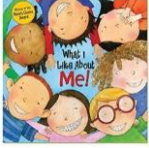
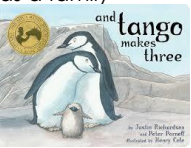
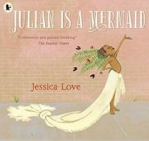


# Subject Curriculum Map

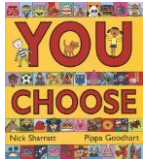
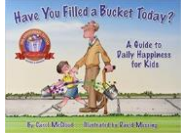
**Subject:** PSHE/RSE


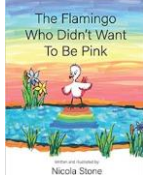
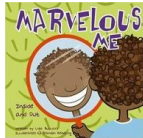
**Subject Leader:** Nicola Durban



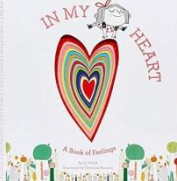
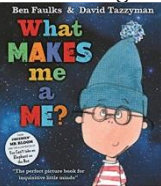
Year	Term	Sol Titles	Area of Coverage	Knowledge	Skills	Vocabulary
1	Autumn	Times are changing	Keeping safe and healthy –	<p>To maintain a healthy lifestyle including the benefits of basic personal hygiene and dental health.</p> <p>To identify how some diseases spread and can be controlled.</p> <p>To know that household products including medicines can be harmful if not used properly.</p> <p>To learn rules for and ways of keeping physically and emotionally safe, including basic road safety</p>	<p>Explain ways of keeping clean and basic hygiene routines.</p> <p>Keeping teeth clean and understand the need for rest and sleep.</p> <p>To talk about things that may be harmful at home if not used properly</p> 	<p>Hygiene</p> <p>Healthy</p> <p>Unhealthy</p> <p>Exercise</p> <p>Safe</p> <p>Unsafe</p> <p>Road safety</p>
1	Autumn	Let's go on an animal adventure	<p>Growing and caring for ourselves</p> <p>RSE</p>	<p>To learn about the process of growing from young to old and how people's needs change.</p> <p>To identify people who look after them, their family networks, who to go to if they are worried and how to attract attention.</p> <p>To learn to make simple choices about good and not so good feelings that help with wellbeing</p> <p>To know who can help me if I am sad or lonely</p> <p>To learn that families can be different, learning that even though families are different, they are a source of support, protection and it is important to spend time together as a family</p> 	<p>Explain that people grow from young to old.</p> <p>Identify differences between themselves and the opposite gender</p> <p>Identify places where they feel safe and less safe</p>  <p>Identify things that we do as a family, what family means to them and why family is important (gives love, security and stability) and who makes up their family. Is my family different to my friend's family? Why?</p>	<p>Good feelings</p> <p>Not good feelings</p> <p>Personal hygiene</p> <p>Gender</p> <p>Differences family</p>
1	Spring	Is your home a sweet home?	Beginning to understand me and others	<p>To know the qualities that make a good friend. To identify and respect the differences and similarities between people. To explore the ideas of fairness, right and kind</p>	<p>Express some of their positive qualities.</p> <p>Identify the qualities which make a good friend – make us feel happy and secure.</p> <p>How people choose and make friends.</p> <p>Begin to explore the ideas of fairness, right and kind.</p>	<p>Friend</p> <p>Emotion</p> <p>Gifts</p> <p>Talents</p> <p>Opinions</p> <p>Fair</p> <p>Unfair</p>

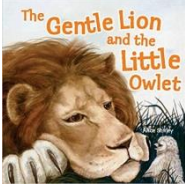
			<b>RSE</b>	<p>Mental wellbeing – know that we experience a range of emotions          Know that friendships make us feel happy and secure          Know what sorts of boundaries are appropriate in friendships with peers and others (including online)</p> 	<p>To identify different emotions (happiness, sadness, anger, fear, surprise, nervousness) humans experience these in different experiences and situations.          To explore healthy and unhealthy friendships</p>	<p>Difference          Bullying          Right          kind</p>
1	Spring	Is your home a sweet home?	<p>Knowing what to do</p> <p><b>RSE</b></p> 	<p>To agree and follow rules for their group and classroom and understand how rules help them.          To recognise, name and deal with their feelings in a positive way. To know who to speak to at home and school if worried.</p> <p>About concept of privacy and implications for children and adults, including it is not always right to keep secrets if they relate to being safe          To know I must respect others, even when they are different from me. To know people all make different choices. To understand about positive choices</p>	<p>Identify and name some feelings. Know who to speak to if they are worried. Know the difference between secrets and surprises</p> <p>Identify what makes people different from me. To understand other people's opinions and choices.</p>	<p>Classroom rules          Favourite          Good Feelings          Not good feelings          Friendships          Happy          Sad          Excited          Change          Loss          Secret          Surprise          Differences          Opinions          choices</p>
1	Summer	How does your garden grow?	<p>Learning about money</p>	<p>To recognise British currency and understand value and how it can be used</p>	<p>To recognise and choose correct value of coins and notes and understand the cost of everyday items. To make informed decisions about spending my money.</p>	<p>Coins          Notes          Britain          Cost          Currency          Value          Needs          Wants          Spending          Money</p>
1	Summer	How does your garden grow?	<p>Taking part and belonging</p>	<p>Name some feelings. To ask for help and know who to speak to at home or school if worried, know school rules and routines.</p>	<p>Explain different ways that family and friends should care for one another.          To know basic rules to protect myself and others.</p>	<p>Community          Same          Different          Rules          Harm          Protect</p>

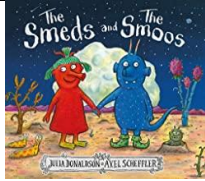
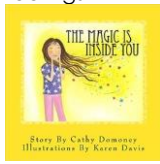
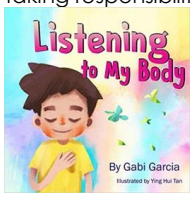
						Respect Bullying Victim Feelings Worry routines
1	Summer	How does your garden grow?	<b>RSE</b>	To know the importance of manners To know that people can communication online as well as face to face, but manners and respect are just as important online To know people sometimes behave differently online, including pretending to be someone they are not	To know what manners are and when to use them. To identify different ways of communicating To understand the need for online safety and how to behave	Manners Communicate Online Safety pretend
2	Autumn	London's Burning	Others and me in the class          <b>RSE</b>	To know that they belong to various groups and communities, such as family and school. To know who appropriate people are to tell, know how to tell appropriate people. To identify and respect the differences and similarities between people  To know that all people are different and how to respect and value difference in my community  To understand the value of self-respect and how this links to my happiness To know that in school and in wider society, we can expect to be treated with respect and they should show respect to us, including those in positions of authority.	To identify and respect differences between people in the community Begin to share their views and opinions (for example talking about fairness).  To know what makes me happy. To treat others like I would want to be treated. To identify ways of showing respect	Resolve Simple arguments Disagreement Negation Groups Differences Unhappy Uncomfortable Anti bullying Ethnic Cultural National Faith Skin tone Respect Happy Differences Community
2	Autumn	London's Burning	Developing confidence	To demonstrate and manage feelings in a positive and effective way. To set simple goals. 	To recognise, name and deal with their feelings in a positive way. That friends and family should care for each other.	Feelings Change Loss Consequences Independence Family Trust Safe Responsibility Good choices Bad choices

			<b>RSE</b>	<p>To understand the importance of healthy relationships.</p>  <p>To know the characteristics of friendships including types of healthy friendships and what to do if friendships are unhealthy.</p>	<p>To know what healthy relationships look like in families and what love and care we show one another, know that families can be different to my own.</p> <p>To recognise healthy friendship traits: mutual respect, kindness, trust and things that cause conflict between me and my friends</p> <p>To know what to do when my friend makes me upset</p>	<p>Friend Relationship Respect Kindness</p>
2	Spring	Ready steady go	<b>Keeping myself healthy</b>	<p>To maintain a healthy lifestyle including the benefits of physical activity, rest healthy eating, basic hygiene and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>Make simple choices about some aspects of their health and wellbeing.</p> <p>Know what keeps them healthy and why physical exercise is important.</p>	<p>Exercise Physical activity Healthy choices Unhealthy choices Hygiene Infection changes</p>
2	Spring	Come fly with me	<b>Differences</b>       <b>RSE</b>	<p>To know the names for the main parts of the body.</p> <p>To know similarities and differences between boys and girls</p>  <p>To know that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe contact</p>  <p>To know the concept of privacy and implications for children and adults, To know how to ask for advice or help</p>	<p>Describe some of the similarities between boys and girls. Name the main parts of the body including private parts</p> <p>To know that 'Pants are Private.'</p> <p>To know that it is not always right to keep a secret if they relate to being safe.</p> <p>To know who to ask for help or advice</p>	<p>Boys Girls Male Female Penis Vagina Breast Healthy Physical activity Differences Similarities Private Secret Safe Help Advice Appropriate inappropriate</p>

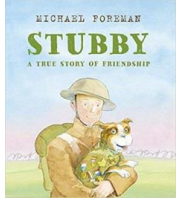

2	Summer	Remarkable rainforests	Keeping money safe	To realise where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.	Know where money comes from eg: earn, borrow, find, pocket money, presents. Discuss the different uses of money and choosing different places to keep money safe.	Earn Win Borrow Find Pocket money Coins Notes Need Want Money Spending Saving
2	Summer	Remarkable rainforests	Rights and responsibilities	To understand that everyone has rights and responsibilities as members of families and the wider community	Recognise that bullying is wrong and list some ways to get help in dealing with it. Understand the effect of their behaviour on other people. Cooperate with others (for example by playing and working with friends or classmates). Identify and respect differences and similarities between people in other countries and societies.	Need Want UNCRC(see plan) Rights Responsibilities Family Wider community World Citizenship
2	Summer	Remarkable rainforests	RSE	To know how to respond appropriately to adults, including online and those they do not know  To know people sometimes behave differently online. To know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others even online and when we are anonymous  Know what sorts of boundaries are appropriate in friendships with peers and other (including online)	To identify ways of sharing feelings of being unsafe or feeling bad about any adults. To identify ways that people might behave online, including pretending to be someone they are not. To know how to behave responsibly online with friends.	Adults Online Relationships Feelings Safe Unsafe Respect Boundaries Responsibility


3	Autumn	Who was here first? How does the flower blossom?	<p>Safe and healthy at home, school and locally</p> <p><b>RSE</b></p>	<p>To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. To recognise the different risks in different situations and how to behave responsibly. To know the school rules about health and safety.</p> <p>To know how to report feelings of being unsafe or feeling bad about any adults To know how to ask for advice or help Know how to report concerns of abuse and the vocabulary to do so</p> 	<p>Make choices about how to develop healthy lifestyles.</p> <p>To recap ways of sharing feelings of being unsafe or feeling bad about any adults.</p>	<p>Bacteria Viruses Illness Risk Danger Hazard Rules Vaccinations Road safety</p>
3	Autumn	Can you see in the dark?	<p>Valuing differences and keeping safe</p> <p><b>RSE</b></p>	<p>To explain sexual differences between males and females. To resist pressure to do something which makes them feel uncomfortable</p> <p>To know how boys' and girls' bodies change as we grow up, and how these changes affect us</p>  <p>Know that stable, caring relationships, which can be of different types, are at the heart of happy families. Know the characteristics of friendship; mutual respect, kindness, trust Truthfulness, loyalty, generosity</p>	<p>To know how their bodies change as they approach puberty. To be aware of different types of relationships between family and friends.</p>	<p>Male Female Penis Vagina Breasts Physical contact Unwanted touch Families Advice Help Special Support Relationship Friend Respect Kindness Trust Loyalty Truthfulness generosity</p>


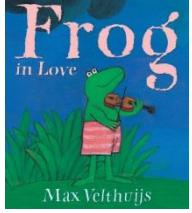
3	Spring	How does the Earth Quake? Have you got funny bones?	Supporting friends and other people          <b>RSE</b>	To express their views confidently and listen to and show respect for the views of others. To know who their friends are and why. To realise the nature and consequences of bullying and how to respond to them and ask for help.          <b>RSE</b>  To know about different types of bullying including cyber bullying and homophobic bullying Know about the impact of bullying and the responsibilities of bystanders to report to an adult for support and how to get help	To recognise the feelings/views of others without being told and try to see things from their point of view. To recap what makes a good friend – sharing interests and experiences and support with problems and difficulties.          <b>RSE</b>  To identify different forms of bullying , their impact and how to get help. To know what the difference between a bystander or an upstander is	Feelings Friends Bullying Agree Disagree Witness Support
3	Spring	How does the Earth Quake? Have you got funny bones?	More about me          <b>RSE</b>	To make responsible choices despite their preferences. Keep personal information safe, resisting pressure from others.          <b>RSE</b>  To know that the same principles apply to online relationships as to face to face relationships.  	To demonstrate that they recognise their own worth and that of others. Be aware of when to listen to their emotions.          <b>RSE</b>  To understand the importance of respect for others even online and when we are anonymous.	Good Bad Food choices Achievements Strengths Emotions Protect Personal information Passwords Images Pressure Unhealthy Dangerous Uncomfortable Anxious Wrong Right Online Respect Relationships
3	Summer	What was so special about the the Ancient Egyptians? Forces and Magnets	Lets go shopping	To know that goods can be allocated in different ways , keep financial records and recognise the influences on choices about spending and saving.	Make informed choices about spending and saving money. Paying for things in different way. Tracking spending and saving by keeping accurate records	Payments Track Money Financial records Spending Saving Value for money Needs Resources
3	Summer	What was so special about the the	Diversity and society	To understand that a diverse range of people make up our community and the importance of respecting equality.	Explain how their actions have consequences for themselves and others. .Show how they care for the environment/community (e.g. animals and school grounds) Understand the importance of respecting equality thinking	Religious Ethnic Diverse Community Respect Equality


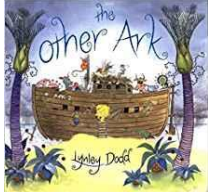

		Ancient Egyptians? Forces and Magnets			about the lives of people living in other places and people with different values and customs.	Anti social Aggressive behaviours Bullying Discrimination Values customs
3	Summer	What was so special about the the Ancient Egyptians? Forces and Magnets	<b>RSE (link to spring term)</b>	To know how to respond appropriately to adults, including online and those they do not know  To know the rules and principles of keeping safe online.	To identify the rules for keeping safe online, recognising the risks, harmful content and how to report them.	Online Rules Safety Risks Content Report Internet
4	Autumn	Could you escape from Roman Pompeii? Crash Bang, whats that sound? Going, going, gone!	Helping others to keep safe	To understand the need to manage risks. Be aware of basic actions to take in an emergency situation	To recognise different risks in the locality, how to ask for help and basic first aid procedures	Locality Risks Emergency aid First aid Airways Breathing Circulation Habit Self control Safety
4	Autumn	Could you escape from Roman Pompeii? Crash Bang, whats that sound? Going, going, gone!	Growing up	To describe the human lifecycle. To recognise that they have responsibility to look after themselves To understand that puberty will affect their bodies and feelings  	To know how their bodies change as they approach puberty. To recognise how peoples emotions change at that time and how to deal with their feelings towards themselves, their family and others in positive way. To recognise their worth as individuals by taking responsibility to look after themselves  	Human lifecycle Changes Puberty Children Teenages Bodies Feelings Reproduce Independent Responsibility Control
4	Autumn	Could you escape from Roman	<b>RSE</b>	To know the characteristics of friendship; To know that healthy friendships do not make others feel excluded or lonely.	To identify the characteristics of friendships; mutual respect, kindness, trust Truthfulness, loyalty, generosity, sharing interests, support problems	Friendships mutual respect kindness trust Truthfulness

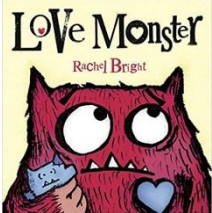



		Pompeii? Crash Bang, whats that sound? Going, going, gone!		To know how to report concerns of abuse and the vocabulary to do so. Links well to spring term PSHE Various types of relationships friends and family	To know where to get advice eg family/ school/ other sources	loyalty generosity sharing advice worries abuse healthy
4	Spring	Where will the river take you?  <b>RSE</b>	Who are these people?	To understand the various types of relationships – friends and family and to develop their skills to be effective in these relationships. Be clear about ways of keeping safe online. To recognise and challenge stereotypes.  Know about different types of bullying including cyber bullying and my responsibilities as a bystander To know the rules and principles of keeping safe online,  How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met	Know what a friend is and does and how to cope with some friendship problems. Understand the various types of relationships in their lives Know how to keep themselves safe online.  To recap the different forms of bullying, their impact and how to get help. To understand my responsibilities as a bystander.  To recognise online risks, what to do with harmful content and who to contact or report to.	Relationships Friendship Secret Surprise Stereotypes Differences Cyber bullying Safe Risk Content
4	Spring	Where will the river take you?	Taking more control  <b>RSE</b>	To make informed choices, know their areas of strength. That pressure to behave in an unacceptable or risky way can come from a variety of sources, persuasive language, threats and pressure from others. To express their feelings in a positive way  The importance of respecting others who are different from me 	Express their views confidently and listen to and show respect for the views of others. Make informed choices	Choices Emotions Achievements Good feelings Not so good feelings Proud Pressure Threat

4	Summer	Charging about. Who are the gregarious Greeks?	Work and money	To understand the basic concepts around saving accounts, lending and borrowing, paid employment and to recognise the role of voluntary (charities)	Identify paid and unpaid jobs. Know about a range of different savings accounts and how to use financial institutions. Explain ways of borrowing money and its consequences. Explore the benefits of giving to charities and how it helps others.	Jobs Paid Unpaid Saving accounts Lending Borrowing Charities
4	Summer	Charging about. Who are the gregarious Greeks?	The environment	To understand the importance and being responsible for protecting the environment.	Identify a range of factors which improve or harm the environment. To begin to understand that resources are allocated in different ways and that economic choices affect sustainability of the environment.	Environment Natural Sustainability Economic choices Concerns Locally Globally Research Debate Respect protect
4	Summer	Charging about. Who are the gregarious Greeks?	RSE	To know that marriage represents a formal and legalised commitment of two people which is intended to be lifelong	To identify what marriage is. Recognising it as a commitment of two people to each other which is intended to be lifelong	Marriage Legal Commitment
5	Autumn	Was chocolate a gift from the Gods? To infinity and beyond. Beyond the Pacific	Being strong	To explore the differences between confidential and secret. Confidently and appropriately challenge when there is a difference of opinion understanding different values and customs.	Be clear about the difference between confidential and secret	Confidential Secret Wrong Unkind Damaging Discrimination Teasing bullying Aggression opinion
5	Autumn	Was chocolate a gift from the Gods? To infinity and beyond. Beyond the Pacific	Moving on with confidence and clarity  RSE	To explore how the media present information - portrayal of image. To face new challenges involved when changing schools and making new friends and keeping old ones .  Understanding how to keep myself safe online.	Understand how the media can affect the way images are portrayed. Be aware of their strengths and areas for development. Identify ways to face new challenges.   To understand that some people misrepresent themselves online and may not be who they say they are.	Images Media Mental health Emotional health Aspirations Goals Feelings Strengths Developments Data Misrepresentation Safety

				How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met	To identify how information and data is shared and used online.	
5	Spring	Invaders or Settlers? The art of living	<b>Drug education</b>  <b>RSE</b>	To know which commonly available substances and drugs are legal and illegal and the effects and risks  The dangers of drug and alcohol misuse	List the commonly available substances and drugs that are legal and illegal. Describe what drugs are and the effects they have on the body. Identify and explain how to manage the risks in different familiar situations.	Drugs Alcohol Caffeine Smoking Cannabis Illegal drugs Legal drugs
5	Spring	Invaders or Settlers? The art of living	<b>Changes in puberty</b>	To recognise the main emotional and physical changes that happen during puberty. To know and understand why puberty takes place and recognise when and how to ask for help and advice.	Describe the changes which will happen during puberty. Identify some factors that affect emotional health and well-being.  	Puberty Male Female Emotional Physical Menstruation Wet dream Emotions Clean Sex relationships
5	Spring	Invaders or Settlers? The art of living	<b>RSE</b>	To understand that most relationships have ups and downs and that these can often be worked through so that the friendship is repaired or strengthened and resorting to violence is never right.    Know how to report concerns of abuse and the vocabulary to do so To know where to get advice eg family/ school/ other sources	To identify what makes a relationship healthy/ unhealthy/unsafe. To identify what abuse is and where to get advice and support.	Relationships Violence Abuse Healthy Unhealthy Advice Support
5	Summer	Were the Vikings heroes or villains? Chemical Chaos	<b>Lets make money</b>	To plan and manage a budget, calculate profit and loss, recognise value for money and understand financial risks associated with the internet.	Identify how some things are value for money and others aren't. Be aware of credit and debt. To calculate profit and loss and understand the importance of being a critical consumer and how choices about spending and saving can affect others.	Credit Debt Budget Profit Loss Value for money Financial risk Internet Scams Consumer Spending

						saving
5	Summer	Were the Vikings heroes or villains? Chemical Chaos	<b>The Media</b>  <b>RSE</b>	To research, discuss and debate topical issues concerning health and wellbeing and critique views presented by the media  Know what a stereotype is and how stereotypes can be unfair, negative or destructive  	Respond to, or challenge, negative behaviours such as stereotyping and aggression. Understand how the media influences people's choices and decisions. How to keep safe and protect personal identity.	Media Social networking Health Well being Views Opinions Choices Decisions Safe Personal identity Online stereotype
6	Autumn	Keep calm and carry on! Bright sparks	<b>Me and my place in the world</b>	That differences and similarities between people arise from a number of factors. Including cultural, ethnic, racial and religious diversity, gender and disability	Identify ways of resisting negative peer pressure around issues affecting their health and wellbeing.  	Work Home School Authority Positive Negative
6	Autumn	Keep calm and carry on! Bright sparks	<b>Celebrate the past and welcome the future</b>  <b>RSE</b>	To know where individuals, families and groups can ask for help or get support. To know some ways of managing pressure.  The importance of sleep Know how to report concerns of abuse and the vocabulary to do so To know where to get advice eg family/ school/ other sources	Use simple relaxation techniques. Reflect on and celebrate achievements	Relaxation Exercise Stress Reduction Achievements Future Success Help Feelings Positive pressure
6	Spring	Gateway to the world. The wonder of it all	<b>Safe and healthy in the future</b>	To recognise what makes a healthy lifestyle, what affects mental health and how to make informed choices that keep themselves safe.	Make judgements and decisions. List some ways of resisting negative peer pressure around issues affecting their health and well-being Describe some of the effects and risks of these.  	Health Physical activity Safety Locality First aid Unsafe unhealthy

6	Spring	Gateway to the world. The wonder of it all	<p>Relationship and reproduction</p> <p>RSE</p>	<p>To recognise what constitutes a possible, healthy relationship,</p> <p>Knowing that some relationships can be unhealthy – know how to recognise who to trust and who not to trust, how to judge when a friendship makes them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others</p>  <p>The importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>My changing body Changes that boys and girls undergo in puberty – this session is taught in single gender classes</p>	<p>To be aware of the different types of relationship, including those between friends and families, civil partnerships and marriage. Describe the life process of reproduction in humans.</p> <p>Recognise what constitutes a positive, healthy/unhealthy relationship.</p>	<p>Male Female Reproductive Puberty Menstruation Relationships Touching Appropriate Inappropriate Baby Conception Pregnancy Sex Marriage Civil partnerships</p>
6	Summer	Are you a survivor?	<p>Money in the future</p>	<p>To understand that finance plays an important role in peoples lives and realise that future wants and needs may be met through saving. Money decisions have an affect on wellbeing and future economics.</p>	<p>To recognise the links between learning and finance. To recognise ways the government uses money to provide for needs and local community. To understand pensions and insurance and their importance. To know money in different countries has different values.</p>	<p>Qualifications Paid Job Deducted Earnings Government Community Pensions Financial statements Manageable debt Unmanageable debt Credit Borrowing Saving Exchange rates economic</p>
6	Summer	Are you a survivor?	<p>Democracy and government</p>	<p>To have a knowledge of what democracy is and about the basic institutions that support it locally and nationally – UK system of</p>	<p>To describe some of the different beliefs and values in society, To demonstrate respect and tolerance towards people different from themselves. Know why and how rules and laws are made and</p>	<p>Rules Laws Protect Enforced Democracy</p>

			<p><b>RSE</b></p> <p>government and how individuals and communities contribute to this.</p> <p>To know the law related to equalities act and the protected characteristics          To recap what a stereotype is and how stereotypes can be unfair, negative or destructive, make links to bullying and the law with respect to hate crime.</p> 	<p>enforced. Understand that there are different systems of government – local and national.</p>	<p>Government          Governed          Local elections          National election          Democratic society          Community          Country          Respect          Viewpoint          Systems          UK          Stereotypes          Bullying          crime</p>
6	Summer	Are you a survivor?	<p><b>RSE</b></p> <p>To know how to keep myself safe in a variety of situations          How information and data is shared and used online</p> <p>Transition to High School</p>	<p>To keep safe in my community and online. To know that some computer games and online gaming are age restricted</p>	<p>Safe          Online          Community          Data          Transition          High school          Information          Personal</p>