PSHE Long Term Curriculum Map

Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
Whole School Shared learning	**Rules and Values** How can I make sure that school is a safe and happy place? *Rules and values Focus Day*	**Anti-bullying** How can I make sure that I treat people with kindness? *National Theme Focus Day*	**Children's Mental Health** How can I get back to the green zone? *Regulation And Mindfulness Focus Day* *In Addition, National Theme Focus.*	**online safety** How can I keep myself and others safe online? *National Theme Focus Day*	**Community** How can we make a positive difference to our local community? *Community Focus Day.*	**Transition** How can I feel reassured about moving to my new class? *LA transition day(s)*
	Assembly *Value: Respect* School rules and values Travelling to school safely Years 5 and 6 Think_road_safety_v2 Be Bright be seen KS1 Yrs 3&4 be_bright_be_seen_2017	**Assembly** *Value: Inclusion* Anti- Bullying Week Bonfire Night Safety KS2 and KS1	**Assembly** *Value: Kindness* Children's Mental Health Week	**Assembly** *Value: Integrity* What are the risks of online challenges	**Assembly** *Value: Teamwork* Who makes up my Community How Can We Be Responsible with AI KS2 Railway Safety KS2	**Assembly** *Value: Ambition* Transition Day Summer Water Safety

PSHE Long Term Curriculum Map

					Staying Safe in Busy places KS1	
Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring3 Wellbeing	Spring 4 Keeping Safe	Summer 5 Understanding the Law	Summer 6 Keeping Safe Transition
N	**Settling into Nursery** What are the rules and routines of nursery? *Nursery planned activities through continuous provision*	**Relationships** Who am I? Who are we? Shared stories that celebrate diversity Children share information about their families, culture & self, leading onto a display (children who join later in year to add to this)	**Wellbeing** What feelings do we know? During story time identify feelings of characters and add to a shared display when a new one is identified. This can go up to reception.	**Protective Behaviours** **People who help us** Who helps us in school, at home and in the community? Nursery planned activities through continuous provision.	**Consent** What is asking permission? How do I ask permission? How do I give or refuse permission? Focus on sharing, playing, and hugging). To be taught through continuous provision.	Transition activities within EYFS Garden Party Transition Days Teachers visiting Nursery

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R	**Settling into Reception** **School rules and routines** **Understanding the Law** What are rules? What are consequences? Who am I? Who are we? Shared stories that celebrate diversity Children share information about their families, culture & self, leading onto a display (children who join later in year to add to this)	**Relationships** **Relationships** How can I be a good friend? How can I help other children feel happy? How can I play nicely with others? How can adults at school help me?	**Wellbeing** Colour monster Explore emotions within the story and in setting. What do these emotions look like on human faces? When might I feel these emotions? **Understanding the Law** What can I do if I am feeling big emotions? Reception planned activities through continuous provision.	**Keeping safe** How can I play safely? How can I keep safe in school? How can I keep safe at home? **Road Safety** **Stepping Stones to Road Safety** What is Stop, Look, Listen and Think? Where do Pedestrians? walk & vehicles travel? How do I walk safely with a grown up. **Safety First** Why do we wear a car seat? How do we travel safely in a car or bus? How do I ride a bike or scooter safely? Safer journeys anthem – THINK!	**Protective Behaviours** What does safe mean? first theme of Protective Behaviours-**We all have the right to feel safe all the time.** What are body parts /private body parts? What are Early Warning Signs? What are secrets? **Consent** What is asking permission? How do I ask permission? How do I give or refuse permission? Focus on sharing, playing, and hugging (complete the hug PB lesson). To be taught through continuous provision.	**Wellbeing** How can I be a germ buster? How does food help me? How does exercise help me? **Transition** *children to update information about their own families, culture and self-ready for display for September – children who join through the year to add to this. Also use class posters*

PSHE Long Term Curriculum Map

Year	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
1	**Protective Behaviours** Feelings are feelings. What are unsafe feelings and how do I say no? What are body privacy and secrets? How do I tell? What are my Early Warning Signs?	**Relationships** How can I be an ally? How can I make friends? What if my friends are making me feel sad? What is bullying? Why are safe hands important? Why is name calling unkind?	**Wellbeing** What makes me special? How can I share my feelings? How can I be an empathy expert?	**Keeping Safe** How can I keep safe in new places? How can I use things at home safely? What is 999? What is private information?	**Understanding the Law** How can I be responsible? What can happen when rules are broken? What do the police do? Why are there different rules in different places?	**Road Safety** **Roads Away from Home** How do I keep myself safe on the road when on holiday? how do I walk safely with a grown up and hold hands when walking near the road? How to behave safely when I travel in a car or a bus? Hazard spotting – THINK! Interactive game

PSHE Long Term Curriculum Map

	What is the first theme of Protective Behaviours? **Theme 1 We all have the right to feel safe all the time.** What is the second theme of Protective Behaviours? Theme 2 **There is nothing so awful, or too small, we can't talk about it with someone.**				**Consent** What is asking permission? How do I ask permission? How do I give or refuse permission? Focus on sharing, playing, hand holding and private body parts.	**Road Rangers** What are Safer crossing places? What is Stop, look, Listen and Think? What is the correct behaviour to use to keep myself safe near roads? *This unit requires a walk around the local area at the end to apply learning.* Safer journeys anthem – THINK! **Transition** who am I? Who are we? *children to share information about their own families, culture and self-ready for display for September – children who join through the year to add to this. Also use class posters*
Year	**Autumn 1** **Protective Behaviours**	**Autumn 2** **Relationships**	**Spring3** **Wellbeing**	**Spring 4** **Keeping safe**	**Summer 5** **Understanding the Law**	**Summer 6** **Keeping safe** **Transition**
2	**Protective Behaviours** What is a safe place? What are scary feelings?	**Relationships** How are we the same? How are we different?	**Wellbeing** How can I deal with change?	**Keeping Safe** What are different types of meetings?	**Understanding the Law** What are needs and wants?	**First Aid** When and how do I call 99?

PSHE Long Term Curriculum Map

	Who does my body belongs to ?ME! What are private body parts? What is the first theme of Protective Behaviours? **Theme 1 We all have the right to feel safe all the time.** What is the second theme of Protective Behaviours? Theme 2 **There is nothing so awful, or too small, we can't talk about it with someone**	How can I work with different people? Why are relationships important? What is a family?	What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break? What are the risks of video gaming?	How can I keep safe online? What are medicines? What is fire safety?	What is money? What is a job? What is the internet? Why does age matter?	How do we help someone who has asthma and is finding it hard to breathe? **Transition** who am I? Who are we? *children to share information about their own families, culture and self-ready for display for September – children who join through the year to add to this. Also use class posters*
Year	**Autumn 1** **Protective Behaviours**	**Autumn 2** **Relationships**	**Spring3** **Wellbeing**	**Spring 4** **Keeping safe**	**Summer 5** **Understanding the Law**	**Summer 6** **Keeping safe Transition**
3	**Protective Behaviours** How do I help myself when I feel unsafe? What are the rules for my body?	**Relationships** How should we treat people? What should I do when friendships go wrong? What do we mean my consent in friendship?	**Wellbeing** What are the main parts of my brain and what do they do? What am I good at? What is mental health?	**Keeping safe** How can I share my worries? What are emergency services? What do we mean by risk?	**Understanding the Law** How can I be a responsible citizen? What is the law and why do we have it? How do we enforce the law?	**First Aid** How do we spot dangers? What does giving first aid mean? How do we help someone who has burns?

PSHE Long Term Curriculum Map

	What are helpful qualities of network people and friends? What is the first theme of Protective Behaviours? **Theme 1 We all have the right to feel safe all the time.** What is the second theme of Protective Behaviours? Theme 2 **There is nothing so awful, or too small, we can't talk about it with someone.**	Focuses on more complex scenarios than previous learning. How do I refuse consent online or offline? What is bullying?	How do intense feelings feel? What words can I use to talk about my feelings? *Focuses more generally on how we know how others are feeling and how people hide their feelings sometimes.* How does school help me? How can vaccinations support my health?	When should I break a secret?		**Transition** who am I? Who are we? *children to share information about their own families, culture and self-ready for display for September – children who join through the year to add to this. Also use class posters*
Year	**Autumn 1** **Protective Behaviours**	**Autumn 2** **Relationships**	**Spring3** **Wellbeing**	**Spring 4** **Keeping safe**	**Summer 5** **Understanding the Law**	**Summer 6** **Keeping safe** **Transition**
4	**Protective Behaviours** What are children's rights What does Fun to feel scared mean? What are safety networks and how do we use them?	**. Relationships** What is a healthy friendship? What is peer influence? What is diversity? What is discrimination? How can we be a role model?	**Wellbeing** How do my choices help me to be healthy? What are healthy habits? How can I be a hygiene hero? What is my body trying to tell me?	**Keeping safe** How can I keep safe in my local area? Who do I encounter? How can I keep safe on the road? What are hazards in the home?	**Understanding the Law** What are protected characteristics? What Is a hate crime? What can I be? How can I respect my environment?	**First Aid** Why is First Aid important? How do we help someone who is bleeding? How do we help someone who might have broken bones? How do we help someone who has a head injury?

PSHE Long Term Curriculum Map

	What is the first theme of Protective Behaviours? **Theme 1 We all have the right to feel safe all the time.** What is the second theme of Protective Behaviours? Theme 2 **There is nothing so awful, or too small, we can't talk about it with someone.**		How does school build my character?			**Transition** who am I? Who are we? *children to share information about their own families, culture and self-ready for display for September – children who join through the year to add to this. Also use class posters*
Year	**Autumn 1** **Protective Behaviours**	**Autumn 2** **Relationships**	**Spring3** **Wellbeing**	**Spring 4** **Keeping safe**	**Summer 5** **Understanding the Law**	**Summer 6** **Keeping safe** **Transition**
5	**Protective Behaviours** How do responsibilities link with rights? What are strengths of feelings? What is Fun to Feel Scared? What secrets would our trusted adults not be able to keep? What is the first theme of Protective Behaviours?	**. Relationships** How do words have power? What are my personal boundaries? What are online friendships? What is grooming? What is media influence? What is peer pressure?	**Wellbeing** Why are our special people important? (*from keeping safe theme)* How might being online impact the way I feel? How might activity levels impact the way I feel? How might school impact the way I feel?	**Keeping safe** How can we keep our things safe? How can we use our phones sensibly? What are deep fakes? What are the risks with money? What is media Literacy? **Road safety** How should I ride my bike safely?	**Understanding the Law** How do rules help our community? What can and can't I do on the internet? What is gambling? **Wellbeing** **Puberty** Medway resources What are the scientific names for male and	**First Aid** How do we help someone who is choking? How do we treat unresponsive breathing? How do we treat allergies? *St John's resource* How do I make decisions about helping? How do I support others with their emotions?

PSHE Long Term Curriculum Map

	Theme 1 We all have the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 **There is nothing so awful, or too small, we can't talk about it with someone.** **Additional lesson revisit from year 4 lesson-** How do we keep safe on the road?		To know key information about drugs.(keeping safe section)	bikability or class based.	female internal and external body parts? What are the physical changes of puberty? How any why might my emotions change during puberty? What is menstruation? What are' wet dreams'/ejaculation? How and why is it important to have good hygiene especially when I reach puberty?	**Transition** who am I? Who are we? *children to share information about their own families, culture and self-ready for display for September – children who join through the year to add to this. Also use class posters*
Year	**Autumn 1** **Protective Behaviours**	**Autumn 2** **Relationships**	**Spring3** **Wellbeing**	**Spring 4** **Keeping safe**	**Summer 5** **Understanding the Law**	**Summer 6** **Keeping safe Transition**
6	**Protective Behaviours** What types of feelings can be difficult to show? What are the elements of Fun to Feel Scared? (choice time control limit).	**. Relationships** How can we respect different relationships? What is my relationship with authority? How can we be allies against racism?	**Wellbeing** What is grief? How can I seek support for my mental health? How can I reframe my thinking?	**Keeping safe** How is my data shared? Why does media have age restrictions? What is spiking?	**Understanding the Law** What different types of crimes are there? What is antisocial behaviour? What is a weapon?	**Transition** What does adulthood look like? *from wellbeing theme)* How can I get ready for secondary relationship? (*from relationships theme)* How can I manage moving to secondary school

PSHE Long Term Curriculum Map

	What sort of person should I choose for my safety network? What are the sorts of secrets that adults can't keep? (abuse) Why is persistence important when using my safety network? What is the first theme of Protective Behaviours? **We all have the right to feel safe all the time.** What is the second theme of Protective Behaviours? **There is nothing so awful, or too small, we can't talk about it with someone.**	How can we challenge sexism? How do I deal with conflict? *from keeping safe year 7 theme)* What is a debate?	**Sex Education** to be taught over blocked sessions Medway resources . 1What are the physical and emotional changes that occur during puberty? What are some of the myths about puberty? What is the human life cycle? What changes happen as we grow up? What is a healthy relationship? What is mutual respect? What is human reproduction? (how a baby is made and how it grows) What are the links between love, committed relationships / marriage, and conception?	What is the issue with addiction-smoking and vaping?	What is shop theft? What does the law say about marriage? What does the law say about legal drugs?	positively? *(from wellbeing theme)*
Year6 also have educational visits from Solve it and Magistrates at a time convenient to these organisations.						

PSHE Long Term Curriculum Map

	Autumn 1 Protective Behaviours	Autumn 2 Relationships	Spring3 Wellbeing	Spring 4 Keeping safe	Summer 5 Understanding the Law	Summer 6 Keeping safe Transition
Hive year a	**Protective Behaviours** How do I help myself when I feel unsafe? What are safety networks and how do we use them? What are helpful qualities of network people and friends? What is the first theme of Protective Behaviours? **Theme 1 We all have**	**Relationships** How should we treat people? What should I do when friendships go wrong? What do we mean my consent ?	**Wellbeing** What are the main parts of my brain and what do they do? What is mental health? What am I good at? How do intense feelings feel? ow can vaccinations support my health? How does school help me?	**Keeping safe** What are emergency services? What are emergency situations? What do we mean by risk?	**Understanding the Law** How can I be a responsible citizen? How do we enforce the law? What is the law and why do we have it? What are the rights of child?	**First Aid** How do we spot dangers? What does giving first aid mean? How do we help someone who has burns?

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	the right to feel safe all the time. What is the second theme of Protective Behaviours? Theme 2 **There is nothing so awful, or too small, we can't talk about it with someone.** What are the rules for my body?					
Year b	**Protective Behaviours** What does Fun to feel scared mean? What is the first theme of Protective Behaviours? **Theme 1 We all have the right to feel safe all the time.** What is the second theme of Protective Behaviours? Theme 2 **There is nothing so awful, or too small, we can't talk about it with someone.**	**Relationships** How can we be a role model? What is a healthy friendship? What is discrimination? What is diversity? What is peer influence? Who makes up my community?	**Wellbeing** How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? How does school build my character? What is my body trying to tell me?	**Keeping safe** How can I keep safe in my local area? How can I keep safe on the road? What are hazards in the home? Who do I encounter?	**Understanding the Law** How can I respect my environment? What are protected characteristics? What can I be? What Is a hate crime?	**First Aid** Why is First Aid important? How do we help someone who is bleeding? How do we help someone who might have broken bones? How do we help someone who has a head injury?
Year c	**Protective Behaviours** How do responsibilities link with rights?	**Relationships** How do words have power?	**Wellbeing**	**Keeping safe** How can we keep our things safe?	**Understanding the Law**	**First Aid** How do I make decision s about helping?

PSHE Long Term Curriculum Map

	What secrets would our trusted adults not be able to keep? (Safe and unsafe secrets) What is the first theme of Protective Behaviours? **Theme 1 We all have the right to feel safe all the time.** What is the second theme of Protective Behaviours? Theme 2 **There is nothing so awful, or too small, we can't talk about it with someone.**	What are my personal boundaries? What are online friendships? What is grooming? What is media influence? What is peer pressure?	How might being online impact the way I feel? How might activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?	How can we use our phones sensibly? What are deep fakes? What are the risks with money? What do I know about drugs? What is media Literacy?	How do rules help our community? What can and can't I do on the internet? What is gambling?	How do we help someone who is choking? How do we treat unresponsive breathing? How do we treat allergies? *St John's resource* How do I support others with their emotions?
Year d	**Protective Behaviours** What are the elements of Fun to Feel Scared? (choice time control limit). What sort of person should I choose for my safety network? What are the sorts of secrets that adults can't keep? (abuse)	**Relationships** How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority?	**Wellbeing** What is grief? How can I seek support for my mental health? How can I reframe my thinking?	**Keeping safe** How is my data shared? What is spiking? What is the issue with addiction-smoking and vaping? Why does media have age restrictions?	**Understanding the Law** What different types of crimes are there? What does the law say about legal drugs? What does the law say about marriage? What is a weapon? What is antisocial behaviour?	What are Safer crossing places? What is Stop, look, Listen and Think? What is the correct behaviour to use to keep myself safe near roads? What is fires safety? What is water safety? What s rail safety?

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	Why is persistence important when using my safety network? What is the first theme of Protective Behaviours? **We all have the right to feel safe all the time.** What is the second theme of Protective Behaviours? **There is nothing so awful, or too small, we can't talk about it with someone.**				What is shop theft?	

The below is to be taught yearly to YEAR 6 Pupils. This will be, by a qualified teacher with who the children have a trusted relationship. This will be at a point in the year as deemed appropriate. the puberty lesson from year 5 can be taught in year 5 rather than 6 if there is a need due to the child's development. If resources other than those supplied need to be used due to development and maturity, this MUST be in liaison with the PSHE as these will need to be shared with parents prior to the lessons.

The Hive long term plan is flexible as it is important that teaching and learning responds to need- thus in each term some learning intentions may be covered from years a-d. This is the best approach for a setting where children may spend time in other settings or move on to specialist school provision. The PSHE will meet termly with the Hive lead to assess which units and lessons need to be covered to meet the needs of the cohort.

PSHE Long Term Curriculum Map

Wellbeing
Year 5 Programme of Study

Medway resources

What are the scientific names for male and female internal and external body parts?

What are the physical changes of puberty?

How any why might my emotions change during puberty?

What is menstruation?

What are' wet dreams'/ejaculation?

How and why is it important to have good hygiene especially when I reach puberty?

Wellbeing
Sex Education Year 6 programme of Study

What are the physical and emotional changes that occur during puberty?

What are some of the myths about puberty?

What is the human life cycle?
What changes happen as we grow up?

What is a healthy relationship?
What is mutual respect?

What is human reproduction? (how a baby is made and how it grows)

What are the links between love, committed relationships / marriage, and conception?

The below will be taught at the point in the year when year 5 are undertaking their bikeability to allow any year 5 pupils to join their class if mitigation factors can be out in place to allow this to be a low risk activity. All children in the Hive will learn the below regardless of whether any year 5 pupils do additional sessions with bikeability

Road safety
How should I ride my bike safely?
How do I keep my bike well maintained and safe?

The Hive will have 4-year rolling Programme of study that will need to be flexible according to who is within the setting at any given time. The programme of study is based in the main on that of the KS2 long term plan but if there is a presenting issue within the setting the staff will liaise with the SENDco and PSHE lead to make appropriate modifications to this plan.

PSHE Long Term Curriculum Map

At the beginning of each term the SENDCo and PSHE lead will consider if any of the lessons need to be addressed on a smaller group basis due to maintaining age-appropriate teaching and learning.

The children will also take part in the whole school focus days and assemblies wherever possible.

*The Sendco or other teacher will teach the sex education lessons

** year 5 children will join their class for bikeability if this can be risk assessed as low. All children will learn about cycling safety on site