



Curriculum Subject - Whole School





Curriculum Subject Rationale

Throughout the PSHE curriculum, our children learn to be "happy, healthy and safe, in the world they live in."

Intent:	<p>Our PSHE curriculum is informed by our school ethos and reflects our school population and context. Many of the skills and knowledge taught are the foundation of the school curriculum and are transferable to other subjects. Children's learning will give them skills and knowledge necessary for the future.</p> <p>As a result of our PSHE programme, pupils will be able to express and manage their feelings and emotions and share their opinions with others. They will learn to respect other people's differences and develop the skills to form healthy relationships. Pupils will know the importance of living a healthy life and will be equipped with ways to protect their own physical and mental health and the health of others. They will also be taught ways to keep themselves and others safe. Children will understand their rights and responsibilities now and in their future lives.</p> <p>Our pupils also do work from Manchester Healthy Schools www.manchesterhealthyschools.nhs.uk</p>
Implementation:	<p>At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health.</p>
Impact:	<p>As a result of our inclusive and diverse PSHE curriculum, children know that everyone is unique and learn how to respect the needs of themselves and others. Through collaborative work, the children understand how to work towards shared goals and how to respectfully listen and appreciate other's points of view. Our pupils know about health and wellbeing and how to make healthy choices in life. They understand about growing, changing and becoming more independent. Through whole-schools events and opportunities, they know what it means to be part of a community and contribute to living in the wider world. By the time our pupils leave Wilbraham Primary School, they have developed a range of skills and strategies to live healthy, safe, fulfilling, responsible and balanced lives.</p>



Curriculum Map Subject - EYFS

EYFS

	Self-Regulation	Managing Self	Building Relationships	Vocabulary
Nursery	<ul style="list-style-type: none"> Talk about their feelings using words like happy, sad, angry or worried Understand gradually how others might be feeling Develop appropriate ways of being assertive Talk with others to solve conflicts Find solutions to conflicts and rivalries 	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands Make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Develop their sense of responsibility and membership of a community 	Relationships Family, friendship, trusted adults Keeping safe Right/wrong Road Safety Routine, turn taking, sharing, problem solving, helping, kindness. Rules, positive behaviour, values, special, people, friend, money, respect, community, people who help us, emergency.
Reception	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs 	



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Relationships What is the same and different about us?	Relationships Who is special to us?	Health & Wellbeing What helps us stay healthy?	Living in the Wider World What can we do with money?	Health & Wellbeing Who helps to keep us safe?	Living in the Wider World How can we look after each other and the world?
Y2	Relationships What makes a good friend?	Relationships What is bullying?	Living in the Wider World What jobs do people do?	Health & Wellbeing What helps us to stay safe?	Health & Wellbeing What helps us grow and stay healthy?	Living in the Wider World How do we recognise our feelings?
Y3	Relationships How can we be a good friend?	Health & Wellbeing What keeps us safe?	Relationships What are families like?	Living in the Wider World What makes a community?	Health & Wellbeing Why should we eat well and look after our teeth?	Health & Wellbeing Why should we keep active and sleep well?



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	Health & Wellbeing <i>What strengths, skills and interests do we have?</i>	Relationships <i>How do we treat each other with respect?</i>	Relationships <i>How do we treat each other with respect?</i>	Living in the Wider World <i>What jobs would we like?</i>	Health & Wellbeing <i>How can our choices make a difference to others and the environment?</i>	Health & Wellbeing <i>How can we manage risk in different places?</i>
Y5	Health & Wellbeing <i>What makes up our identity?</i>	Living in the Wider World <i>What decisions can people make with money?</i>	Health & Wellbeing <i>How can we help in an accident or emergency?</i>	Relationships <i>How can friends communicate safely?</i>	Health & Wellbeing <i>How can drugs common to everyday life affect health?</i>	Health & Wellbeing <i>How will we grow and change?</i>
Y6	Health & Wellbeing <i>How can we keep healthy as we grow?</i>	Health & Wellbeing <i>How can we keep healthy as we grow?</i>	Living in the Wider World <i>How can the media influence people?</i>	Living in the Wider World <i>How can the media influence people?</i>	Relationships <i>What will change as we become more independent?</i>	Relationships <i>How do friendships change as we grow?</i>



Curriculum Map

Subject - Overview Y1

Autumn 1 What is the same and different about us?	Autumn 2 Who is special to us?	Spring 1 What helps us stay healthy?	Spring 2 What can we do with money?	Summer 1 Who helps to keep us safe?	Summer 2 How can we look after each other and the World?
<p>Relationships</p> <ul style="list-style-type: none"> -express likes and dislikes and compare them to likes and dislikes of others. -talk about what they are good at and compare with their peers. -consider personal features and compare with others. . -consider personal characteristics, compare to others. -discuss the ways in which we are all unique. 	<p>Relationships</p> <ul style="list-style-type: none"> -understand what bullying is and the different types of bullying. -how to deal with bullying of ourselves and others. -what makes people special to others. -identify people that are special to them. -explain how and why they are special to them. 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> -making healthy choices about food. -what is healthy and unhealthy food. The importance of eating the right amount of each type of food. . -the importance of exercise. How much activity they should have each day. Ways of being active. -the importance of personal hygiene. -how germs spread. -how to minimise the spread of germs. -recognise health workers who keep them healthy and their roles and other people who help them stay healthy. -identify ways to look after mental health. -recognise feelings and ways to deal with these feelings. -know the importance of getting enough sleep. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> -what money is - that money comes in different forms -how money is obtained (e.g. earned, won, borrowed, presents) -how people make choices about what to do with money, including spending and saving -know the difference between needs and wants -know that people may not always be able to have the things they want -how to keep money safe and the different ways of doing this 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> -recognise who helps them keep safe at home, at school, when they are out and in an emergency. -learn about the jobs of people who keep them safe. -stranger danger: how to stay safe around strangers, safer strangers and safer buildings. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> -recognise kind and unkind behaviour and how it affects others. -responsibilities inside and outside the classroom.. -caring for themselves, pets, other members of the family and community. -caring for the environment, litter, recycling, saving water, planting and caring for plants, caring for birds and other wild animals, saving energy and reducing pollution. -growing and changing, stages of human life cycle. -transition: Preparing for and coping with the changes of moving to Year 2. New classroom, new teacher, making new friends, different lessons and routine.
<p>Key Vocabulary:</p> <p>discussion, views, opinions, people, similarities, differences, likes, dislikes, talents, compare, personal features, personal characteristics, unique.</p>	<p>Key Vocabulary:</p> <p>communicating, feelings, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying, secrets, surprises, safety, cooperating, resolving arguments, special people, caring, physical contact, touch, acceptable, unacceptable, sharing, discussion, views, opinions, people, similarities, differences, unique, special, important</p>	<p>Key Vocabulary:</p> <p>health, wellbeing, healthy eating, physical activity, sleep, dental health, health, likes, dislikes, choices, hygiene, cleanliness, germs., asking for help, privacy, respecting privacy</p>	<p>Key Vocabulary:</p> <p>responsibilities, needs, wants,, money, spending, saving,</p>	<p>Key Vocabulary:</p> <p>stranger, safer stranger, safer building, danger, safety, risk, safety, road, water, rail, fire, online, rules, asking for help, privacy, respecting privacy, run, yell, tell.y</p>	<p>Key Vocabulary:</p> <p>classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individual, community, special people, help, emergencies, environment,, safety, care for, recycle, the World, pollution, litter, energy.,human, grow, change, life cycle, baby, toddler, child, teenager, adult, elderly</p>



Curriculum Map

Subject - Endpoints Year 1

By the end of Year 1

Relationships	Living in the Wider World	Health & Wellbeing
<p>Know what makes them special and unique.</p> <p>Recognise the ways they are the same and different to others, including the groups and communities they belong to.</p> <p>Know how to treat themselves and others with respect, recognising their similarities and differences.</p> <p>Know how to listen to other people and play and work cooperatively.</p> <p>Identify the people who love, care for them and keep them safe and know about the roles they play in their lives.</p> <p>Know about similarities and differences between families.</p> <p>Know to tell a trusted adult if something about their family makes them feel unhappy or worried.</p> <p>Know the correct names for private parts of the body and give reasons why they are private.</p>	<p>Know what money is, what forms it comes in and where it comes from.</p> <p>Know the importance of looking after money, including making choices about how to save and spend money.</p> <p>Know the difference between wants and needs.</p> <p>Know some of the changes that will happen as we grow from young to old and prepare for key transitions.</p> <p>Know the things that they can do to look after the environment, including caring for living things.</p>	<p>Know a range of ways to keep safe and healthy (including diet, exercise, sleep, protection from the sun, good dental care and hygiene).</p> <p>Know how to keep safe in familiar and unfamiliar environments.</p> <p>Know what to do if they feel unsafe or worried for themselves or others.</p> <p>Know how to respond if physical contact makes us feel uncomfortable or unsafe.</p> <p>Know that some people behave differently online.</p> <p>Know the different roles and responsibilities that people have in the community.</p> <p>Know about people who keep us safe and healthy.</p> <p>Know basic rules to keep safe online.</p>



Curriculum Map

Subject - Overview Y2

Autumn 1 What makes a good friend?	Autumn 2 What is bullying?	Spring 1 What jobs do people do?	Spring 2 What helps us to stay safe?	Summer 1 What helps us grow and stay healthy?	Summer 1 How do we recognise our feelings?
<p><u>Relationships</u></p> <ul style="list-style-type: none"> -know how to make friends with others -recognise when they feel lonely and what they could do about it -understand how people behave when they are being friendly and what makes a good friend -know how to resolve arguments that can occur in friendships -know how to ask for help if a friendship is making them unhappy 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> -understand how words and actions can affect how people feel -know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe -understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and know how to respond if this happens in different situations -know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> -understand how jobs help people earn money to pay for things they need and want -know about a range of different jobs, including those done by people they know or people who work in their community -identify how people have different strengths and interests that enable them to do different jobs -know how people use the internet and digital devices in their jobs and everyday life 	<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -understand how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) -identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them -know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets -understand how not everything they see online is true or trustworthy and that people can pretend to be someone they are not -know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -identify different things that help their bodies to be healthy, including food and drink, physical activity, sleep and rest -understand eating and drinking too much sugar can affect their health, including dental health -know how to be physically active and how much rest and sleep they should have everyday -know that there are different ways to learn and play; how to know when to take a break from screen-time -understand how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> -recognise, name and describe a range of feelings -what helps them to feel good, or better if not feeling good -understand how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) -identify how feelings can affect people in their bodies and their behaviour -develop ways to manage big feelings and the importance of sharing their feelings with someone they trust -recognise when they might need help with feelings and how to ask for help when they need it
<p>Key Vocabulary:</p> <p>communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying, secrets, surprises, safety, cooperating, resolving arguments, special people, caring, physical contact, touch, acceptable, unacceptable, sharing, discussion, views, opinions, people, similarities, differences</p>		<p>Key Vocabulary:</p> <p>classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special, people, similarities, commonalities, community, special people, help, emergencies, environment, money, spending, saving, safety</p>	<p>Key Vocabulary:</p> <p>health, wellbeing, healthy eating, physical activity, sleep, dental health, health, likes, dislikes, choices, hygiene, cleanliness, germs, achievements, strengths, goals, target-setting, change, loss, growing, changing, young to old, independence, medicines, household products, safety, risk, safety, road, water, rail, fire, online, rules, asking for help, privacy, respecting privacy</p>		<p>Key Vocabulary:</p> <p>classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special, people, similarities, commonalities, community, special people, help, emergencies, environment, money, spending, saving, safety</p>



Curriculum Map

Subject - Endpoints Year 2

By the end of Year 2

Relationships	Living in the Wider World	Health & Wellbeing
<p>Know how to make good friendships and know strategies to resolve conflicts with friends positively.</p> <p>Know how to recognise when a friendship is making them or someone else unhappy and how to ask for help.</p> <p>Know that words and actions can affect how people feel.</p> <p>Know that hurtful behaviour or bullying (offline and online) is not acceptable, know how to report it and the importance of telling a trusted adult.</p> <p>Know the correct names for private parts of the body and give reasons why they are private.</p> <p>Know that some things are private and the importance of respecting privacy.</p> <p>Know that the parts of their body covered by underwear are private.</p>	<p>Know about different jobs that people do to earn money.</p> <p>Know how everyone has different strengths and interests and how these are needed to do different jobs.</p> <p>Understand and be able to talk about a wider range of emotions in themselves and others, strategies to manage their feelings and where to get help.</p>	<p>Know the importance of rules and why different rules are needed for different situations.</p> <p>Know the role of the internet and digital devices in everyday life and how to use them safely.</p> <p>Know that not all online information is true.</p> <p>Know a range of ways to keep safe and healthy (including diet, exercise, sleep, protection from the sun, good dental care and hygiene)</p>



Curriculum Map

Subject - Overview Y3

Autumn 1 How can we be a good friend?	Autumn 2 What keeps us safe?	Spring 1 What are families like?	Spring 2 What makes a community?	Summer 1 Why should we eat well and look after our teeth?	Summer 2 Why should we keep active and sleep well?
<p>Relationships</p> <ul style="list-style-type: none"> -understand the importance of friendships for wellbeing -recognise how others are feeling lonely and how to use strategies to include them -build good friendships and identifying qualities -recognise if a friendship is making them unhappy, uncomfortable or unsafe and how to ask for support 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> -recognise hazards that may cause harm or injury. -know how to help keep their body protected and safe. -recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable. -understand everyday health and hygiene rules and routines. -know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns 	<p>Relationships</p> <ul style="list-style-type: none"> -understand how families differ from each other. -identify how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays -know how people within families should care for each other and the different ways they demonstrate this -know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> -identify how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups -know what is meant by a diverse community -know how the community helps everyone to feel included -know how to be respectful towards people who may live differently to them 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> -understand how to eat a healthy diet. -know how to maintain good oral hygiene. -understand how not eating a balanced diet can affect health. -understand how people make choices about what to eat and drink, including who or what influences these -know how, when and where to ask for advice and help about healthy eating and dental care 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> -understand how regular physical activity benefits bodies and feelings. -identify how to be active on a daily and weekly basis. -make choices about physical activity. -understand how the lack of physical activity can affect health and wellbeing -understand how lack of sleep can affect the body and mood. -know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
<p>Key Vocabulary:</p> <p>feelings, empathy, recognising others' feelings, confidentiality, personal safety, dares, challenges, friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, privacy, sharing, personal boundaries, listening, viewpoints, opinions, respect, people, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, stereotypes</p>	<p>Key Vocabulary:</p> <p>influences, media, images, reality/fantasy, true/false, bacteria, viruses, hygiene routines, habits, drugs, alcohol, tobacco, medicines, caffeine, physical and emotional changes, risk, danger, hazard, responsibility, safety, pressure, managing pressure, influences, media, peer, emergency aid, help, safety, rules, roads, cycle, rail, water, fire, online, personal information, passwords, images, advice, support, asking for help</p>	<p>Key Vocabulary:</p> <p>feelings, empathy, recognising others' feelings, confidentiality, personal safety, dares, challenges, friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, privacy, sharing, personal boundaries, listening, viewpoints, opinions, respect, people, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, stereotypes</p>	<p>Key Vocabulary:</p> <p>discussion, debate, topical issues, problems, events, rules, laws, making and changing rules, human rights children's rights, anti-social behaviour, aggression, bullying discrimination, resolving difference points of view, decisions, choices, communities, volunteers, pressure, groups, health, wellbeing, people, difference, diversity, identity, UK, people, places, values, customs, media, social media, information forwarding, rights, duties, home, school, environment</p>	<p>Key Vocabulary:</p> <p>balanced lifestyles, choices, health, wellbeing, balanced diet, choices, food</p>	<p>Key Vocabulary:</p> <p>influences, media, images, reality/fantasy, true/false, bacteria, viruses, hygiene routines, habits, drugs, alcohol, tobacco, medicines, caffeine, physical and emotional changes, risk, danger, hazard, responsibility, safety, pressure, managing pressure, influences, media, peer, emergency aid, help, safety, rules, roads, cycle, rail, water, fire, online, personal information, passwords, images, advice, support, asking for help</p>



Curriculum Map

Subject - Endpoints Year 3

By the end of Year 3

Relationships	Living in the Wider World	Health & Wellbeing
<p>Know what constitutes a positive, healthy friendship and that the same principles apply to online friendships as to face-to-face relationships.</p> <p>Begin to recognise different types of relationships (friendship, family, romantic and online).</p> <p>Know and respect that there are different types of family structures.</p>	<p>Know about the different groups that make up their community and what living in a community means.</p>	<p>Know some of the risks and benefits of household substances, including medicines.</p> <p>Know what constitutes a healthy lifestyle and diet and recognise what might influence these.</p> <p>Know who to go to, to seek support from, at home and at school about their health.</p> <p>Recognise the importance of taking care of their mental health and begin to identify strategies and behaviours to support mental health.</p> <p>Know what constitutes a healthy lifestyle and diet and recognise what might influence these.</p>



Curriculum Map

Subject - Overview Y4

Autumn 1 What strengths, skills and interests do we have?	Autumn 2 How do we treat each other with respect?	Spring 1 How can we manage our feelings?	Spring 2 What jobs would we like?	Summer 1 How can our choices make a difference to others and the environment?	Summer 2 How can we manage risk in different places?
<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -recognise personal qualities and individuality -develop self-worth by identifying positive things about themselves and their achievements -identify how their personal attributes, strengths, skills and interests contribute to their self-esteem -know how to set goals for themselves -identify how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> -understand how people's behaviour affects themselves and others, including online -model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return -understand the relationship between rights and responsibilities -know the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) -identify the rights that children have and why it is important to protect these -know that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination -know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns 	<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -know how everyday things can affect feelings -understand how feelings change over time and can be experienced at different levels of intensity -know the importance of expressing feelings and how they can be expressed in different ways -know how to respond proportionately to, and manage, feelings in different circumstances -identify ways of managing feelings at times of loss, grief and change -know how to access advice and support to help manage their own or others' feelings 	<p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> -know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime -know that some jobs are paid more than others and some may be voluntary (unpaid) -identify the skills, attributes, qualifications and training needed for different jobs -know that there are different ways into jobs and careers, including college, apprenticeships and university -know how people choose a career/job and what influences their decision, including skills, interests and pay -question and challenge stereotypes about the types of jobs people can do -how to choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -know how people have a shared responsibility to help protect the world around them -understand how everyday choices can affect the environment -know what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) -show care and concern for others (people and animals) -carry out personal responsibilities in a caring and compassionate way 	<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> -recognise, predict, assess and manage risk in different situations -know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) -know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence -how people's online actions can impact on other people -know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online -know how to report concerns, including about inappropriate online content and contact -understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
<p>Key Vocabulary:</p> <p>strengths, skills, qualities, feelings, achievement, self-esteem</p>	<p>Key Vocabulary:</p> <p>feelings, empathy, recognising others' feelings, confidentiality, secrets, friendships, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, collaborative working, disputes, conflict, compromise, privacy, sharing, personal boundaries</p>	<p>Key Vocabulary:</p> <p>conflicting, emotions, feelings, managing feelings, change, transitions, loss, separation, divorce, bereavement, puberty, physical and emotional changes, managing pressure, influences, media, peer, advice, support, asking for help</p>	<p>Key Vocabulary:</p> <p>career, attributes, skills, stereotype, options, apprentice, vocation, jobs, voluntary, qualifications, training, influence, salary</p>	<p>Key Vocabulary:</p> <p>rights, duties, responsibility, protect home, school, environment, discussion, compassionate, debate, topical issues, problems, events, rules, laws, making and changing rules, anti-social behaviour, choices, communities volunteers</p>	<p>Key Vocabulary:</p> <p>risk, danger, hazard, responsibility, safety, peer approval, appropriate, inappropriate, anti-social, law.</p>



Curriculum Map

Subject - Endpoints Year 4

By the end of Year 4

Relationships	Living in the Wider World	Health & Wellbeing
<p>Know the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Know that some things are private and the importance of respecting privacy.</p> <p>Know strategies to respond to hurtful behaviour and how to report concerns.</p> <p>Know what discrimination means.</p>	<p>Know that they have a shared responsibility to care for other people and living things and for protecting the environment in school and at home.</p> <p>·</p> <p>Know that there are lots of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p>	<p>Beginning to identify elements of their individuality including skills and achievements.</p> <p>Recognise the importance of taking care of their mental health and begin to identify strategies and behaviours to support mental health. Know who to go to, to seek support from, at home and at school about their health.</p> <p>Begin to recognise reasons and consequences of adhering or not adhering to rules and laws.</p> <p>Know that the internet can be used for both positive and negative reasons and what is appropriate to share.</p> <p>Know that not all online information is true.</p>



Curriculum Map

Subject - Overview Y5

Autumn 1 What makes a person's identity?	Autumn 2 What decisions can people make with money?	Spring 1 How can we help in an accident or emergency?	Spring 2 How can friends communicate safely?	Summer 1 How can drugs common to everyday life affect health?	Spring 2 How will we grow and change?
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> -recognise and respect similarities and differences between people and what they have in common with others -know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) -understand how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) -understand stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others -know how to challenge stereotypes and assumptions about others 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> -know how people make decisions about spending and saving money and what influences them -understand how to keep track of money so people know how much they have to spend or save -identify how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) -recognise what makes something 'value for money' and what this means to them -know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> -understand how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions -know that if someone has experienced a head injury, they should not be moved - understand when it is appropriate to use first aid and the importance of seeking adult help -know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<p>Relationships</p> <ul style="list-style-type: none"> -identify the different types of relationships people have in their lives -know how friends and family communicate together; how the internet and social media can be used positively -understand knowing someone online differs from knowing someone face-to-face -recognise risk in relation to friendships and keeping safe -aware of the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family -know how to respond if a friendship is making them feel worried, unsafe or uncomfortable -know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> -understand how drugs common to everyday life (including smoking/vaping, nicotine, alcohol, caffeine and medicines) can affect health and wellbeing -know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal -understand how laws surrounding the use of drugs exist to protect them and others -know why people choose to use or not use different drugs -know how people can prevent or reduce the risks associated with them -understand that for some people, drug use can become a habit which is difficult to break -understand how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use -know how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> -understand puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams -know how puberty can affect emotions and feelings -know how personal hygiene routines change during puberty -identify how to ask for advice and support about growing and changing and puberty
<p>Key Vocabulary:</p> <p>individual , attributes, qualities, preferences, influences, ethnicity,culture, gender, identity, stereotypes, assumptions, behaviour, attitude</p>	<p>Key Vocabulary:</p> <p>credit, debit, debt, influences, value for money, feelings, emotions</p>	<p>Key Vocabulary:</p> <p>allergy, hazard, intervention, first aid, scald, asthma</p>	<p>Key Vocabulary:</p> <p>media, influences, consent, risk, relationship, friends, family, communication, social media, online, appropriate, inappropriate, friendships, keeping safe, content</p>	<p>Key Vocabulary:</p> <p>influences, choices, habit, impact, drugs, legal, illegal, smoking, vaping, alcohol, nicotine, caffeine, medicines, laws, risk, consequences</p>	<p>Key Vocabulary:</p> <p>puberty, physical and emotional changes, advice, support, asking for help, personal hygiene, menstruation, erection, wet dream, feelings, emotions</p>



Curriculum Map

Subject - Endpoints Year 5

By the end of Year 5

Relationships	Living in the Wider World	Health & Wellbeing
<p>Identify different types of relationships (friendship, family, romantic and online).</p> <p>Know that the internet can be used for both positive and negative reasons and what is appropriate to share.</p> <p>Know that not all online information is true.</p> <p>Know strategies to keep safe online: know who to go to, to seek support from, at home and at school about online safety if something scares them.</p>	<p>Know the risks associated with money and ways of keeping money safe.</p> <p>Identify the ways that money can impact on people's feelings and emotions.</p> <p>Know about different attitudes towards saving and spending money based on their priorities, needs, and wants.</p> <p>Know skills will help them in their future careers, e.g., teamwork, communication, and negotiation.</p>	<p>Know 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.</p> <p>Recognise reasons and consequences of adhering or not adhering to rules and laws.</p> <p>Know the risks and effects of legal and illegal drugs and their impact on their mental and physical health (medicine, cigarettes, vaping and alcohol).</p> <p>Know the physical and emotional changes that happen when approaching and during puberty.</p> <p>Know that personal behaviour can affect other people.</p>



Curriculum Map

Subject - Overview Y6

Autumn 1 How Can We Keep Healthy As We Grow?	Autumn 2 How Can We Keep Healthy As We Grow?	Spring 1 How can the media influence people?	Spring 2 How can the media influence people?	Summer 1 What will change as we become more independent?	Summer 2 How do friendships change as we grow?
<u>Health and Wellbeing</u>	<u>Health and Wellbeing</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Relationships</u>	<u>Relationships</u>
<ul style="list-style-type: none"> -What is a healthy diet? -How can we make healthy food choices? -Is it healthier to make food from fresh? -Why is physical activity important? 	<ul style="list-style-type: none"> -What does a balanced lifestyle look like? -How do we keep our teeth healthy? -Why is sleep important to keep us healthy? -How do we stay safe - Bonfire / Halloween 	<ul style="list-style-type: none"> -How does the media / online experiences affect wellbeing? -How do we share safely online? -How does the media send mixed messages? -How can media influence decisions? -How do we know online and media content is real? -What do we do if we suspect content is unsafe and what can we do about it? 	<ul style="list-style-type: none"> -How is information targeted to influence specific groups? -How do we make choices about appropriate online and media content? -What do we do if we view information that is upsetting, frightening or untrue? -Why do people gamble online? What are the risks? -What influences people's decisions? 	<ul style="list-style-type: none"> -Know that people have different kinds of relationships in their lives including romantic or intimate relationships -Understand that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership -know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime 	<ul style="list-style-type: none"> -How growing up and becoming more independent comes with increased opportunities and responsibilities -How friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
Key Vocabulary: Balanced diet - nutrients - nutrition - energy - carbohydrates - fats - protein - minerals - vitamins - fibre	Key Vocabulary: Balance - exercise - physical - mental - wellbeing - enamel - nerves - growth - strength - appropriate - consideration	Key Vocabulary: Media- wellbeing - influences - communication - bias - targeted - audience - suspicious - genuine - report - appropriate	Key Vocabulary: Media- wellbeing - influences - communication - bias - targeted - audience - suspicious - genuine - report - appropriate	Key Vocabulary: Affection - ethnicity - faith - relationship - attraction - options - respect - commitment Intimate - gender - identity	Key Vocabulary: Puberty - development - reproduction - contraception - responsibilities - support Conceive -



Curriculum Map

Subject - Endpoints Year 6

By the end of Year 6

Relationships	Living in the Wider World	Health & Wellbeing
<p>Identify different types of relationships (friendship, family, romantic and online).</p> <p>Know and respect that there are different types of family structures.</p> <p>Know the physical and emotional changes that happen when approaching and during puberty and understand how these changes link to human reproduction.</p> <p>Know when it is appropriate to share personal/private info in a relationship.</p> <p>Know how and where to get support if an online relationship goes wrong.</p> <p>Know that they have a shared responsibility to care for other people and living things and for protecting the environment in school and at home and be able to suggest ways to do this.</p> <p>Recognise a variety of routes into careers (Y6/transition).</p>	<p>Know that the internet can be used for both positive and negative reasons and what is appropriate to share.</p> <p>Know that not all online information is true.</p> <p>Know that images and texts in the media can be manipulated, to evaluate the reliability of sources and identify misinformation.</p>	<p>Know what constitutes a healthy lifestyle and diet, recognise what might influence these and explain the effects this could have on themselves and others.</p> <p>Know who to go to, to seek support from, at home and at school about their health.</p> <p>Know the importance of taking care of their mental health and know a range of strategies and behaviours to support mental health.</p> <p>Know what constitutes a positive, healthy friendship and that the same principles apply to online friendships as to face-to-face relationships.</p>