

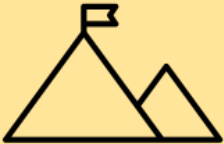


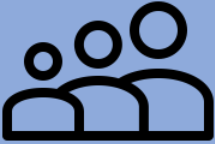


PSHE Long Term Curriculum Map 2021-2022

PSHE is taught with a new whole school theme every half term. There is <i>at least one lesson or circle time</i> activity per week.						
	Autumn 1 Being Me and My World 	Autumn 2 Celebrating Difference 	Spring 1 Dreams and Goals 	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me and SRE 
EYFS	Understanding me in the world around me	Knowing we are unique and celebrating difference	Wanting dreams for myself in the future and having goals	Keeping myself physically healthy and mentally happy	Knowing family and friends relationships are important	Understanding changes happen when growing up
Year 1	I am special and safe My class My rights and responsibilities Rewards and feeling proud of myself Consequences Our learning charter	The same as... Different from... What is bullying? What can we do about bullying? Making new friends Celebrating difference in others Celebrating me	My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success	Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy me	Families Making friends Greetings People who help us Being my own best friend Celebrating special relationships	Keeping clean Growing and changing Families and care
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Our learning charter	Boys and Girls Why does bullying happen? Standing up for myself and others Making new friends Celebrating difference and still being friends	Goals to success My learning strengths Learning with others A group challenge Celebrating our success	Being healthy Being relaxed Medicine safety Healthy eating Healthy me cafe	Families Keeping safe - exploring physical contact Friends and conflict Secrets Trust and appreciation Celebrating my special relationships	Differences – boys and girls Differences – male and female Naming the body parts

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Year 3	Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter	Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating compliments	My dreams and goals My dreams and ambitions New challenges Celebrating my learning	Being fit and healthy What do I know about drugs? Being safe My amazing body	Family roles and responsibilities Friendship Keeping myself safe Being a global citizen Celebrating my web of relationships	Differences – male and female Personal space Family differences
Year 4	Becoming a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter	Judging by appearances Understanding influences Understanding bullying Problem solving Special me Celebrating how we look	Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it!	My friends and me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength	Relationship web Love and loss Memories Are animals special Special pets Celebrating my relationships	Growing and changing What is puberty Puberty changes and reproduction
Year 5	My year ahead Being me in Britain Year 5 responsibilities Rewards and consequences Our learning charter	Different cultures Racism Name- calling and rumors Types of bullying Does money matter? Celebrating differences around the world	When I grow up Investigate jobs and careers My dream job and how I will get there Dreams and goals in other cultures Supporting each other Rallying support	Smoking Alcohol Emergency aid Body image Relationships with food Healthy me	Recognising me Getting on and falling out Girlfriends and boyfriends Relationships and technology	Talking about puberty Male and female changes Puberty and hygiene Changing Me
Year 6	My year ahead Being a global citizen Our learning charter	Am I normal? Understanding disability Power struggles Why bully Celebrating difference	Personal learning goals Steps to success My dream for the world Helping make a difference Recognising our achievements	Food Drugs Alcohol Emergency aid Emotional and mental health Managing stress	My relationship web Love and loss Power and control Being safe with technology	Puberty and reproduction Understanding relationships Conception and pregnancy Communicating in relationships

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<p>By the end of primary school:</p>	<p>NC Being safe:</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult</p>	<p>NC Respectful relationships:</p> <p>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</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated</p>	<p>NC Mental wellbeing:</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>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</p> <p>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</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<p>NC Healthy eating:</p> <p>what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>the principles of planning and preparing a range of healthy meals</p> <p>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)</p> <p>NC Drugs, alcohol and tobacco:</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>NC Health and prevention:</p> <p>how to recognise early signs of physical illness, such as weight loss, or</p>	<p>NC Families and people who care for me:</p> <p>that families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and</p>	<p>NC Changing adolescent body:</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle</p> <p>NC Science:</p> <p>such as the main external body parts,</p> <p>the human body as it grows from birth to old age (including puberty)</p> <p>reproduction in some plants and animals.</p>
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	<p>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>where to get advice, for example family, school or other sources</p>	<p>with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>NC Internet safety:</p> <p>that for most people the internet is an</p>	<p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>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)</p> <p>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</p>	<p>unexplained changes to the body</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>the facts and science relating to allergies, immunisation and vaccination</p> <p>NC Basic first aid:</p> <p>how to make a clear and efficient call to</p>	<p>are important for children's security as they grow up</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>NC Caring friendships:</p> <p>how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	
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		<p>integral part of life and has many benefits</p> <p>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</p> <p>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</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take</p>	<p>available, especially if accessed early enough</p>	<p>emergency services if necessary</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p> <p>NC Online relationships:</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not that the same principles apply to online</p>	
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		<p>place, which can have a negative impact on mental health</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>where and how to report concerns and get support with issues online</p>			<p>relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>how information and data is shared and used online</p>	
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