

Middle Rasen Primary School

PHSE/SRE Curriculum Map



Curriculum intent

- Our PHSE curriculum aims to give children the knowledge, skills and attitudes they need to effectively navigate the complexities of life in the 21st Century.
- To develop a climate where pupils learn to understand and monitor their own feelings as well as feel empowered to seek support should they need it.
- To build resilience and nurture mental and physical health (allowing pupils to advance their emotional awareness, concentration and focus).
- To place PSHE at the core of what we do and enable our pupils to become independent, determined, confident, healthy and respectful members of society now and in the future.

Implementation

PHSE in KS1 and 2 is we have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.

In EYFS PHSE is taught through a story based approach which is aligned to the National Early Years Framework.

Intent

Pupils will have develop detailed knowledge and skills, and a willingness and ability to try new things, push themselves and persevere. They will have a good understanding of how to stay safe, healthy and develop good relationships. They will have an appreciation of what it means to be a positive member of a diverse, multicultural society and have a strong self-awareness, interlinked with compassion of others.



Year A	EYFS	Y1/2	Y3	Y4	Y5/6
Autumn1	- Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG) - Knows when to say "Thank you" and "Sorry" - Talks about how they and others show feelings (ELG) - Says why they like some activities more than others (ELG) - Says why someone is special to them - Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) - Knows personal likes, dislikes and preferences - Plays co-operatively, taking turns with others (ELG) - Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months)	Families and relationships - To begin to understand what PSHE education (or the name used in your school) is and how we can help everyone learn in these lessons - To understand the role of families - To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy. - To begin to understand the range of families they may encounter now and in the future - To recognise how others show feelings and how to respond to these - To identify their special people and how they should care for one another - To begin to understand how courtesy and manners make us feel - To begin to understand that friendships can	Families and relationships - To understand that families love and support each other but sometimes problems can occur and help is available if needed - To understand that friendships have ups and downs and that problems can be resolved. - To begin to understand the impact of bullying - To listen and communicate effectively - To understand why trust is an important part of positive relationships - To begin to understand the differences between people and why it is important to respect these differences - To recognise that stereotypes are present in everyday life - To recognise that stereotypes exist based on a number of factors	Families and relationships - To develop understanding of courtesy and manners in a range of situations - To begin to understand the physical and emotional boundaries in friendships - To understand that my behaviour can have an impact on others - To understand the impact of bullying and the responsibility of bystanders to help - To explore stereotypes in fictional characters and think about how these might influence us - To recognise that stereotypes can relate to a number of factors - To begin to understand that families are very varied, in this country and across the world - To explore how we can help following a bereavement	Families and relationships - To recap learning in PSHE education from Years 4 and 5 and how we can help everyone to learn effectively in these lessons - To understand how to form and maintain positive relationships - To understand what we mean by respect and why it is important (Year 5) - To understand that respect is two-way and how we treat others is how we can expect to be treated (Year 6) - To begin to understand self-respect - To understand the concept of marriage. - To understand more about bullying and how to get help - To recognise how attitudes to gender have changed over time (Year 5). - To explore the impact of stereotypes and how they can lead to discrimination (Year 6).

	• Recognises, names and owns everyday feelings such as happy, sad and cross	• have problems but we can overcome these • To understand what is meant by a stereotype			• To explore other people's attitudes and ideas and to begin to challenge these (Y5) • To understand stereotypes and be able to share information on them (Y6).
Autumn 2	• Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) • Joins in and enjoys a range of activities • Works together cooperatively towards common goals • Condent to try new activities (ELG) • Says when they do or don't need help (ELG) • Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG) • Initiates conversations, attends to and takes account of what others say (DM 40-60 months)	Health and wellbeing • To describe and understand their feelings • To develop simple strategies for managing these feelings • To know how to relax in different ways • To recognise and celebrate their strengths and set simple but challenging goals • To understand the benefits of physical activity and rest • To begin to understand how germs are spread and how we can stop them spreading • To begin to understand the risks associated with the sun • To begin to understand allergies	Health and wellbeing • To understand and plan for a healthy lifestyle including physical activity, rest and diet • To perform a range of relaxation stretches • To understand the different aspects of my identity • To identify my own strengths and begin to see how they can affect others • To break down barriers into smaller, achievable goals • To understand the benefits of healthy eating and dental health	Health and wellbeing • To understand how we can look after our teeth • To understand what relaxation feels like • To understand that relaxation techniques can be used anywhere • To develop a growth mindset and understand that mistakes are useful • To identify my own strengths and begin to see how they can affect others • To identify what's important to me and to take responsibility for my own happiness • To understand a range of emotions • To begin to understand what mental health is and who can help if I need it	Health and wellbeing • To use yoga poses and breathing to relax • To understand and communicate the benefits of sleep • To understand the purpose of failure • Learn how to set short-term, medium-term and long-term goals • To take responsibility for their own feelings and actions and to use vocabulary to describe these • To use our knowledge of food groups to plan healthy meals • To understand risks associated with the sun and how these can be avoided

		To understand that there are people in the local community who help to keep us healthy			
Spring 1	- Can describe self in positive terms and talk about abilities (DM 40-60 months) - Recognises that they are unique - Celebrates individuality - Works as part of a group or class, and understands and follows the rules (ELG) - Takes account of one another's ideas about how to organise an activity (ELG) - Con-dent to speak in a familiar group (ELG) - Talks about their ideas (ELG)	Safety and the changing body - To know how to respond to adults politely and safely. - To understand that there are people in the local community who help to keep us safe. - To understand ways to keep safe on and near roads. - To understand ways to keep safe on and near roads.	Safety and the changing body - To understand the role I can take in an emergency situation. - To understand how to help if someone has been stung or bitten. - To understand the importance of being kind online and what this looks like. - To understand that cyberbullying involves being unkind online. - To understand that not all emails are genuine.	Safety and the changing body - To understand that age restrictions are designed to protect us. - To understand the benefits and risks of sharing material online. - To understand how to help someone with asthma. - To develop understanding of privacy and the difference between secrets and surprises.	Safety and the changing body - To begin to understand some issues related to online friendships including the impact of their actions. - To learn about staying safe online. - To understand how to help someone who is choking. - To begin to understand the risks of alcohol.
Spring 2	- Asks appropriate questions of others (DM 40-60 months) - Recognises what can cause different feelings (e.g. sympathy, sadness, relief) - Talks about their own and others' behaviour and its consequences (ELG)	- To begin to understand what is safe to put into or onto our bodies. - To know what an emergency is and how to make a phone call if needed. To begin to understand the difference between secrets and surprises.	- To understand the choices people can make and those which are made by others. - To begin to recognise who and what can influence our decisions. - To develop an understanding of safety on or near roads.	- To understand that not all information on search engines is valuable. - To recognise that change is part of growing up. - To recognise the physical differences between children and adults.	- To begin to understand the influence others have on us and how we can make our own decisions. - Year 5 - To understand physical changes during puberty. - Year 6 - To understand the changes that happen during puberty - Year 5 - To understand the menstrual cycle.

	• Understand the importance of personal hygiene • Talks about their own and others' behaviour and its consequences (ELG) • Knows that bullying is unacceptable behaviour	• To begin to understand the difference between acceptable and unacceptable physical contact. • To begin to understand the concept of privacy and the correct vocabulary for body parts.		• To begin to understand the risks of smoking and the benefits of being a non-smoker.	• Year 6 – Please note that parents have the right to withdraw their child from the 'Main event' part of this lesson. • To understand the biology of conception.
Summer 1	• Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) • Recognises ways in which their families are special • Can describe self in positive terms and talk about abilities (DM 40-60 months) • Recognises their achievements and what they are good at • Explains own knowledge and understanding (DM 40-60 months) • Says when they do or don't need help (ELG) • Knows the people who look after them and their	Citizenship • To begin to understand the importance of rules • To begin to recognise ways in which we are the same and different to other people • To understand the range of groups people belong to • To begin to understand the roles people have in the community • To understand ways to look after the school environment To recognise the role people play in looking after the environment	Citizenship • To begin to understand the UN convention on the rights of the child • To understand the responsibilities of both children and adults to help all children benefit from their right • To understand the environmental benefits of recycling • To understand the groups which make up the community • To understand that charities care for others and how people can support them • To begin to understand how democracy works in the local area • To understand why we have rules and the consequences of	Citizenship • To begin to understand the Human Rights convention • To understand how reusing items benefits the environment • To understand the role of groups in the wider community • To understand the value of diversity in a community • To develop an understanding of the role of local government	Citizenship • To begin to understand what happens when the law is broken • To recognise prejudice and discrimination and learn how this can be challenged • To understand how reducing our use of materials and energy will help the environment • To understand how we recognise and value the contribution people make to the community • To explore the links between rights and responsibilities (Y5) • To understand human rights, including the right to education (Y6) • To begin to understand how parliament works

	different roles and responsibilities • Asks appropriate questions of others (DM 40-60 months) • Chooses resources they need for their chosen activities (ELG)		breaking rules at school and home		
Summer 2	• Takes account of one another's ideas about how to organise an activity (ELG) • Recognises that their bodies can do lots of different things • Knows why it is important to be physically active • Shows awareness of physical differences • Joins in and enjoys a range of activities • Talks about how they and others show feelings (ELG) • Knows how to care for living things • Says when they do or don't need help (ELG) • Says when they do or don't need help (ELG) • Knows how to make good decisions • Begins to develop an awareness of E-Safety	Economic Wellbeing • Learning about what money is, where it comes from and how people make money • To begin to understand the difference between wants and needs • To understand how to keep cash safe • To understand the benefits of banks and building societies • To understand that skills and interests will help someone decide what job to do Transition	Economic Wellbeing • To understand the different ways to pay for things and why people might choose them • To understand how to put together a budget • To recognise that money has an impact on how we feel • To begin to recognise how ethics can influence our spending decisions • To understand that there are a range of jobs available and to think about what job they might want to do • To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.	Economic Wellbeing • To begin to understand what makes something good value for money • To begin to understand the importance of keeping track of money • To understand ways money can be lost and how this makes people feel • To understand that people's decisions about their careers can be influenced by a variety of things • To understand that many people will have more than one job or career Transition • Creating goals to achieve before entering Year 5	Economic Wellbeing • Understand that borrowing money is a way to pay for something but this has to be repaid. • To understand what income and expenditure are and how these can be recorded • To know how to create a weekly budget, including prioritising wants over needs • To know that there are risks associated with money and what some of these are • Y5 – To know that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs • Y6 – To know that there are different routes into careers

	- Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) - Talks about their own and others' behaviour and its consequences (ELG)				
					Y6 only - To know what factors contribute to identity - To understand gender Identity and sexual orientation - To understand that the media manipulates images

Year B	EYFS	Year 1&2	Y3	Y4	Year 5 & 6
Autumn 1		Families and relationships - To understand the role of families - To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy.			Families and relationships - To explore the ups and downs of friendships. - To understand what we mean by respect and why it is important.

		• To recognise how others show feelings and how to respond to these • To identify their special people and how they should care for one another • To begin to understand how courtesy and manners make us feel • To begin to understand that friendships can have problems but we can overcome these • To understand what is meant by a stereotype • To begin to understand how loss and change can affect us		• To resolve disputes and conflict through negotiation and compromise. • To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. • To recognise how attitudes to gender have changed over time (Year 5). • To explore the impact of stereotypes and how they can lead to discrimination (Year 6). • To explore other people's attitudes and ideas and to begin to challenge these (Y5). • To understand stereotypes and be able to share information on them (Y6). • To begin to understand the process and emotions relating to grief.
Autumn 2		Health and wellbeing • To describe and understand their feelings • To develop simple strategies for managing these feelings • To understand their strengths and set themselves achievable goals • To identify strategies to help overcome barriers or manage difficult emotions • To develop a growth mindset • To understand the benefits of physical activity		Health and wellbeing • To explore mindfulness techniques as a way to manage emotions • To identify long term goals and plan how to work towards them • To understand and plan for a healthy lifestyle • To understand the potential impact of technology on physical and mental health

		• To use breathing exercises to relax • To understand what it means to have a healthy diet • To understand ways of looking after our teeth		• To reflect on skills they have developed to identify and respond to difficult situations • To understand ways that we help prevent ourselves and others becoming ill • To consider how we know that we may be unwell, and how to seek support • To understand how habits can be good or bad for our health •
Spring 1		Safety and the changing body • To know how to respond to adults politely and safely. • To understand ways to keep safe on and near roads. • To understand that there are dangers at home and how these can be avoided. • To begin to understand what is safe to put into or onto our bodies. •		Safety and the changing body • To start to become a discerning consumer of information online. • To understand that online relationships should be treated in the same way as face to face relationships. • To understand how to help someone who is bleeding. • To understand how to help someone who is unresponsive. •
Spring 2		• To begin to understand the difference between acceptable and unacceptable physical contact. • To begin to understand the concept of privacy and the correct vocabulary for body parts. • To understand what to do if you get lost.		• Year 5 only - To understand physical changes during puberty. • Year 6 only - To understand the changes that happen during puberty. • Year 5 - To understand the menstrual cycle. • Year 6 – Please note that parents have the right to withdraw their

		To understand how to stay safe when using the internet.		child from the 'Main event' part of this lesson. - To understand the biology of conception. - Year 5 only – To understand the emotional changes during puberty
Summer 1		Citizenship - To begin to understand the importance of rules - To begin to recognise ways in which we are the same and different to other people - To understand that animals have different needs and how to care for them - To begin to understand the needs of babies and young children - To begin to understand how democracy works - To begin to understand how democracy works in school - To understand ways to share an opinion		Citizenship - To recognise the role of pressure groups - To understand diversity and the value different people bring to a community
Summer 2		Economic wellbeing - Learning about what money is, where it comes from and how people make money - To begin to understand the difference between wants and needs - To begin to understand that people make different choices about spending and saving money		

		• To understand the benefits of banks and To understand that skills and interests will help someone decide what job to do building societies •		
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