



# PSHE Long Term Curriculum Map

| Year | Autumn 1<br><i>Safety Network -Children must have a network in place by the end of first full week. Review this at end of the unit per the lesson in the booklet</i> | Autumn 2<br><b>Anti-bullying week (always in November)</b> | Spring3<br><b>Children’s Mental Health Week (Always in February)</b>  | Spring 4  | Summer 5  | Summer 6   |
|------|--|--|---|---|---|--|
| N    | <b>Settling into Nursery Rules and routines</b><br>Nursery planned activities through continuous provision   | <b>Anti-bullying Week</b>                                  | <b>Mental Health Week</b><br><br><b>Settling into Nursery Rules and Routines</b><br>Nursery planned activities through continuous provision   | <b>Protective Behaviours</b><br><b>People who help us</b><br>In school ,at home and in the community<br><br>Nursery planned activities through continuous provision   | <b>Consent</b><br>Ask for permission for simple activities and access of nursery continuous provision                 | <b>Change</b><br>Transition to school activities planned for families and with other settings  |
| R    | <b>Settling into Reception School rules and routines</b><br>Reception planned activities through continuous provision  | <b>Anti-bullying Week</b>                                  | <b>Mental Health Week</b><br><br><b>Emotions</b><br>Colour monster<br>Name emotions happy sad fear angry calm in book’s characters<br>Identify emotions on real faces<br>Link emotions to situations<br><br>Reception planned activities through continuous provision | <b>Protective Behaviours</b><br>What does safe mean<br>Theme 1 We all have the right to feel safe all of the time.<br>Naming body parts<br>Private body parts<br>Early Warning Signs<br>Telling our secrets | <b>Consent</b><br>Ask for permission for activities and of peers<br>Use simple phrases to give or not give permission | <b>Road Safety</b><br><b>Steeping Stones to Road Safety</b><br>Stop, Look, Listen and Think<br>Pedestrians walk on the pavement and vehicles travel on the road<br>Walk safely with a grown up<br>Hold hands walking near the road<br><b>Be Bright Be seen</b><br>Be bright and seen<br>How to help others see me in the dark<br>Ride safely |

# PSHE Long Term Curriculum Map

|          |  |  |   |   |  |   |
|----------|--|--|---|---|--|---|
| <p>1</p> | <p><b>Protective Behaviours</b><br/>         Feelings are feelings<br/>         Unsafe feelings-saying no<br/>         Body Privacy and secrets<br/>         Telling and Early Warning Signs</p>     | <p><b>Anti-bullying Week</b></p> <p><b>I am Unique Young Citizens</b><br/>         what it means to be unique<br/>         The ways in which I am unique</p> <p><b>Looking Out for Each Other Young Citizens</b><br/>         Why it is important to look out for your classmates<br/>         Ways that we can make our class a happy community</p>   | <p><b>Mental Health Week</b></p> <p><b>Emotions Kirklees</b><br/>         Big feelings angry sad joy<br/>         disgust fear<br/>         What is empathy<br/>         Ways of calming down when having big feelings</p>  | <p><b>Relationships Sex Education</b><br/> <b>Medway</b><br/> <b>All years 1/ 2 lessons</b><br/>         special people in our lives and how we care for one another<br/>         How we change as we grow<br/>         differences and similarities between people</p> | <p><b>Consent</b><br/>         Asking for Permission for activities and of peers<br/>         Using simple phrases to give or not give permission</p>    | <p><b>Road Safety</b></p> <p><b>Safety First</b><br/>         Riding safely<br/>         Why we wear a car seat<br/>         Travel in a car or a bus</p> <p><b>Road Rangers</b><br/>         Pedestrians' pavement and vehicles road<br/>         Safer crossing places<br/>         Stop, look, Listen and Think<br/>         Riding safely<br/>         Using behaviour to keep myself safe</p> <p><b>Roads Way from Home</b><br/>         Keep safe on the road when on holiday<br/>         Walking safely with a grown up<br/>         Keeping safe travelling in a car or a bus</p> <p><b>Road Warriors-optional</b><br/>         Presenting to others</p> |
| <p>2</p> | <p><b>Protective Behaviours</b><br/>         Safe Place<br/>         Scary feelings<br/>         Your body belongs to you<br/>         Naming body parts<br/>         Who should someone talk to</p> | <p><b>Anti-Bullying Week</b></p> <p><b>Getting to Know Me Young Citizens</b><br/>         Discussing likes and dislikes<br/>         listen to others<br/>         The ways in which we are similar and different to others<br/>         Why it is good to be different.Year 2</p> <p><b>Playground Young Citizens</b><br/>         Consider and plan for the needs of others including different abilities and cultures</p> | <p><b>Mental Health Week</b></p> <p><b>Emotions PSHE Association</b><br/>         Recognising /naming feelings in self/ others comfortable uncomfortable nervous worried confused lonely proud jealous upset (revisit those from previous years)<br/>         How feelings make our bodies feel inside<br/>         Who can help with feelings<br/>         Changing feelings<br/>         Different feelings for different people<br/>         Bad feelings and how to manage them<br/>         Change and how it affects us</p> | <p><b>Relationships Families</b><br/> <b>All year 1 2 lessons</b><br/>         What makes a family<br/>         Different kinds of families</p>   | <p><b>Drugs Ed</b><br/> <b>All year 1 2 lessons</b><br/>         Things that go into our Body<br/>         Medicines<br/>         Household Products</p> | <p><b>First Aid</b><br/>         Calling 999<br/>         Asthma</p>  |



# PSHE Long Term Curriculum Map

|          |   |   |   |   |  |   |
|----------|---|---|---|---|--|---|
| <p>3</p> | <p><b>Protective Behaviours</b><br/>Rights and responsibilities<br/>How to help myself when feeling unsafe<br/>My rules for my body<br/>Qualities of network people and friends</p>   | <p><b>Anti-Bullying Week</b><br/><b>Belonging to a Group or Community PSHE Association</b><br/><b>It says lesson 2- lesson 1 has been omitted intentionally</b><br/>What groups do they belong to<br/>Ways people are made to feel do not belong<br/>Behaviours that help people feel welcome<br/><br/><b>My Community Young Citizens</b><br/>What we mean by the word community<br/>The different roles within their local community and what support these roles provide<br/>Investigate a variety of community spaces within their local geographical area</p> | <p><b>Mental Health Week</b><br/><b>Emotions Kirklees</b><br/><b>All ks2 lessons</b><br/>Recognising emotions of shame frustration guilt (revisit those from previous years)<br/>Parts of the brain and functions<br/>Investigate ways of calming down and what works for them<br/>Empathy and how to show it</p>   | <p><b>Relationships Sex Education Medway</b><br/>Relationships that are important<br/>Friendships good ones and solving disagreements</p>       | <p><b>Consent</b><br/><b>All ks2 lessons</b><br/>Giving and Seeking<br/>Permission Personal<br/>Boundaries appropriate and inappropriate Touch</p> | <p><b>First Aid</b><br/>Giving First Aid<br/>Burns</p>                                    |
| <p>4</p> | <p><b>Protective Behaviours</b><br/>UN rights of child<br/>Angry sad happy worried<br/>Fun to feel scared<br/>Theme 2 <b>There is nothing so awful, or too small, we can't talk about it with someone</b><br/>Networks and using them</p> | <p><b>Identity Young Citizens</b><br/>the term identity.<br/>Our sense of identity.<br/>Developing self-esteem through sharing our sense of identity.<br/>Expressing aspects of our identity.<br/>Appreciation and respect for the diversity of identities within a community<br/><br/><b>Citizenship Young Citizens</b><br/>The terms 'citizen' and 'citizenship.' Ways to be an active citizen who makes a positive difference.</p>   | <p><b>Mental Health Week</b><br/><b>Emotions PSHE Association</b><br/><b>Complete all year 3/ 4lessons</b><br/><br/>What is a feeling<br/>What helps people feel good<br/>How to express feelings and why this is important<br/>Grief and how to deal with it<br/>How to manage different emotions in different situations<br/>Getting advice and support</p> | <p><b>Relationships Families</b><br/><b>All ks2 lessons</b><br/>Family Relationships<br/>Different Family Structures<br/>Change in families</p> | <p><b>Drugs Ed</b><br/><b>Complete all year 3 4 lessons</b><br/><br/>Medicines and Household<br/>Protects<br/>Alcohol and Smoking</p>              | <p><b>First Aid</b><br/>Why is First Aid important?<br/>Bleeding<br/>Spotting Dangers</p> |

# PSHE Long Term Curriculum Map

|          |  |  |  |  |   |  |
|----------|--|--|--|--|---|--|
| <p>5</p> | <p><b>Protective Behaviours</b><br/>         Responsibilities go with rights<br/>         Strengths of feelings<br/>         Fun to feel scared<br/>         Adults can't keep some secrets- abuse<br/>         One step removed check of networks</p>   | <p><b>Stereotypes Young Citizens</b><br/> <b>Focus on Gender</b><br/>         The term stereotype.<br/>         Identifying stereotypes.<br/>         The negative effects of stereotypes.<br/>         Challenging stereotypes through research and discussion<br/>         Those who have challenged stereotypes</p> <p><b>Year 5 to also take a lead in the anti-bullying week themes and activities across school</b></p>  | <p><b>Mental Health Week</b><br/> <b>Complete all year 5/6 lessons</b></p> <p><b>Emotions</b><br/> <b>PSHE Association</b><br/>         What is mental health and how can we take care of it<br/>         Managing emotions in challenging times<br/>         Impact of loss and strategies to deal with it</p>                          | <p><b>Relationships Sex Education Medway</b><br/>         Physical changes of puberty<br/>         Biological changes of puberty<br/>         Importance of personal hygiene during puberty<br/>         How and why emotions change during puberty<br/>         Getting help and advice</p>   | <p><b>Drugs Ed</b><br/> <b>Complete all year 5/6 lessons</b></p> <p>Medicines<br/>         Legal and Illegal Drugs</p> <p>Influences and Pressure</p> <p>Drugs and Alcohol in the Media</p>   | <p><b>First Aid</b><br/>         Keeping Calm<br/>         Head Injury<br/>         Broken Bones<br/>         Choking<br/>         Unresponsive Breathing<br/>         Safety Stories</p>  |
| <p>6</p> | <p><b>Protective Behaviours</b><br/>         Hard to show feelings<br/>         Fun to feel scared choice<br/>         time control limit<br/>         What sort of person should go on a network?<br/>         Examples of secrets adults can't keep-abuse<br/>         Review of network understanding and persistence</p> | <p><b>Anti-bullying Week</b><br/> <b>Discrimination Young Citizens</b><br/>         The term discrimination.<br/>         Describing and identify examples of discrimination<br/>         The impact of discrimination on individuals and society<br/>         The Equality Act and its protections.</p> <p><b>Extremism PSHE Association</b><br/>         Ways people can be influenced by others<br/>         positively negatively<br/>         someone having prejudiced extremist views<br/>         ways of managing negative influences<br/>         When and how to seek support</p> | <p><b>Mental Health Week</b><br/> <b>Emotions</b><br/> <b>Well-Being and Self-care</b><br/> <b>School unit</b><br/>         What is wellbeing and whose responsibility<br/>         What helps and harms well being<br/>         Mindfulness<br/>         Circle of control<br/>         Self-care plan<br/>         Asking for help</p> | <p><b>Real Love Rocks</b><br/> <b>Feelings Brains and Bodies</b><br/>         Vocabulary of feelings and emotions<br/>         Bodies warning signs<br/>         Boundaries<br/>         Rights of child</p> <p><i>NB all real love rocks units have learning linked to developing kindness and empathy an identifying support networks.</i></p> | <p><b>Real Love Rocks</b><br/> <b>Healthy Relationships</b><br/>         Different kinds of relationships<br/>         Healthy and unhealthy relationships<br/>         Ways to be equal and fair in relationships<br/>         Types of families ( revisit)</p> <p><b>Grooming</b><br/>         Know how children might be exploited<br/>         To know the behaviours of grooming<br/>         Know impact of grooming and exploitation</p> | <p><b>Real Love Rocks</b><br/> <b>Being Safe</b><br/>         Identify needs and vulnerabilities<br/>         Develop critical thinking</p> <p><b>Online Safety</b><br/>         Ways of being safe online<br/>         Further develop critical thinking<br/>         Impact of online behaviours<br/>         How to get support and report abuse online</p> |



# PSHE Long Term Curriculum Map

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   |  | <p><b>Relationships Sex Education Medway during science lessons</b></p> <p>Recap and add to changes of puberty<br/>         Managing change new roles and responsibilities as grow up<br/>         Relationships over time and healthy relationships<br/>         Adult relationships and the human life cycle<br/>         Consent</p> |  |  |  |  |
| <p>Year5 also have educational visits from Solve it and Magistrates during. Ideally these will be during term 2 and 3 but this is not always possible so might happen at any point in the year.</p> |  |   |  |  |  |  |