Know that people are unique and that it is OK to be different · Know skills to make friendships · Know that people have differences and similarities 	<p>because of difference</p> <ul style="list-style-type: none"> · Know that friends can be different and still be friends · Know there are stereotypes about boys and girls · Know where to get help if being bullied · Know that it is OK not to conform to gender stereotypes · Know it is good to be yourself 	<ul style="list-style-type: none"> · Know that conflict is a normal part of relationships · Know that some words are used in hurtful ways and that this can have consequences · Know why families are important · Know that everybody's family is different · Know that sometimes family members don't get 	<p>witnesses sometimes join in with bullying and don't tell anyone</p> <ul style="list-style-type: none"> · Know that sometimes people make assumptions about a person because of the way they look or act · Know there are influences that can affect how we judge a person or situation · Know what to do if they think bullying 	<ul style="list-style-type: none"> · Know what racism is and why it is unacceptable · Know what culture means · Know that differences in culture can sometimes be a source of conflict · Know that rumour-spreading is a form of bullying online and offline · Know how their life is different from the lives 	<p>conflict situation</p> <ul style="list-style-type: none"> · Know that there are different perceptions of 'being normal' and where these might come from · Know that difference can be a source of celebration as well as conflict · Know that being different could affect someone's life
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	<ul style="list-style-type: none"> · Know that families can be different · Know that people have different homes and why they are important to them · Know different ways of making friends · Know different ways to stand up for myself 		<ul style="list-style-type: none"> · Know the difference between right and wrong and the role that choice has to play in this 	<ul style="list-style-type: none"> along and some reasons for this 	<ul style="list-style-type: none"> is or might be taking place · Know that first impressions can change 	<ul style="list-style-type: none"> of children in the developing world 	<ul style="list-style-type: none"> · Know why some people choose to bully others · Know that people with disabilities can lead amazing lives
<p><u>Social and Emotional Skills</u></p>	<ul style="list-style-type: none"> · Recognise emotions when they or someone else is upset, frightened or angry · Identify and use skills to 	<ul style="list-style-type: none"> · Identify what is bullying and what isn't · Understand how being bullied might feel · Recognise 	<ul style="list-style-type: none"> · Explain how being bullied can make someone feel · Know how to stand up for themselves when they 	<ul style="list-style-type: none"> · Use the 'Solve it together' technique to calm and resolve conflicts with friends and family · Be 	<ul style="list-style-type: none"> · Be comfortable with the way they look · Try to accept people for who they are · Be non-judgemental 	<ul style="list-style-type: none"> · Appreciate the value of happiness regardless of material wealth · Identify their own culture and different 	<ul style="list-style-type: none"> · Empathise with people who are different and be aware of my own feelings towards them

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	<p>make a friend</p> <ul style="list-style-type: none"> · Identify some ways they can be different and the same as others · Identify and use skills to stand up for themselves · Identify feelings associated with being proud · Identify things they are good at · Be able to vocalise success for themselves and about others successes · Recognise similarities and 	<p>ways in which they are the same as their friends and ways they are different</p> <ul style="list-style-type: none"> · Know ways to help a person who is being bullied · Identify emotions associated with making a new friend · Verbalise some of the attributes that make them unique and special 	<p>need to</p> <ul style="list-style-type: none"> · Understand that everyone's differences make them special and unique · Understand that boys and girls can be similar in lots of ways and that is OK · Understand that boys and girls can be different in lots of ways and that is OK · Can choose to be kind to someone who is being bullied · Recognise that they shouldn't 	<p>able to</p> <ul style="list-style-type: none"> · 'problem-solve' a bullying situation · accessing appropriate support if necessary · Be able to show appreciation for their families, parents and carers · Empathise with people who are bullied · Employ skills to support someone who is bullied · Be able to recognise, accept and give compliments 	<p>about others who are different</p> <ul style="list-style-type: none"> · Identify influences that have made them think or feel positively/negatively about a situation · Identify feelings that a bystander might feel in a bullying situation · Identify reasons why a bystander might join in with bullying · Revisit the 'Solve it together' technique to practise conflict and 	<p>cultures within their class community</p> <ul style="list-style-type: none"> · Identify their own attitudes about people from different faith and cultural backgrounds · Develop respect for cultures different from their own · Identify a range of strategies for managing their own feelings in bullying situations · Identify some strategies to encourage children who 	<p>Identify feelings associated with being excluded</p> <ul style="list-style-type: none"> · Be able to recognise when someone is exerting power negatively in a relationship · Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens · Use a range of strategies when involved in a bullying situation or in situations
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	differences between their family and other families		judge people because they are different	<ul style="list-style-type: none"> · Recognise feelings associated with receiving a compliment 	bullying scenarios · Identify their own uniqueness · Identify when a first impression they had was right or wrong	use bullying behaviours to make other choices · Be able to support children who are being bullied	where difference is a source of conflict · Identify different feelings of the bully, bullied and bystanders in a bullying scenario · Appreciate people for who they are · Show empathy
<u>Dreams and Goals</u>	<ul style="list-style-type: none"> · Know what a challenge is · Know that it is important to keep trying · Know what a goal is · Know how to set goals and work towards them 	<ul style="list-style-type: none"> · Know how to set simple goals · Know how to achieve a goal · Know how to identify obstacles which make achieving their goals 	<ul style="list-style-type: none"> · Know how to choose a realistic goal and think about how to achieve it · Know that it is important to persevere · Know how to recognise what working 	<ul style="list-style-type: none"> · Know that they are responsible for their own learning · Know what an obstacle is and how they can hinder achievement · Know how to take steps 	<ul style="list-style-type: none"> · Know how to make a new plan and set new goals even if they have been disappointed · Know how to work as part of a successful group 	<ul style="list-style-type: none"> · Know about a range of jobs that are carried out by people I know · Know the types of job they might like to do when they are older · Know that 	

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	<ul style="list-style-type: none"> · Know which words are kind · Know some jobs that they might like to do when they are older · Know that they must work hard now in order to be able to achieve the job they want when they are older · Know when they have achieved a goal 	<p>difficult and work out how to overcome them</p> <ul style="list-style-type: none"> · Know when a goal has been achieved · Know how to work well with a partner · Know that tackling a challenge can stretch their learning 	<p>together well looks like</p> <ul style="list-style-type: none"> · Know what good group-working looks like · Know how to share success with other people 	<p>to overcome obstacles</p> <ul style="list-style-type: none"> · Know what dreams and ambitions are important to them · Know about specific people who have overcome difficult challenges to achieve success · Know how they can best overcome learning challenges · Know what their own strengths are as a learner · Know how to evaluate their own learning 	<ul style="list-style-type: none"> · Know how to share in the success of a group · Know what their own hopes and dreams are · Know that hopes and dreams don't always come true · Know that reflecting on positive and happy experiences can help them to counteract disappointment · Know how to work out the steps they need to take to 	<p>young people from different cultures may have different dreams and goals</p> <ul style="list-style-type: none"> · Know that they will need money to help them to achieve some of their dreams · Know that different jobs pay more money than others · Know that communicating with someone from a different culture means that they can learn from 	
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				progress and identify how it can be better next time	achieve a goal	them and vice versa · Know ways that they can support young people in their own culture and abroad	
<u>Social and Emotional Skills</u>	<ul style="list-style-type: none"> · Understand that challenges can be difficult · Resilience · Recognise some of the feelings linked to perseverance · Recognise how kind words can encourage people · Talk about a time that they kept on trying and 	<ul style="list-style-type: none"> · Recognise things that they do well · Explain how they learn best · Recognise their own feelings when faced with a challenge/obstacle · Recognise how they feel when they overcome a challenge/obstacle 	<ul style="list-style-type: none"> · Recognise how working with others can be helpful · Be able to work effectively with a partner · Be able to choose a partner with whom they work well · Be able to work as part of a group · Be able to describe their 	<ul style="list-style-type: none"> · Can break down a goal into small steps · Can manage feelings of frustration linked to facing obstacles · Imagine how it will feel when they achieve their dream/ambition · Recognise other people's 	<ul style="list-style-type: none"> · Have a positive attitude · Can identify the feeling of disappointment · Be able to cope with disappointment · Can identify what resilience is · Can identify a time when they have felt disappointed · Can talk about their 	<ul style="list-style-type: none"> · Verbalise what they would like their life to be like when they are grown up · Appreciate the contributions made by people in different jobs · Reflect on the differences between their own learning goals and those of 	<ul style="list-style-type: none"> · Understand why it is important to stretch the boundaries of their current learning · Be able to give praise and compliments to other people when they recognise that person's achievements · Empathise with people who are

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	<p>achieved a goal</p> <ul style="list-style-type: none"> · Be ambitious · Feel proud · Celebrate success 	<ul style="list-style-type: none"> · Celebrate an achievement with a friend · Can store feelings of success so that they can be used in the future 	<p>own achievements and the feelings linked to this</p> <ul style="list-style-type: none"> · Recognise their own strengths as a learner · Recognise how it feels to be part of a group that succeeds and store this feeling 	<p>achievements in overcoming difficulties</p> <ul style="list-style-type: none"> · Recognise how other people can help them to achieve their goals · Can share their success with others · Can store feelings of success (in their internal treasure chest) to be used at another time 	<p>hopes and dreams and the feelings associated with these</p> <ul style="list-style-type: none"> · Help others to cope with disappointment · Enjoy being part of a group challenge · Can share their success with others · Can store feelings of success (in their internal treasure chest) to be used at another time 	<p>someone from a different culture</p> <ul style="list-style-type: none"> · Appreciate the differences between themselves and someone from a different culture · Understand why they are motivated to make a positive contribution to supporting others · Appreciate the opportunities learning and education can give them 	<p>suffering or living in difficult situations</p> <ul style="list-style-type: none"> · Set success criteria so that they know when they have achieved their goal · Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstance
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<p>Healthy Me</p>	<ul style="list-style-type: none"> · Know what the word 'healthy' means · Know some things that they need to do to keep healthy · Know the names for some parts of their body · Know when and how to wash their hands properly · Know how to say no to strangers · Know that they need to 	<ul style="list-style-type: none"> · Know the difference between being healthy and unhealthy · Know some ways to keep healthy · Know how to make healthy lifestyle choices · Know that all household products, including medicines, can be harmful if not used properly · Know that medicines can help them if they feel poorly 	<ul style="list-style-type: none"> · Know what their body needs to stay healthy · Know what relaxed means · Know why healthy snacks are good for their bodies · Know which foods given their bodies energy · Know that it is important to use medicines safely · Know what makes them feel 	<ul style="list-style-type: none"> · Know how exercise affects their bodies · Know that the amount of calories, fat and sugar that they put into their bodies will affect their health · Know that there are different types of drugs · Know that there are things, places and people that can be dangerous 	<ul style="list-style-type: none"> · Know that there are leaders and followers in groups · Know the facts about smoking and its effects on health · Know the facts about alcohol and its effects on health, particularly the liver · Know ways to resist when people are putting pressure on them · Know what they think is 	<ul style="list-style-type: none"> · Know basic emergency procedures, including the recovery position · Know the health risks of smoking · Know how smoking tobacco affects the lungs, liver and heart · Know how to get help in emergency situations · Know that the media, social media and celebrity culture promotes 	<ul style="list-style-type: none"> · Know how to take responsibility for their own health · Know what it means to be emotionally well · Know how to make choices that benefit their own health and well-being · Know about different types of drugs and their uses · Know how these different
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	<p>exercise to keep healthy</p> <ul style="list-style-type: none"> · Know how to help themselves go to sleep and that sleep is good for them · Know what to do if they get lost 	<ul style="list-style-type: none"> · Know how to keep safe when crossing the road · Know how to keep themselves clean and healthy · Know that germs cause disease/illnesses · Know about people who can keep them safe 	<p>relaxed/stressed</p> <ul style="list-style-type: none"> · Know how medicines work in their bodies · Know how to make some healthy snacks 	<ul style="list-style-type: none"> · Know when something feels safe or unsafe · Know why their hearts and lungs are such important organs · Know a range of strategies to keep themselves safe · Know that their bodies are complex and need taking care of 	<p>right and wrong</p> <ul style="list-style-type: none"> · Know how different friendship groups are formed and how they fit into them · Know which friends they value most · Know that they can take on different roles according to the situation · Know some of the reasons some people start to smoke 	<p>certain body types</p> <ul style="list-style-type: none"> · Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure · Know some of the risks linked to misusing alcohol, including antisocial behaviour · Know what makes a 	<p>types of drugs can affect people's bodies, especially their liver and heart</p> <ul style="list-style-type: none"> · Know that stress can be triggered by a range of things · Know that being stressed can cause drug and alcohol misuse · Know that some people can be exploited and made to do things that
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					<ul style="list-style-type: none"> · Know some of the reasons some people drink alcohol 	<p>healthy lifestyle</p>	<p>are against the law</p> <ul style="list-style-type: none"> · Know why some people join gangs and the risk that this can involve.
<p><u>Social and Emotional Skills</u></p>	<ul style="list-style-type: none"> · Can explain what they need to do to stay healthy · Recognise how exercise makes them feel · Can give examples of healthy food · Can explain what to do if a stranger approaches them · Can explain how they might feel if they don't 	<ul style="list-style-type: none"> · Keep themselves safe · Recognise how being healthy helps them to feel happy · Recognise ways to look after themselves if they feel poorly · Recognise when they feel frightened and know 	<ul style="list-style-type: none"> · Feel positive about caring for their bodies and keeping it healthy · Have a healthy relationship with food · Desire to make healthy lifestyle choices · Identify when a feeling is weak and when a feeling is strong 	<ul style="list-style-type: none"> · Respect their own bodies and appreciate what they do · Can take responsibility for keeping themselves and others safe · Identify how they feel about drugs · Can express how being anxious or scared feels · Able to set themselves a fitness 	<ul style="list-style-type: none"> · Can identify the feelings that they have about their friends and different friendship groups · Recognise negative feelings in peer pressure situations · Can identify the feelings of anxiety and fear associated with peer pressure 	<ul style="list-style-type: none"> · Respect and value their own bodies · Can reflect on their own body image and know how important it is that this is positive · Recognise strategies for resisting pressure · Can identify ways to keep themselves calm in an emergency 	<ul style="list-style-type: none"> · Are motivated to care for their own physical and emotional health · Suggest strategies someone could use to avoid being pressured · Can use different strategies to manage stress and pressure

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	<p>get enough sleep</p> <ul style="list-style-type: none"> · Recognise how different foods can make them feel 	<p>how to ask for help</p> <ul style="list-style-type: none"> · Feel good about themselves when they make healthy choices · Realise that they are special 	<p>Express how it feels to share healthy food with their friends</p>	<p>challenge · Recognise what it feels like to make a healthy choice</p>	<p>Can tap into their inner strength and know-how to be assertive · Recognise how different people and groups they interact with impact on them · Identify which people they most want to be friends with</p>	<p>Can make informed decisions about whether or not they choose to smoke when they are older · Can make informed decisions about whether they choose to drink alcohol when they are older · Accept and respect themselves for who they are · Be motivated to keep themselves healthy and happy</p>	<ul style="list-style-type: none"> · Are motivated to find ways to be happy and cope with life's situations without using drugs · Identify ways that someone who is being exploited could help themselves · Recognise that people have different attitudes towards mental health/illness
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<p>Relationships</p>	<ul style="list-style-type: none"> · Know what a family is · Know that different people in a family have different responsibilities (jobs) · Know some of the characteristics of healthy and safe friendships · Know that friends sometimes fall out · Know some ways to mend a friendship · Know that unkind words 	<ul style="list-style-type: none"> · Know that everyone's family is different · Know that families are founded on belonging, love and care · Know that physical contact can be used as a greeting · Know how to make a friend · Know who to ask for help in the school community · Know that there are lots of different 	<ul style="list-style-type: none"> · Know that there are lots of forms of physical contact within a family · Know how to stay safe if someone is hurting them · Know there are good secrets and why it is important to share worry secrets · Know what trust is · Know that everyone's family is different 	<ul style="list-style-type: none"> · Know that different family members carry out different roles or have different responsibilities within the family · Know some of the skills of friendship, e.g. taking turns, being a good listener · Know some strategies for keeping themselves safe online · Know that they and all children have rights (UNCRC) 	<ul style="list-style-type: none"> · Know some reasons why people feel jealousy · Know that loss is a normal part of relationships · Know that negative feelings are a normal part of loss · Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> · Know that there are rights and responsibilities in an online community or social network · Know that there are rights and responsibilities when playing a game online · Know that too much screen time isn't healthy · Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> · Know that it is important to take care of their own mental health · Know ways that they can take care of their own mental health · Know the stages of grief and that there are different types of loss that cause people to grieve · Know that sometimes people can try to gain
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	<p>can never be taken back and they can hurt</p> <ul style="list-style-type: none"> · Know how to use Jigsaw's Calm Me to help when feeling angry · Know some reasons why others get angry 	<p>types of families</p> <ul style="list-style-type: none"> · Know the characteristics of healthy and safe friends · Know about the different people in the school community and how they help 	<ul style="list-style-type: none"> · Know that families function well when there is trust, respect, care, love and co-operation · Know some reasons why friends have conflicts · Know that friendships have ups and downs and sometimes change with time · Know how to use the Mending Friendships or Solve it together problem- 	<ul style="list-style-type: none"> · Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc · Know how some of the actions and work of people around the world help and influence my life · Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> · Know that jealousy can be damaging to relationships · Know that memories can support us when we lose a special person or animal 	<ul style="list-style-type: none"> · Know that a personality is made up of many different characteristics, qualities and attributes · Know that belonging to an online community can have positive and negative consequences 	<p>power or control them</p> <ul style="list-style-type: none"> · Know some of the dangers of being 'online' · Know how to use technology safely and positively to communicate with their friends and family
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			solving methods				
<u>Social and Emotional Skills</u>	<ul style="list-style-type: none"> · Can identify what jobs they do in their family and those carried out by parents/carers and siblings · Can suggest ways to make a friend or help someone who is lonely · Can use different ways to mend a friendship · Can recognise what being angry feels like · Can use Calm Me 	<ul style="list-style-type: none"> · Can express how it feels to be part of a family and to care for family members · Can say what being a good friend means · Can identify forms of physical contact they prefer · Can say no when they receive a touch they don't like · Can show skills of friendship · Can praise themselves and others · Can recognise 	<ul style="list-style-type: none"> · Can identify the different roles and responsibilities in their family · Can recognise the value that families can bring · Can recognise and talk about the types of physical contact that is acceptable or unacceptable · Can identify the negative feelings associated with keeping a worry secret · Can identify who 	<ul style="list-style-type: none"> · Can identify the responsibilities they have within their family · Know how to access help if they are concerned about anything on social media or the internet · Can empathise with people from other countries who may not have a fair job or are less fortunate · Understand that they are connected to the global 	<ul style="list-style-type: none"> · Can identify feelings and emotions that accompany jealousy · Can suggest positive strategies for managing jealousy · Can identify people who are special to them and express why · Can identify the feelings and emotions that accompany loss · Can suggest strategies for managing loss · Can tell you about 	<ul style="list-style-type: none"> · Can suggest strategies for building self-esteem of themselves and others · Can identify when an online community/social media group feels risky, uncomfortable, or unsafe · Can suggest strategies for staying safe online/ social media · Can say how to report unsafe online/social network activity · Can identify when an online 	<ul style="list-style-type: none"> · Recognise that people can get problems with their mental health and that it is nothing to be ashamed of · Can help themselves and others when worried about a mental health problem · Recognise when they are feeling grief and have strategies to manage them

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	<p>when angry or upset</p>	<p>some of their personal qualities · Can say why they appreciate a special relationship</p>	<p>they trust in their own relationships · Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict · Can identify the feelings associated with trust · Can give and receive compliments · Can say who they would go to for help if they were worried or scared</p>	<p>community in many different ways · Can use Solve it together in a conflict scenario and find a win-win outcome · Can identify similarities in children's rights around the world · Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>someone they no longer see · Can suggest ways to manage relationship changes including how to negotiate</p>	<p>game is safe or unsafe · Can suggest ways to monitor and reduce screen time · Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control · Can resist pressure to do something online that might hurt themselves or others · Can take responsibility for their own safety and well-being</p>
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<p>Changing Me</p>	<ul style="list-style-type: none"> · Know the names and functions of some parts of the body (see vocabulary list) · Know that we grow from baby to adult · Know who to talk to if they are feeling worried · Know that sharing how they feel can help solve a worry · Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> · Know the names of male and female private body parts · Know that there are correct names for private body parts and nicknames, and when to use them · Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these 	<ul style="list-style-type: none"> · Know the physical differences between male and female bodies · Know that private body parts are special and that no one has the right to hurt these · Know who to ask for help if they are worried or frightened · Know there are different types of touch and that some are acceptable 	<ul style="list-style-type: none"> · Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults · Know some of the outside body changes that happen during puberty · Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> · Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm · Know that babies are made by a sperm joining with an ovum · Know the names of the different internal and external body parts that are needed to make a baby 	<ul style="list-style-type: none"> · Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally · Know that sexual intercourse can lead to conception · Know that some people need help to conceive and might use IVF · Know that becoming a 	<ul style="list-style-type: none"> · Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally · Know how a baby develops from conception through the nine months of pregnancy and how it is born · Know how being
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		<ul style="list-style-type: none"> · Know who to ask for help if they are worried or frightened · Know that animals including humans have a life cycle · Know that changes happen when we grow up · Know that people grow up at different rates and that is normal · Know that learning brings about change 	<p>and some are unacceptable</p> <ul style="list-style-type: none"> · Know the correct names for private body parts · Know that life cycles exist in nature · Know that aging is a natural process including old age · Know that some changes are out of an individual's control 	<ul style="list-style-type: none"> · Know that in animals and humans lots of changes happen between conception and growing up · Know that in nature it is usually the female that carries the baby · Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops · Know that babies need 	<ul style="list-style-type: none"> · Know how the female and male body change at puberty · Know that change can bring about a range of different emotions · Know that personal hygiene is important during puberty and as an adult · Know that change is a normal part of life and that some cannot be controlled and have to be accepted 	<p>teenager involves various changes and also brings growing responsibility</p> <ul style="list-style-type: none"> · Know what perception means and that perceptions can be right or wrong 	<p>physically attracted to someone changes the nature of the relationship</p> <ul style="list-style-type: none"> · Know the importance of self-esteem and what they can do to develop it · Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/movin
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			<ul style="list-style-type: none"> · Know how their bodies have changed from when they were a baby and that they will continue to change as they age 	<ul style="list-style-type: none"> love and care from their parents/carers · Know some of the changes that happen between being a baby and a child 			g to their next class
<u>Social and Emotional Skills</u>	<ul style="list-style-type: none"> · Recognise that changing class can elicit happy and/or sad emotions · Can say how they feel about changing class/ growing up · Can identify how they have changed from a baby 	<ul style="list-style-type: none"> · Understand and accept that change is a natural part of getting older · Can suggest ways to manage change, e.g. moving to a new class · Can identify some things that have changed and some things 	<ul style="list-style-type: none"> · Can say who they would go to for help if worried or scared · Can say what types of touch they find comfortable/uncomfortable · Be able to confidently ask someone to stop if they are 	<ul style="list-style-type: none"> · Can express how they feel about puberty · Can say who they can talk to about puberty if they have any worries · Can suggest ways to help them manage feelings during changes they are more 	<ul style="list-style-type: none"> · Can appreciate their own uniqueness and that of others · Can express any concerns they have about puberty · Have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> · Can celebrate what they like about their own and others' self-image and body image · Can suggest ways to boost self-esteem of self and others · Recognise that puberty 	<ul style="list-style-type: none"> · Recognise ways they can develop their own self-esteem · Can express how they feel about the changes that will happen to them during puberty · Understand that mutual respect is essential in a

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	<ul style="list-style-type: none"> · Can say what get older · Can identify positive memories from the past year in school/home 	<p>that have stayed the same since being a baby (including the body)</p> <ul style="list-style-type: none"> · Can express why they enjoy learning 	<p>being hurt or frightened.</p> <ul style="list-style-type: none"> · Can appreciate that changes will happen and that some can be controlled and others not · Be able to express how they feel about changes · Show appreciation for people who are older · Can recognise the independence and responsibilities they have now compared to 	<p>anxious about</p> <ul style="list-style-type: none"> · Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry · Can express how they feel about babies · Can describe the emotions that a new baby can bring to a family · Can identify changes they are looking forward to in the next year 	<ul style="list-style-type: none"> · Can express how they feel about having children when they are grown up · Can say who they can talk to about puberty if they are worried · Can apply the circle of change model to themselves to have strategies for managing change 	<p>is a natural process that happens to everybody and that it will be OK for them</p> <ul style="list-style-type: none"> · Can ask questions about puberty to seek clarification · Can express how they feel about having a romantic relationship when they are an adult · Can express how they feel about having children when they are an adult · Can express how they feel about 	<p>boyfriend/girl friend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <ul style="list-style-type: none"> · Recognise how they feel when they reflect on the development and birth of a baby · Can celebrate what they like about their own and others' self-image and body image · Use strategies to prepare
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			<p>being a baby or toddler</p> <ul style="list-style-type: none"> · Can say what greater responsibilities and freedoms they may have in the future · Can say what they are looking forward to in the next year 			<p>becoming a teenager</p> <ul style="list-style-type: none"> · Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<p>themselves emotionally for the transition (changes) to secondary school.</p>
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