

Personal, Social, Health and Relationships (PSHR) education – Curriculum Map

| Class 1 | | | | | |
|--|--|---|--|---|---|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Feelings and emotions Explore and identify our own feelings and emotions. To recognise what is right and wrong.</p> <p>Keeping myself safe Learning how to keep safe online. Know who you can go to when you need help.</p> | <p>My Family and Friends Identify people who are special and what makes them special to us. To explore the similarities and differences between myself and others.</p> <p>Where does food come from? Exploring how food is grown and where it comes from. Learning the names of different vegetables and identifying where the different meats come from</p> | <p>Belonging To identify the different groups, I belong to in and out of school. To explore the ways in which we are unique.</p> <p>Cultures and religions Explore the different cultures and religions from around the world (Arctic tribes)</p> | <p>People who help me Learn about special people in the community and how they help us. To learn what to do in an emergency.</p> <p>Movement and Exercise How do our bodies move? What makes them move. Explore how exercise affects our bodies.</p> | <p>Being happy and healthy To identify my own strengths and set personal goals. To explore what makes a happy and healthy mind.</p> <p>Cleaning my teeth Learn about what a healthy lifestyle is and the importance of dental health. Explore the importance of maintaining good hygiene.</p> | <p>Caring for the world To explore how we can look after our environment and make a difference.</p> <p>Value and Ownership To understand where money comes from and the value of it. To explore the choices we make with money and the effects this will have (shops, shopping lists)</p> |
| Class 2 | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Feelings and emotions Explore and identify our own feelings and emotions. To recognise what is right and wrong.</p> | <p>My Family and Friends Identify people who are special and what makes them special to us. To explore the similarities and differences between myself and others.</p> | <p>Belonging To identify the different groups, I belong to in and out of school. To explore the ways in which we are unique.</p> | <p>People who help me Learn about special people in the community and how they help us. To learn what to do in an emergency.</p> <p>Movement and</p> | <p>Being happy and healthy To identify my own strengths and set personal goals. To explore what makes a happy and healthy mind.</p> | <p>Caring for the world To explore how we can look after our environment and make a difference.</p> |

| | | | | | |
|--|---|---|--|---|---|
| <p>Keeping myself safe Learning how to keep safe online. Know who you can go to when you need help.</p> | <p>Where does food come from? Exploring how food is grown and where it comes from. Learning the names of different vegetables and identifying where the different meats come from</p> | <p>Cultures and religions Explore the different cultures and religions from around the world e.g. Christianity, Jews</p> | <p>Exercise How do our bodies move? What makes them move. Explore how exercise affects our bodies.</p> | <p>Cleaning my teeth Learn about what a healthy lifestyle is and the importance of dental health. Explore the importance of maintaining good hygiene.</p> | <p>Value and Ownership To understand where money comes from and the value of it. To explore the choices we make with money and the effects this will have.</p> |
| Class 3 | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Healthy Lifestyle How to make informed choices (including recognising that choices can have positive, neutral and negative consequences). To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>Eat well plate.</p> | <p>Positive Mind-sets and Relationships. To recognise what positively and negatively affects their mental and emotional health. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To recognise when they need help and to develop the skills to ask for help. To deepen their understanding of good and not so good feelings.</p> | <p>Equality and Diversity To reflect on and celebrate different /individual achievements, identify individual strengths and differences, set high aspirations.</p> <p>Cross curricular with RE.</p> | <p>Online Safety/ Social Media Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>NSPCC visit E-safety.</p> | <p>Safety To differentiate between the terms, 'risk', 'danger' and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Strategies for keeping safe - fire, water, rail, road safety and how to respond safely and appropriately to adults</p> | <p>Respectful relationships Strategies to understand the importance of respecting others, even when they are very different (physically, background, religion). To recognise characteristics of healthy family life, commitment (inc, marriage and civil partnerships), caring relationships.</p> <p>Links with RE.</p> |

| | | | | | |
|---|---|---|---|---|---|
| | (Links to Brilliant Schools) School values NSPCC workshop – Speak out, stay safe. | | | they may encounter who they do not know. Police visit. Fire fighter visit. Bikeability | |
| Class 4 | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Healthy Lifestyle How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>Food groups and calories.</p> | <p>Positive Mind-sets and Relationships. To recognise what positively and negatively affects their mental and emotional health. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To recognise when they need help and to develop the skills to ask for help. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> | <p>Equality and Diversity To understand that prejudice exists-, race, religion, age, social status. To reflect on and celebrate different /individual achievements, identify individual strengths and differences, set high aspirations.</p> <p>Cross curricular with RE.</p> | <p>Online Safety/ Social Media The responsible use of mobile phones, who to talk to if they feel uncomfortable. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to critically consider online friendships and sources of information. How information and data is shared online.</p> <p>NSPCC visit E-safety.</p> | <p>Safety To differentiate between the terms, 'risk', 'danger' and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Strategies for keeping safe - fire, water, rail, road safety and how to respond safely and appropriately to adults they may encounter who they do not know.</p> <p>Police visit. Fire fighter visit.</p> | <p>Respectful relationships Strategies to understand the importance of respecting others, even when they are very different (physically, background, religion). To recognise characteristics of healthy family life, commitment (inc, marriage and civil partnerships), caring relationships.</p> <p>Links with RE.</p> |

| | | | | | |
|--|---|---|---|---|--|
| | (Links to Brilliant Schools) School values NSPCC workshop – Speak out, stay safe. | | | Bikeability | |
| Class 5 | | | | | |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Healthy Lifestyle To recognise opportunities and develop the skills to make their own choices about a balanced lifestyle, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>Obesity, Addictions (drugs, alcohol, smoking, gaming and screen time)</p> | <p>Positive Mind-sets and Relationships. To recognise what positively and negatively affects their mental and emotional health. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is. To deepen their understanding of</p> | <p>Equality and Diversity To understand that prejudice exists- gender, race, religion, age, sexuality, social status. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. Understand what a 'stereotype' is and how they can be unfair, negative or destructive.</p> <p>Current affairs.</p> | <p>Online Safety/ Social Media The responsible use of mobile phones. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to critically consider online friendships and sources of information. How information and data is</p> | <p>Safety To differentiate between the terms, 'risk', 'danger' and 'hazard' . To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Strategies for keeping safe - fire, water, rail, road safety.</p> <p>Police visit. Fire fighter visit. Bikeability</p> | <p>Physical and Emotional Changes Strategies to deal with change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. How their body will, and their emotions may, change as they approach and move through puberty. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (as in Term 1) Situations – avoiding feeling pressured.</p> |

| | | | | | |
|--|---|--|--|--|--|
| | <p>good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>(Links to Brilliant Schools) School values NSPCC workshop – Speak out, stay safe.</p> | | <p>shared online. Apps – social media (Snapchat, Instagram) – privacy</p> <p>NSPCC visit E-safety course (Wheatley Park). LA e-safety advisor</p> | | <p>Enterprise Maths Enterprise – cookie Project Dragons Den Careers evening</p> |
|--|---|--|--|--|--|

NSPCC 



Buckinghamshire

**Safeguarding
Children Board**

