

Cycle B Overview

PSHE Curriculum Map Overview Year 1/2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Working well together	Other people are special too.	Caring for myself	Caring for others	Looking Forward Summer Safety
H.29 H.30 H.32 H.37 R.19	H.9 H.16 H.33 R.2 R.6 R.23 R.24 L.4	H.11 H.14 H.21 R.7 R.1 R.10 L.6 L.14	H.1 H.5 H.7 H.12 R.17 L.10 L.12	H.26 R.21 R.11 L.15 L.16	H.27 R.15 L.8 L.9
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H11. about different feelings that humans can experience	H1. about what keeping healthy means; different ways to keep healthy	H26. about growing and changing from young to old and how people's needs change	H27. about preparing to move to a new class/year group
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	H16. about ways of sharing feelings; a range of words to describe feelings	H14. how to recognise what others might be feeling	H5. simple hygiene routines that can stop germs from spreading	R21. about what is kind and unkind behaviour, and how this can affect others	R15. how to respond safely to adults they don't know
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	H33. about the people whose job it is to help keep us safe	H21. to recognise what makes them special	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	R11. about how people may feel if they experience hurtful behaviour or bullying	L8. about the role of the internet in everyday life
H37. about things that people can put into their body or on their skin; how these can affect how people feel	R2. to identify the people who love and care for them and what they do to help them feel cared for	R7. about how to recognise when they or someone else feels lonely and what to do	H12. how to recognise and name different feelings	L15. that jobs help people to earn money to pay for things	L9. that not all information seen online is true
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	R6. about how people make friends and what makes a good friendship	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	L16. different jobs that people they know or people who work in the community do	
	R23. to recognise the ways in which they are the same and different to others	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	L10. what money is; forms that money comes in; that money comes from different sources		

	R24. how to listen to other people and play and work cooperatively	L6. to recognise the ways they are the same as, and different to, other people	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want		
	L4. about the different groups they belong to	L14. that everyone has different strengths			

PSHE Curriculum Map Overview Year 3/4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Working well together	Other people are special too.	Caring for myself	Caring for others	Looking Forward Summer Safety
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	H2. about the elements of a balanced, healthy lifestyle	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	H36. strategies to manage transitions between classes and key stages
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	H34. about where to get more information, help and advice about growing and changing, especially about puberty	H5. about what good physical health means; how to recognise early signs of physical illness	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to	H35. about the new opportunities and responsibilities that increasing independence may bring	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer		L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

	online friendships as to face-to-face relationships				
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	L6. about the different groups that make up their community; what living in a community means	H18. about everyday things that affect feelings and the importance of expressing feelings		L20. to recognise that people make spending decisions based on priorities, needs and wants
	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	L7. to value the different contributions that people and groups make to the community	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations		L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others				
	R16. how friendships can change over time, about making new friends and the benefits of having different types of friends				

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	Stereotypes and Work	The Digital World
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	H3. about choices that support a healthy lifestyle, and recognise what might influence these	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them	H36. strategies to manage transitions between classes and key stages
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	L13. about some of the different ways information and data is shared and used online, including for commercial purposes
H38. how to predict, assess and manage risk in different situations	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	L21. different ways to keep track of money

			spending time with family and friends can support mental health and wellbeing		
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for			L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
		L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities			L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
		L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes			L24. to identify the ways that money can impact on people's feelings and emotions