

Year – PSHE Curriculum Map

AUTUMN	Relationships	<p><u>Be Yourself</u> This unit is inspired by the idea that we are all individuals and that it is important to ‘be yourself’. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.</p>
		<ul style="list-style-type: none"> • discuss scenarios where children are torn between ‘fitting in’ and being true to themselves; • explain how to communicate their feelings in different situations; • discuss different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends.
AUTUMN	Health and Wellbeing	<p><u>Safety First</u> In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.</p>
		<ul style="list-style-type: none"> • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code.
SPRING	Living in the Wider World	<p><u>Diverse Britain</u> This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.</p>

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		<ul style="list-style-type: none"> • talk about the range of faiths and ethnicities in Britain; • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; • talk about the role of charities and voluntary groups in the community.
	Relationships	<p><u>VIPs</u> This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.</p> <ul style="list-style-type: none"> • share ideas for ways we can care for our VIPs; • identify some aspects of healthy and unhealthy relationships; • discuss a range of calming techniques with support; • discuss ways to handle a disagreement with support; • explain ways to resist pressure with support; • identify which secrets are OK to keep and which need to be shared with support; • list factors that might show a relationship is unhealthy.
SUMMER	Health and Wellbeing	<p><u>It's My Body</u> In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.</p> <ul style="list-style-type: none"> • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.
	Living in the Wider World	<p><u>One World</u> This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all</p>

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		<p>have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.</p>
		<ul style="list-style-type: none">• explain what a global citizen is;• say what global warming is;• understand that human energy use can harm the environment;• understand the importance of not wasting water;• understand what biodiversity is;• understand that their choices can have reaching consequences