



**Tudor Grange
Academies Trust**



Primary Personal, Social, Health Education Curriculum Map

(including RSHE)

TGPASJ



Year 1

**DfE Statutory
Relationships
& Health
Education
Guidance**

**(Relationships
Education)**

- (R1) that families are important for children growing up because they can give love, security and stability
- (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R14) the conventions of courtesy and manners
- (R15) the importance of self-respect and how this links to their own happiness
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- (R19) the importance of permission seeking and giving in relationships with friends, peers and adults
- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult



	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources
DfE Statutory Relationships & Health Education Guidance (Physical Health & Mental Wellbeing)	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom	Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different	Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved	Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road	Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help	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 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



				Know about people who can keep them safe	Know who to ask for help in the school community	nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change
Social and Emotional Skills	Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively	Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel 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	Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle Can store feelings of success so that they can be used in the future	Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy	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 show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities	Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class



PSHE Curriculum Map



					Can say why they appreciate a special relationship	
Vocabulary	learning charter disappointed jigsaw charter belonging rewards consequences safe rights proud calm special upset	similarity same as different from difference bullying bullying behaviour deliberate on purpose unfair included bully bullied celebrations	proud success internal treasure chest stretchy learning stepping-stones process working together teamwork celebrate challenge obstacle overcome achieve dreams goal	healthy unhealthy balanced exercise sleep choices clean body parts hygienic safe medicines trust safe safety green cross code eyes ears look listen wait	family belong same different friends friendship qualities caring sharing kind greeting touch feel texture like dislike help / helpful community feelings confidence praise skills self-belief incredible proud celebrate relationships special appreciate	changes life cycles baby adult growing up mature male female vagina penis testicles vulva anus learn new grow feelings anxious worried excited coping



Year 2

**DfE Statutory
Relationships
& Health
Education
Guidance**

**(Relationships
Education)**

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- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
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- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
- (R19) the importance of permission seeking and giving in relationships with friends, peers and adults
- (R20) that people sometimes behave differently online, including by pretending to be someone they are not
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them



	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources
DfE Statutory Relationships & Health Education Guidance (Physical Health & Mental Wellbeing)	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H17) where and how to report concerns and get support with issues online (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals



	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes					
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices	Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in	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 together well looks like Know what good group working looks like Know how to share success with other people	Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely Know how to make some healthy snacks Know why healthy snacks are good for their bodies Know which foods given	Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them	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 Know how their bodies have changed from when they were a baby and that they will continue to change as they age



	Know that positive choices impact positively on self-learning and the learning of others	this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying		their bodies energy	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-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is	Know the physical differences between male and female bodies Know the correct names for private body parts 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, and some are unacceptable
Social and Emotional Skills	Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills	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	Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful	Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food	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	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



	Recognise the feeling of being worried Be able to work cooperatively	Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique	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 Recognise how it feels to be part of a group that succeeds and store this feeling	Express how it feels to share healthy food with their friends	acceptable or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared	Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future 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 being hurt or frightened Can say what they are looking forward to in the next year
Vocabulary	positive worries co-operate negative choices	boys girls assumptions, stereotypes special	realistic strengths persevere challenge difficult	healthy choices lifestyle motivation relaxation healthy	similarities differences relationship important co-operate	control life cycle adult fully grown old



PSHE Curriculum Map



	responsible problem-solving actions praise fears hopes	kind unkind feelings sad lonely help stand up for male female diversity fairness kindness friends value	easy learning together partner product problem-solve.	dangerous balanced diet portion proportion nutritious relax tense calm energy fuel	touch physical contact communication hugs like dislike acceptable not acceptable conflict point of view positive problem solving surprise good secret worry secret telling adult happy sad frightened trust trustworthy honesty reliability compliments	young respect appearance physical toddler child teenager independent freedom responsibilities male female vagina penis testicles vulva anus public private touch texture like dislike acceptable unacceptable comfortable uncomfortable excited nervous anxious happy
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Year 3

**DfE Statutory
Relationships
& Health
Education
Guidance
(Relationships
Education)**

- (R1) that families are important for children growing up because they can give love, security and stability
- (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
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- (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R14) the conventions of courtesy and manners
- (R15) the importance of self-respect and how this links to their own happiness
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
- (R19) the importance of permission seeking and giving in relationships with friends, peers and adults
- (R20) that people sometimes behave differently online, including by pretending to be someone they are not
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them



	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources
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	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H32) how to make a clear and efficient call to emergency services if necessary (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle					
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	Understand that they are important Know what a personal goal is Understanding what a challenge is Know why rules are needed and how these relate to choices and consequences	Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and	Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges	Know how exercise affects their bodies Know why their hearts and lungs are such important organs 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 different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener	Know that in animals and humans lots of changes happen between conception and growing up Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers



	Know that actions can affect others' feelings Know that others may hold different views Know that the school has a shared set of values	some reasons for this Know that conflict is a normal part of relationships 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 Know that some words are used in hurtful ways and that this can have consequences	Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know how to evaluate their own learning progress and identify how it can be better next time	Know that there are things, places and people that can be dangerous Know a range of strategies to keep themselves safe Know when something feels safe or unsafe Know that their bodies are complex and need taking care of	Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own	Know some of the changes that happen between being a baby and a child 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
Social and Emotional Skills	Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry	Be able to show appreciation for their families, parents and carers Use the 'Solve it together' technique to calm	Recognise other people's achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition	Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice Identify how they feel about drugs	Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about	Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can express how they feel about puberty



PSHE Curriculum Map



	and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively	and resolve conflicts with friends and family Empathise with people who are bullied • Employ skills to support someone who is bullied Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment	Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do	anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways 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	Can say who they can talk to about puberty if they have any worries Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about
Vocabulary	welcome valued achievements proud	family loving caring safe	co-operation motivated enthusiastic excited	oxygen energy calories / kilojoules heartbeat	unisex male female stereotype	birth animals babies mother



PSHE Curriculum Map



	pleased personal goal praise acknowledge affirm emotions feelings nightmare solutions support dream behaviour group dynamics teamwork viewpoint ideal school belong	connected special conflict solve it together solutions resolve witness, bystander bullying gay tell consequences hurtful compliment	efficient responsible frustration 'solve it together' technique solutions review evaluate respect admire ambition	lungs fitness labels, sugar fat saturated fat healthy drugs attitude safe anxious scared strategy advice harmful risk complex appreciate choice emergency services ambulance fire engine police car coastguard	career job role responsibilities respect win-win solution solve-it-together internet social media online risky gaming safe unsafe private messaging (pm) direct messaging (dm) global communication fair trade inequality food journey climate transport exploitation rights needs wants justice united nations equality deprivation hardship appreciation	uterus womb nutrients survive love affection care cope puberty male female testicles sperm penis ovaries egg ovum / ova breasts womb / uterus vagina stereotypes task roles challenge.
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**PSHE
Curriculum Map**



					gratitude interconnected	
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Year 4

**DfE Statutory
Relationships
& Health
Education
Guidance**

**(Relationships
Education)**

- (R1) that families are important for children growing up because they can give love, security and stability
- (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R14) the conventions of courtesy and manners
- (R15) the importance of self-respect and how this links to their own happiness
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- (R19) the importance of permission seeking and giving in relationships with friends, peers and adults
- (R20) that people sometimes behave differently online, including by pretending to be someone they are not
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe



	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources					
DfE Statutory Relationships & Health Education Guidance (Physical Health & Mental Wellbeing)	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle					
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me



Fundamental Knowledge	Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community	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 that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change	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 make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group	Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups Know that they can take on different roles according to the situation Know the facts about smoking and vaping and its effects on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some people drink alcohol Know ways to resist when people are putting pressure on them Know what they think is right and wrong	Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	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 Know how the female and male body change at puberty 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
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						Know that change can bring about a range of different emotions
Social and Emotional Skills	Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices	Try to accept people for who they are 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 bullying scenarios Identify their own uniqueness Be comfortable with the way they look	Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others	Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive	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 someone they no longer see Can suggest ways to manage relationship changes including how to negotiate	Can appreciate their own uniqueness and that of others Can express how they feel about having children when they are grown up Can express any concerns they have about puberty 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 Have strategies for managing the emotions relating to change



	Know how to regulate my emotions	Identify when a first impression they had was right or wrong Be non-judgemental about others who are different	Can store feelings of success (in their internal treasure chest) to be used at another time			
Vocabulary	included excluded role job description school community democracy democratic decisions voting, authority contribution observer un convention on rights of child (UNCRC).	character assumption judgement surprised appearance accept influence opinion attitude bullying secret deliberate bystander witness problem solve cyber bullying text message website troll physical features impression changed.	hope determination resilience positive attitude disappointment fears positive experiences plans cope help self-belief commitment	friendship emotions relationships friendship groups value roles leader follower assertive agree disagree smoking vaping pressure peers guilt alcohol liver disease anxiety fear believe opinion	close jealousy emotions positive negative loss shock disbelief numb denial anger guilt sadness pain despair hope souvenir memento memorial acceptance relief remember negotiate compromise loyal empathy	personal unique characteristics parents sperm gene egg / ovum penis testicles vagina / vulva womb / uterus ovaries making love having sex sexual intercourse fertilise conception puberty menstruation tampons hormones fallopian tube periods menstrual cycle period pants/pads seasons



PSHE
Curriculum Map



					betrayal amicable love attraction	control emotions acceptance
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Year 5

**DfE Statutory
Relationships
& Health
Education
Guidance**

**(Relationships
Education)**

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
 (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
 (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
 (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
 (R14) the conventions of courtesy and manners
 (R15) the importance of self-respect and how this links to their own happiness
 (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
 (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults
 (R20) that people sometimes behave differently online, including by pretending to be someone they are not
 (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
 (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
 (R24) how information and data is shared and used online
 (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
 (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
 (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
 (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
 (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
 (R32) where to get advice e.g. family, school and/or other sources



**DfE Statutory
Relationships
& Health
Education
Guidance

(Physical
Health &
Mental
Wellbeing)**

(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health
 (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
 (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
 (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
 (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
 (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
 (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
 (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
 (H11) that for most people the internet is an integral part of life and has many benefits
 (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
 (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
 (H14) why social media, some computer games and online gaming, for example, are age restricted
 (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
 (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
 (H17) where and how to report concerns and get support with issues online
 (H18) the characteristics and mental and physical benefits of an active lifestyle
 (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
 (H20) the risks associated with an inactive lifestyle (including obesity)
 (H21) how and when to seek support including which adults to speak to in school if they are worried about their health
 (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
 (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
 (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
 (H32) how to make a clear and efficient call to emergency services if necessary
 (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries
 (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes



	(H35) about menstrual wellbeing including the key facts about the menstrual cycle					
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	Know how to face new challenges positively Understand how to set personal goals Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how an individual's behaviour can affect a group and the consequences of this Understand how democracy and having a voice benefits the school community	Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world	Know that they will need money to help them to achieve some of their dreams Know about a range of jobs that are carried out by people I know Know that different jobs pay more money than others Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that communicating with someone from a	Know the health risks of smoking and vaping Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types	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 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	Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this 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 teenager involves various changes and also brings growing responsibility



	Understand how to contribute towards the democratic process		different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad	Know that messages we receive about food come from different places and that these can affect people's attitude to foods. Know what makes a healthy lifestyle		
Social and Emotional Skills	Be able to identify what they value most about school Identify hopes for the school year 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 Understand why the school community	Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and	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 Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive	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 game is safe or unsafe Can suggest ways to monitor and reduce screen time	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 is a natural process that happens to everybody and that it will be OK for them 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



PSHE Curriculum Map



	benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own	someone from a different culture Understand why they are motivated to make a positive contribution to supporting others	Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy	Can suggest strategies for managing unhelpful pressures online or in social networks	Can express how they feel about becoming a teenager Can say who they can talk to if concerned
Vocabulary	challenge attitude citizen views opinion collaboration collective decision opportunities vision empathise refugee persecution asylum migrant conflict cooperation participation	culture conflict belong racism colour race discrimination bullying rumour name-calling racist banter homophobic cyber bullying texting indirect direct developing world	lifestyle job career profession salary contribution society culture sponsorship aspiration communication support rallying difference	choices healthy behaviour less healthy behaviour informed decision media influence emergency procedure recovery position calm level-headed body image media social media celebrity altered self-respect comparison respect debate fact motivation	personal qualities attributes characteristics self-esteem unique comparison negative self-talk social media age-restriction online community risky safe unsafe responsibilities social network gaming violence grooming troll gambling betting trustworthy	body-image self-image personality perception self-esteem affirmation comparison uterus womb oestrogen fallopian tube cervix vagina vulva penis testicles Adam's apple scrotum genitals broader sperm semen



PSHE Curriculum Map



					appropriate screen time off-line social peer pressure influences personal information passwords privacy settings profile SMART rules	erection ejaculation urethra wet dream growth spurt larynx facial hair pubic hair hormones testosterone circumcised uncircumcised foreskin epididymis ovaries egg (ovum) period fertilised unfertilised conception having sex sexual intercourse making love embryo umbilical cord IVF fertility treatment foetus contraception pregnancy menstruation sanitary products tampon pad
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PSHE
Curriculum Map



						towel liner hygiene age appropriateness legal laws consent responsible teenager manage milestones
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Year 6

**DfE Statutory
Relationships
& Health
Education
Guidance**

**(Relationships
Education)**

- (R1) that families are important for children growing up because they can give love, security and stability
- (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R14) the conventions of courtesy and manners
- (R15) the importance of self-respect and how this links to their own happiness
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
- (R19) the importance of permission seeking and giving in relationships with friends, peers and adults
- (R20) that people sometimes behave differently online, including by pretending to be someone they are not
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- (R24) how information and data is shared and used online
- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)



	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources
DfE Statutory Relationships & Health Education Guidance (Physical Health & Mental Wellbeing)	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H11) that for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity)



	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (H31) the facts and science relating to allergies, immunisation and vaccination (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual wellbeing including the key facts about the menstrual cycle					
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	Know how to set goals for the year ahead Understand what fears and worries are 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 there are different perceptions of 'being normal' and where these might come from Know that being different could affect someone's life Know that power can play a part in a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others	Know their own learning strengths Know how to set realistic and challenging goals Know what the learning steps are they need to take to achieve their goal Know a variety of problems that the world is facing Know how to work with other people to make the world a better place	Know how to take responsibility for their own health 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 types of drugs can affect people's bodies, especially their liver and heart	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 power or control them	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 physically attracted to someone changes the nature of the relationship



	Know that personal choices can affect others locally and globally Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process	Know that people with disabilities can lead amazing lives Know that difference can be a source of celebration as well as conflict	Know some ways in which they could work with others to make the world a better place Know what their classmates like and admire about them	Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve Know what it means to be emotionally well Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse	Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family	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 / moving to their next class
Social and Emotional Skills	Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate	Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship	Understand why it is important to stretch the boundaries of their current learning Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in	Are motivated to care for their own physical and emotional health Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being	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	Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Recognise how they feel when they reflect on the development and birth of a baby



	Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive rolemodel Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions	Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Appreciate people for who they are Show empathy	the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements	exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different strategies to manage stress and pressure	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	Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to Can celebrate what they like about their own and others' self- image and body-image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
Vocabulary	community education wants needs Maslow empathy comparison, opportunities empathise obstacles legal illegal	normal ability disability visual impairment empathy perception medication vision blind diverse stereotype individuality	personal realistic unrealistic criteria learning steps global issue suffering concern hardship empathy praise	responsibility choice immunisation prevention effects motivation prescribed unrestricted over the counter restricted illegal volatile substances	mental health ashamed stigma stress anxiety support worried signs warning self-care emotions feelings	body-image self-image characteristics looks personality perception real self assertive comparison negative body-talk mental health uterus



PSHE Curriculum Map



	lawful laws motivation	equality fairness banter identity courage fairness rights responsibilities power struggle imbalance harassment bullying behaviour argument Para-Olympian achievement accolade perseverance admiration stamina	compliment recognition	'legal highs' exploited vulnerable criminal gangs strategies reputation anti-social behaviour crime mental health emotional health, mental illness symptoms stress triggers	loss grief shock hopelessness acceptance bereavement coping strategies power control authority script assertive self-control real / fake, true / untrue judgement technology cyber-bullying abuse safety	womb oestrogen fallopian tube cervix develops breasts vagina vulva hips penis testicles Adam's apple scrotum genitals sperm semen erection ejaculation urethra wet dream growth spurt larynx facial hair pubic hair hormones scrotum testosterone circumcised uncircumcised foreskin epididymis ovaries egg (ovum) period
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PSHE Curriculum Map



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**PSHE
Curriculum Map**



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