

# Cycle B 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>                   |
| <b>H.29 H.30 H.32 H.37<br/>R.19</b>   | <b>H.9 H.16 H.33<br/>R.2 R.6 R.23 R.24<br/>L.4</b>  | <b>H.11 H.14 H.21<br/>R.7 R.1 R.10<br/>L.6 L.14</b>   | <b>H.1 H.5 H.7 H.12<br/>R.17<br/>L.10 L.12</b>  | <b>H.26<br/>R.21 R.11<br/>L.15 L.16</b>  | <b>H.27<br/>R.15<br/>L.8 L.9</b>                       |
| 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                                      |  |  |

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|  | 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<br>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) |

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|  | 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   |
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| 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  |

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|  |  |   | 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   |