

# Cycle A Overview

## PSHE Curriculum Map Overview Year 1/2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Keeping safe</b>	<b>Working well together</b>	<b>Other people are special too.</b>	<b>Caring for myself</b>	<b>Caring for others</b>	<b>Looking Forward Summer Safety</b>
H24. how to manage when finding things difficult	H10. about the people who help us to stay physically healthy	H13. how feelings can affect people's bodies and how they behave	H2. about foods that support good health and the risks of eating too much sugar	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
H28. about rules and age restrictions that keep us safe	H22. to recognise the ways in which we are all unique	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H8. how to keep safe in the sun and protect skin from sun damage	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
H31. that household products (including medicines) can be harmful if not used correctly	H23. to identify what they are good at, what they like and dislike	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	H4. about why sleep is important and different ways to rest and relax	R8. simple strategies to resolve arguments between friends positively	L13. that money needs to be looked after; different ways of doing this
H35. about what to do if there is an accident and someone is hurt	R3. about different types of families including those that may be different to their own	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	R9. how to ask for help if a friendship is making them feel unhappy	L17. about some of the strengths and interests someone might need to do different jobs
H36. how to get help in an emergency (how to dial 999 and what to say)	R4. to identify common features of family life	R22. about how to treat themselves and others with respect; how to be polite and courteous	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	
R5. that it is important to tell someone (such as their teacher) if something about	R25. how to talk about and share their opinions on things that matter to them	L11. that people make different choices about how to save and spend money	R20. what to do if they feel unsafe or worried for themselves or others; who to	L2. how people and other living things have different needs; about the responsibilities of caring for them	

their family makes them unhappy or worried			ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard		
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	L5. about the different roles and responsibilities people have in their community			L3. about things they can do to help look after their environment	
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others					

## PSHE Curriculum Map Overview Year 3/4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Keeping safe</b>	<b>Working well together</b>	<b>Other people are special too.</b>	<b>Caring for myself</b>	<b>Caring for others</b>	<b>Looking Forward Summer Safety</b>
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	H27. to recognise their individuality and personal qualities	H1. how to make informed decisions about health	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	H36. strategies to manage transitions between classes and key stages
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	H5. about what good physical health means; how to recognise early signs of physical illness	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	L11. recognise ways in which the internet and social media can be used both positively and negatively
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents,	L2. to recognise there are human rights, that are there to protect everyone	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone,	L17. about the different ways to pay for things and the choices people have about this

<p>manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p>	<p>step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>		<p>stroke and reduce the risk of skin cancer</p>	<p>including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	
	<p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p>L3. about the relationship between rights and responsibilities</p>	<p>H17. to recognise that feelings can change over time and range in intensity</p>		<p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p>
	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>		<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
		<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>			

# PSHE Curriculum Map Overview Year 5/6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Relationships	Identity and Community	Myself	The World of Work	Safety
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	H26. that for some people gender identity does not correspond with their biological sex	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	H21. to recognise warning signs about mental health and wellbeing and how to seek support for others	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk	R21. about discrimination: what it means and how to challenge it	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) 1	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	H36. strategies to manage transitions between classes and key stages
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact		L31. to identify the kind of job that they might like to do when they are older		L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	R26. about seeking and giving permission (consent) in different situations				L16. about how text and images in the media and on social media can be manipulated or invented;

					strategies to evaluate the reliability of sources and identify misinformation
	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret				
	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this				
	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)				

1. Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.