



Curriculum Map September 2020-July 2021



PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Whole school events</i>	School Council Election Class Councils School Council to begin meeting	Class Councils School Council Children in Need Parliament Week Anti-Bullying Week	Class Councils School Council Internet Safety Week	Class Councils School Council Children's Mental Health Week Fairtrade fortnight	Class Councils School Council World Earth Day	Class Councils School Council Sports week/ incorporate healthy eating challenges.
Personal Development Chris Quigley	<ol style="list-style-type: none"> 1. Work Hard, 2. Try New things 3. Concentrate 4. Push themselves 5. Imagine 6. Improve 7. Understand Others 8. Not Give Up <p>These themes will be explored in assemblies throughout the year (one per week) and will then be followed up in class. Class teachers will 'teach' what it means to work hard/ how to concentrate etc.</p>					
Proposed Educational Programme for Nursery/ Reception.	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.</p> <p>Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</p> <p>Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>PSED is not taught as a discrete subject in Nursery/ Reception. High quality provision and interactions with the adults supporting them will give the children the opportunity to develop these key skills. Regular circle times and story sessions will give children further opportunities to explore the key PSED skills.</p>					
Current DM statements for 30-50 months.	<p>Making Relationships</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 					



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	<p>Self Confidence and self- awareness</p> <ul style="list-style-type: none"> •Can select and use activities and resources with help. •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing, and will communicate freely about own home and community. •Shows confidence in asking adults for help <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> •Aware of own feelings, and knows that some actions and words can hurt others’ feelings. •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. •Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. •Can usually adapt behaviour to different events, social situations and changes in routine. <p>Health and Self-Care (Currently part of Physical Development)</p> <ul style="list-style-type: none"> •Can tell adults when hungry or tired or when they want to rest or play. •Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely. •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands. •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
<p>Current DM statements for 40-60 months</p>	<p>Making Relationships</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. •Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self Confidence and self- awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> •Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. •Aware of the boundaries set, and of behavioural expectations in the setting. •Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Health and Self Care</p> <ul style="list-style-type: none"> •Eats a healthy range of foodstuffs and understands need for variety in food. •Usually dry and clean during the day. •Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.



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	<ul style="list-style-type: none"> •Shows understanding of how to transport and store equipment safely. •Practices some appropriate safety measures without direct supervision. 					
Year R	<p>Making Relationships Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p>Self Confidence and Self Awareness Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>Managing Feelings and Behaviour Early Learning Goal Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>					
Curriculum Themes	All About Me		Traditional Tales		Space Explorers	
Nursery	<p>New Beginnings Starting nursery Getting on and falling out</p> <p>Can select and use activities and resources with help.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Responds to the feelings and wishes of others</p>	<p>Saying no to bullying Is more outgoing towards unfamiliar people and more confident in new social situations. (Christmas)</p> <p>Welcomes and values praise for what they have done.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</p>	<p>Going for goals Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Keeps play going by responding to what others are saying or doing.</p>	<p>Good to be me Is more outgoing towards unfamiliar people and more confident in new social situations. (Assemblies)</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Children begin to show an understanding of</p>	<p>Relationships Enjoys responsibility of carrying out small tasks.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Explore how we can look after ourselves</p> <p>Demonstrates friendly behaviour and forming good relationships with</p>	<p>Changes Shows confidence in asking adults for help.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Explore looking forward to starting school. Exploring feelings</p> <p>Initiates conversation with peers and other familiar adults.</p>



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	<p>May form a special friendship with another child.</p> <p>Seeks out others to share experiences.</p>	<p>Initiates play, offering cues to peers to join them.</p>		<p>their own feelings and those of others</p> <p>Can play in a group, extending and elaborating play ideas</p>	<p>peers and familiar adults.</p>	
Curriculum Themes	Ourselves	Out and About	Under the Sea	Best Loved Stories	Monsters and dinosaurs	Up in the air
<p>Reception</p> <p>See SEAL resources</p>	<p>New Beginnings</p> <p>Shows confidence in asking adults for help</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Saying No to bullying</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Going for goals</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>They say when they do or don't need help.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Children play co-operatively, taking turns with others.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>They work as part of a group or class, and understand and follow the rules.</p>	<p>Good to be me</p> <p>Children are confident to try new activities, and say why they like some activities more than others</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable</p>	<p>Relationships</p> <p>They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><i>(Children to know how to call the emergency services)</i> <i>(Children to know what to do if they get lost.)</i></p>	<p>Changes</p> <p>To continue to develop ELG skills.</p>



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(Children begin to understand rules around staying safe on the computer.)

See **PSHE Association Programme of Study** for more detail and for support with resources and lesson plans.
The three mini topics are to run over the course of a term.

Curriculum Themes	Toys	Explorers	Houses and Homes	Seasons and Celebrations	Fire and Ice	Colour and Pattern
PSHE Year One	<p>Relationships Families and Friendships</p> <ul style="list-style-type: none"> •Roles of different people; families; feeling cared for <p>Yasmin and Tom Lesson Three- Different families To develop an understanding that there are many different types of family and that in our school we value all types of family equally.</p> <p>Safe Relationships</p> <ul style="list-style-type: none"> •Recognising privacy; staying safe; seeking permission 	<p>Relationships Respecting ourselves and others</p> <ul style="list-style-type: none"> •How behaviour affects others; being polite and respectful 	<p>Living in the Wider World Belonging to a community</p> <ul style="list-style-type: none"> •What rules are; caring for others' needs; looking after the environment <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> •Using the internet and digital devices; communicating online 	<p>Living in the Wider World Money and Work</p> <ul style="list-style-type: none"> •Strengths and interests; jobs in the community 	<p>Health and Well-Being Physical Health and Mental Well-Being</p> <ul style="list-style-type: none"> •Keeping healthy; food and exercise, hygiene routines; sun safety <p>Yasmin and Tom Lesson Five – Keeping Clean and taking care of myself To develop an awareness of and take responsibility for taking care of their own needs.</p> <p>Growing and Changing</p> <ul style="list-style-type: none"> •Recognising what makes them unique and special; feelings; managing when things go wrong. 	<p>Health and Well-Being Keeping Safe</p> <ul style="list-style-type: none"> •How rules and age restrictions help us; keeping safe online <p>Yasmin and Tom Lesson Seven. Keeping Safe I can recognize when a situation is safe or unsafe. I can describe some ways that I can keep safe. I can describe how to get help if I need it.</p>



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Curriculum Themes	Great Fire of London	A passport to...	History Makers	The Lighthouse Keeper	Survival	Healthy Living
Year 2	<p>Relationships Families and Friendships</p> <ul style="list-style-type: none"> •Making friends; feeling lonely and getting help <p>Yasmin and Tom Lesson Two: Freindships and feelings.</p> <p>To understand how to be a good friend and what makes a friendship feel good.</p> <p>Safe Relationships</p> <ul style="list-style-type: none"> •Managing secrets; resisting pressure and getting help; recognising hurtful behaviour 	<p>Relationships Respecting Ourselves and others</p> <ul style="list-style-type: none"> •Recognising things in common and differences; playing and working cooperatively; sharing opinions <p>Yasmin and Tom Lesson One: Yasmin and Tom Begin to challenge stereotypes</p>	<p>Living in the Wider World Belonging to a community</p> <ul style="list-style-type: none"> •Belonging to a group; roles and responsibilities; being the same and different in the community <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> •The internet in everyday life; online content and information 	<p>Living in the Wider World Money and Work</p> <ul style="list-style-type: none"> •What money is; needs and wants; looking after money 	<p>Health and Well-Being Physical Health and mental Well-Being</p> <ul style="list-style-type: none"> •Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help <p>Growing and Changing</p> <ul style="list-style-type: none"> •Growing older; naming body parts; moving class or year <p>Yasmin and Tom Lesson Four: My Brilliant Body</p> <p>To begin to develop a positive body image of themselves and learn skills to respond to any negative comments about their body.</p>	<p>Health and Well-Being Keeping Safe</p> <ul style="list-style-type: none"> •Safety in different environments; risk and safety at home; emergencies



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					<p>Yasmin and Tom Lesson Six: Naming Body Parts To be able to name their personal and private body parts. To understand what private parts means. NSPCC – Pants lesson/ Pantasaurus film clip</p>	
Curriculum Themes	Vikings	Wonderful World	Stone Age to Iron Age	Egypt	Volcanoes and Earthquakes	Sports
Year 3	<p>Relationships</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> •What makes a family; features of family life <p>Yasmin and Tom. Lesson Five. Families and getting on with our families. To explore further diversity in families and to have some ideas of what to do if there are any difficulties in their family.</p>	<p>Relationships</p> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> •Recognising respectful behaviour; the importance of self-respect; courtesy and being polite <p>Yasmin and Tom Lesson Three: Me, myself and I To develop a positive sense of self</p>	<p>Living in the Wider World</p> <p>Belonging to a Community</p> <ul style="list-style-type: none"> •The value of rules and laws; rights, freedoms and responsibilities <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> •How the internet is used; assessing information online 	<p>Living in the Wider World</p> <p>Money and Work</p> <ul style="list-style-type: none"> •Different jobs and skills; job stereotypes; setting personal goals 	<p>Health and Wellbeing</p> <p>Physical Health and Mental Well-Being</p> <ul style="list-style-type: none"> •Health choices and habits; what affects feelings; expressing feelings <p>Growing and Changing</p> <ul style="list-style-type: none"> •Personal strengths and achievements; managing and reframing setbacks 	<p>Health and Wellbeing</p> <p>Keeping Safe</p> <ul style="list-style-type: none"> •Risks and hazards; safety in the local environment and unfamiliar places <p>Yasmin and Tom Lesson Eight Is it too risky? To begin to develop skills in assessing and managing risks.</p>



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	<p>Safe Relationships</p> <ul style="list-style-type: none"> •Personal boundaries; safely responding to others; the impact of hurtful behavior <p>Yasmin and Tom Lesson One: To establish a working agreement/ group rules within a group</p>					
Curriculum Themes	Romans	Rise of the Robots	Anglo Saxons	Solids, Liquids and Gases	Europe	Healthy Me
Year 4	<p>Relationships</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> •Positive friendships, including online <p>Yasmin and Tom Lesson Four. What makes a good friend.</p> <p>To develop [pupils understanding of what a good or healthy friendship is.</p> <p>Safe Relationships</p> <ul style="list-style-type: none"> •Responding to hurtful behaviour; 	<p>Relationships</p> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> •Respecting differences and similarities; discussing difference sensitively <p>Yasmin and Tom Lesson Two. Gender stereotypes and aspirations</p> <p>To develop an understanding of stereotypes.</p>	<p>Living in the Wider World</p> <p>Belonging to a Community</p> <ul style="list-style-type: none"> •What makes a community; shared responsibilities <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> •How data is shared and used 	<p>Living in the Wider World</p> <p>Money and Work</p> <ul style="list-style-type: none"> •Making decisions about money; using and keeping money safe 	<p>Health and Well-Being</p> <p>Physical Health and Mental Well-being</p> <ul style="list-style-type: none"> •Maintaining a balanced lifestyle; oral hygiene and dental care <p>Growing and Changing</p> <ul style="list-style-type: none"> •Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty 	<p>Health and Well-Being</p> <p>Keeping Safe</p> <ul style="list-style-type: none"> •Medicines and household products; drugs common to everyday life



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	<p>managing confidentiality; recognising risks online</p> <p>Yasmin and Tom Lesson Nine. People who can help us on and off line. To ensure all pupils know who they can ask for help.</p>				<p>Yasmin and Tom: Lesson Six My personal and private body parts and keeping safe To reinforce language for the personal and private parts of the body and to explore ideas of safe touch, personal space and consent.</p> <p>Yasmin and Tom Lesson Seven: Body Care. To feel good about our bodies and to understand more about keeping clean and not spreading germs.</p> <p>Yasmin and Tom. (Module Three) Lesson Seven. Changes at puberty. To understand physical and emotional changes at puberty.</p> <p>Yasmin and Tom. (Module Three) Periods (menstruation)</p>	
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					<p>To learn about periods (mensuration)</p> <p>Yasmin and Tom (Module Three) Wet dreams and masturbation. To understand more about wet dreams and masturbation.</p>	
Curriculum Themes	Greece	Local History Study	Earth and Space	Life Cycles	India	Changes
Year 5	<p>Relationships</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> Managing friendships and peer influence <p>Yasmin and Tom Lesson One. I can explain what ground rules are and why they are important.</p> <p>Yasmin and Tom: Lesson Two. On-line and off line friendships To explore the challenges of on-</p>	<p>Relationships</p> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> Responding respectfully to a wide range of people; recognising prejudice and discrimination <p>Yasmin and Tom: Lesson 13 Identity and Prejudice To develop pupil understanding of key terms related to sexual identity and the</p>	<p>Living in the Wider World</p> <p>Belonging to a Community</p> <ul style="list-style-type: none"> Protecting the environment; compassion towards others <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> How information online is targeted; different media types, their role and impact 	<p>Living in the Wider World</p> <p>Money and Work</p> <ul style="list-style-type: none"> Identifying job interests and aspirations; what influences career choices; workplace stereotypes 	<p>Health and Well-Being</p> <p>Physical Health and Mental Well-Being</p> <ul style="list-style-type: none"> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies <p>Growing and Changing</p> <ul style="list-style-type: none"> Personal identity; recognising individuality and different qualities; mental wellbeing 	<p>Health and Well-Being</p> <p>Keeping Safe</p> <ul style="list-style-type: none"> Keeping safe in different situations, including responding in emergencies, first aid and FGM <p>Yasmin and Tom Lesson 15. Getting Help To learn about who can help including external services and know that it is good to talk no matter what the issue.</p>



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	<p>line and off-line friendships</p> <p>Safe Relationships</p> <ul style="list-style-type: none"> Physical contact and feeling safe <p>Yasmin and Tom: Lesson Five</p> <p>Keeping Safe – Safe and Unsafe touch</p> <p>To understand safe and unsafe touch.</p> <p>To be able to say no to unwanted touch or behavior.</p>	<p>unacceptability of prejudice.</p> <p>Yasmin and Tom. Lesson 14. Equality and the law</p> <p>To understand more about discrimination and groups covered by the equality act.</p>				
Curriculum Themes	World War 2 and Judaism		The Americas – Mayans, Rainforests and Geography study		Land of the Dragon	
Year 6	<p>Relationships</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> Attraction to others; romantic relationships; civil partnership and marriage <p>Safe Relationships</p> <ul style="list-style-type: none"> Recognising and managing pressure; consent in different situations 	<p>Relationships</p> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> Expressing opinions and respecting other points of view, including discussing topical issues 	<p>Living in the Wider World</p> <p>Belonging to a Community</p> <ul style="list-style-type: none"> Valuing diversity; challenging discrimination and stereotypes <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> Evaluating media sources; sharing things online 	<p>Living in the Wider World</p> <p>Money and Work</p> <ul style="list-style-type: none"> Influences and attitudes to money; money and financial risks 	<p>Health and Well-Being</p> <p>Physical Health and Mental Well-Being</p> <ul style="list-style-type: none"> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online <p>Growing and Changing</p> <ul style="list-style-type: none"> Human reproduction 	<p>Health and Well-Being</p> <p>Keeping Safe</p> <ul style="list-style-type: none"> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



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	<p>Yasmin and Tom Lesson Three: To explore trust and secrets in our friendships.</p> <p>Yasmin and Tom Lesson Four: Friendships and Pressure. To explore peer pressure and develop skills to say no</p> <p>Yasmin and Tom: Lesson Six. On-line images To develop an understanding of the risks of sharing images of themselves and their bodies on-line</p>				<p>and birth; increasing independence; managing transition</p> <p>Yasmin and Tom: Lesson 10. Making babies To learn and understand how babies are made.</p> <p>Yasmin and Tom: Lesson 11. Making babies. Assisted fertility and multiple births. To learn to understand how babies are made. To learn about multiple births.</p> <p>Yasmin and Tom. Lesson 12. Making babies. Pregnancy and birth. To learn about pregnancy and how babies are delivered.</p>	
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