



Coberley C of E Primary School

PSHE Curriculum Map

Every Child, Every Chance, Every Day



Year 1 (2022-3, 2024-5)	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 3 (Y6)
Autumn 1: School & British Values School values British values (The Linking Network) Growth mindset (Twinkl)	Why are our school values important?			
	• understanding our five school values and how we can demonstrate them in everyday life	• understanding our five school values and how we can demonstrate them in everyday life	• understanding our five school values and how we can demonstrate them in everyday life	
	Why are British values important?			
	• understanding the four main British values and how we can demonstrate them • elect School Council members • decide class and school rules for the year	• understanding the four main British values and how we can demonstrate them • elect School Council members • decide class and school rules for the year	• understanding the four main British values and how we can demonstrate them • elect School Council members • decide class and school rules for the year	
	What is a growth mindset?			
	• know the difference between a fixed and growth mindset • understanding how to apply a growth mindset in everyday life	• know the difference between a fixed and growth mindset • understanding how to apply a growth mindset in everyday life	• know the difference between a fixed and growth mindset • understanding how to apply a growth mindset in everyday life	
Autumn 2: Relationships Families & close relationships	Who do I have a close relationship with?			
	• identify people who love and care for you	• roles that different people play in our lives • different types of families	• recognise different types of relationships • forced marriage is a crime	

Safe relationships Respecting & tolerating self & others (PSHE Association & GHLL RSE)		• common features of family life • marriage and civil partnership as a legal declaration of commitment • different types of love	• attraction to someone of the same or different sex emotionally, romantically and sexually • gender and sexual orientation are different • different ways that people care for each other • recognise and respect different types of family structures • shared characteristics of healthy family life • seeking advice if family relationships are making them feel unhappy or unsafe
	What is a safe relationship?		
	• recognising that some things are private, such as parts of our body • knowing the PANTS rule • knowing that it's ok to say no • the importance of not keeping adults' secrets • who to ask for help if they feel unsafe and to keep trying until they are heard	• the importance of respecting privacy • knowing the PANTS rule and how to respond to physical contact that makes them feel uncomfortable • understanding giving and asking for permission • what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use	• understanding about privacy and personal boundaries, and what is appropriate within relationships • responding safely and appropriately to adults you don't know • recognising acceptable and unacceptable physical contact and strategies to respond to unwanted contact • seeking and giving consent in different situations • strategies for managing pressure from others • when confidentiality should or shouldn't be given • getting advice and reporting concerns about personal safety
	How can I respect myself and others?		
	• what kind and unkind behaviour is • how to be polite and courteous	• recognise similarities and differences to others	• understand that personal behaviour can affect other people

	• how to listen to others and play and work cooperatively	• how to treat yourself and others with respect • how to talk about and share opinions	• recognise and model respectful behaviour online • recognise the importance of self respect and how it can affect your feelings about yourself • respecting similarities and differences between people • listening and responding respectfully to a wide range of people • how to discuss and debate topical issues
Spring 1: Living in the Wider World Communities Diversity Shared responsibilities (PSHE Association)	What makes up a community?		
	• different groups that people belong to	• different groups that people belong to • different roles and responsibilities held within a community	• what living in a community means • valuing the different contributions that people and groups make to a community
	What is diversity?		
	• recognise the way that they are the same and different to other people	• recognise similarities and differences between people • understand what diversity means and the benefits of diversity	• valuing diversity within communities • the negative influences of stereotypes and strategies for challenging them • recognising and responding to prejudice
	What responsibilities do I share with others?		
	• what rules are and why they are needed • how we can look after our environment	• why rules are needed for different situations • difference between rules and laws and the consequences of not adhering to them • different needs of different people and living things and responsibilities of caring for them • shared responsibilities for protecting the environment	• recognise that human rights are there to protect everyone • the relationship between rights and responsibilities • shared responsibilities we all have for caring for other people and living things • how everyday choices can affect the environment
Spring 2: Living in the Wider World	What is the internet used for?		
	• how the internet can be used to find things out and communicate with others	• the role of the internet in daily life	• forms of online communication

Media literacy & digital resilience Internet safety (PSHE Association)		- ways you can communicate with others online - ways in which the internet can be used positively and negatively	ways in which the internet and social media can be used both positively and negatively
	What is true and false on the internet?		
	- not all information on the internet is true - understanding the difference between real life and online content	- assessing the reliability of sources of information online - making safe, reliable choices from search results	- strategies to evaluate the reliability of sources online and identify misinformation - manipulation and invention of text and images in the media - different ways information is shared and used online - how information online is ranked, selected and targeted at specific people
	How can I stay safe on the Internet?		
	- using technology safely and under supervision - who you should and shouldn't communicate with online	- who you can and can't trust online - what should and shouldn't be shared online - keeping personal information private - awareness of cyber bullying - getting help and support with online concerns	- recognise what is and isn't appropriate to share online - respecting the rights of others online - understanding the effects of cyber bullying - know a range of ways to report concerns and inappropriate behaviour online
Summer 1: Health & Wellbeing Healthy lifestyles (physical wellbeing) (PSHE Association)	What does being healthy mean?		
	- foods that support good health - food and drinks that keep our teeth healthy	- making informed decisions about health - elements of a balanced, healthy lifestyle	- choices that support a healthy lifestyle and what influences them - recognising positive and negative habits
	What can I do to stay healthy?		
	- physical activity keeps us healthy - sleep is important - how to stop germs spreading - how to brush our teeth properly	- what makes a healthy diet - risks of too much sugar - ways to be physically active every day - simple hygiene routines	- how to plan healthy meals - recognising early signs of physical illness - benefits to eating nutritionally rich foods

	• taking breaks from time online or the television • keeping safe in the sun	• dental care • routines that support good quality sleep	• risks associated with not eating a healthy diet, such as obesity and tooth decay • opportunities to be physically active and risks associated with inactivity • importance of personal and oral hygiene	
	What are medicines?			
	• people who help us to stay physically healthy • medicines help us to stay healthy	• safe and unsafe medicines • who we can and can't accept medication from	• bacteria and viruses can affect health some diseases can be prevented by vaccinations and immunisations • how allergies can be managed • risks and effects of legal drugs (e.g. cigarettes, vaping, alcohol, medicines)	• difference between legal and illegal drugs • recognise laws around the legal use of drugs and that some are illegal to own, use and supply • why people choose to use or not use drugs • mixed messages in the media about drugs • organisations that can support concerning drug use
Summer 2: Health & Wellbeing	What makes me unique?			
	• recognising what makes me special • knowing what you like and dislike • managing when things get difficult	• recognising the ways that we are all unique • identifying what we're good at	• different personal identities and what contributes to who	• challenging gender stereotypes

Ourselves, growing and changing (PSHE Association & GHLL RSE)			we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes and dislikes) • recognising individuality and personal qualities • identifying personal strengths and achievements • managing setbacks and reframing unhelpful thinking	• that for some people gender identity does not correspond with their biological sex
	What do I know about my body?			
	• naming the main external parts of the body	• similarities and differences between girls and boys • naming the main parts of the body, including external genitalia and reproductive organs	• identifying external genitalia and internal reproductive organs in males and females • keeping clean and maintaining personal hygiene • the process of puberty	• physical and emotional changes before and during puberty, including menstruation, erections and wet dreams) • how hygiene routines change during puberty
	How can I prepare for a new year group?			
	• preparing for a new class/year group	• preparing for a new class/year group	• preparing for a new class/year group	• preparing for a new class/year group

Year 2 (2023-4, 2025-6)	Class 1 (R/Y1)	Class 2 (Y2/3)	Class 3 (Y4/5)	Class 3 (Y6)
Autumn 1: School & British Values School values British values (The Linking Network) Growth mindset (Twinkl)	Why are our school values important?			
	●understanding our five school values and how we can demonstrate them in everyday life	●understanding our five school values and how we can demonstrate them in everyday life	●understanding our five school values and how we can demonstrate them in everyday life	
	Why are British values important?			
	●understanding the four main British values and how we can demonstrate them ●elect School Council members ●decide class and school rules for the year	●understanding the four main British values and how we can demonstrate them ●elect School Council members ●decide class and school rules for the year	●understanding the four main British values and how we can demonstrate them ●elect School Council members ●decide class and school rules for the year	
	What is a growth mindset?			
	●know the difference between a fixed and growth mindset ●understanding how to apply a growth mindset in everyday life	●know the difference between a fixed and growth mindset ●understanding how to apply a growth mindset in everyday life	●know the difference between a fixed and growth mindset ●understanding how to apply a growth mindset in everyday life	
Autumn 2: Relationships Friendships Managing hurtful behaviour and bullying (PSHE Association)	What makes a good friendship?			
	● how people make friends ● what makes a good friendship	● what makes a positive friendship ● importance of friendships and how to build positive friendships	● what constitutes a positive, healthy friendship ● how positive friendships support wellbeing ● knowing that healthy friendships make people feel included and recognising when others may feel excluded and how to include them	
	How can I make my friendships stronger?			

	- recognising when you or someone else feels lonely and what to do - simple strategies to resolve arguments - asking for help if a friendship is making you feel unhappy	- seeking support if you feel lonely or excluded or unhappy in a friendship - strategies to help resolving differences	- strategies for recognising and managing peer influence - understanding that friendships can change over time and have ups and downs - strategies to recognise and resolve differences and disputes
	What is bullying and how can we manage it?		
	- bodies and feelings can be hurt by words and actions - how people may feel if they experience unkind behaviour - telling adults if someone is being hurtful towards you	- that bullying can be physical, emotional or cyber - how bullying can affect people - how to report bullying	- the impact of bullying and the consequences of hurtful behaviour, both online and offline - strategies to respond to hurtful behaviour experienced or witnessed - how to report concerns and get support - what discrimination means and how to challenge it
Spring 1: Living in the Wider World Economic wellbeing (money/aspirations/ work/careers) (PSHE Association)	Why do we have money?		
	- what money is and the different forms it comes in - that money needs to be looked after - people get and spend money in different ways	- money comes from different sources - knowing the difference between needs and wants when it comes to spending money - keeping money safe	- different ways to pay for things - recognising that people have different attitudes towards saving and spending money - what makes good 'value for money' - people's spending decisions can affect others and the environment - spending decisions are made based on priorities, wants and needs - different ways to track money - risks associated with money
	Why do adults have jobs?		
	- jobs help people pay for things - different jobs that people they know do or people who work in the community do	- different strengths and interests are needed for different jobs - range of different jobs people may have	- the broad range of jobs and careers that people can have - what influences people's decisions about a job or career

			• knowing that some jobs are paid more than others and money may influence a person's job choice • people may choose to do unpaid voluntary work	
	What are my aspirations?			
	• recognising what you're good at • what you'd like to be when you grow up and what that job involves	• recognising positive things about yourself and your achievements • identifying jobs you might like to do when you're older and the skills needed for that job	• recognising your personal achievements and future goals • recognising skills you have that may help you in the future	• personal goal setting for the future • identifying the kind of career you might seek and routes into those careers
Spring 2: Health & Wellbeing Keeping safe (PSHE Association)	How can I stay safe indoors?			
	• how to stay safe at home • fire safety at home • some household products can be harmful	• rules and age restrictions that keep us safe • recognising risk in everyday situations and in the home	• reasons for following and complying with regulations and restrictions • predicting, assessing and managing risk indoors • hazards that may cause harm, injury or risk and how to reduce risks	
	How can I stay safe outdoors?			
	• safe and unsafe places • stranger safety • crossing the road safely	• keeping safe in familiar and unfamiliar environments (e.g. park, beach, shopping centre, streets)	• predicting, assessing and managing risk outdoors • strategies for keeping safe in the local environment or unfamiliar places • firework safety	
	How can I help if someone is hurt?			
	• people whose job it is to help us and keep us safe • calling 999 in an emergency	• what to do if there is an accident and someone is hurt • getting help in an emergency	• basic first aid techniques for common injuries • how to respond and react in an	• first aid techniques for injuries and minor emergencies

			emergency situation identifying situations that may need emergency services and how to contact them and what to say	what FGM is, that it is against British law and what to do if they think someone might be at risk
Summer 1: Health & Wellbeing Mental wellbeing (PSHE Association)	What are feelings?			
	- different feelings we can have - recognising how others are feeling - sharing our feelings	- naming and recognising different feelings - how feelings can affect people’s bodies and how they behave - a range of words to describe feelings - identifying feelings of change or loss	- varied vocabulary when talking about feelings - recognising feelings can change over time range in intensity - everyday things that affect feelings	
	How can I make myself and others feel good?			
	things to help other people feel good	- recognising that we can feel different ways at the same time or about the same thing - recognising what helps people feel better - strategies and behaviours that support mental health	- importance of expressing feelings - strategies to respond to feelings	
	How can I get help with my feelings?			
	- different things to do to help with big feelings - how to calm myself - asking adults for help with feelings	- understanding that mental health is part of daily life - importance of asking for help and how to ask for help for yourself or others	- importance of taking care of mental health - strategies to respond to feelings - managing and responding to feelings appropriately and proportionately - recognise warning signs about mental health and how to seek support	
Summer 2:	What happens as I grow up?			

Health & Wellbeing Ourselves, growing and changing (PSHE Association) (GHLL RSE)	• understanding what personal responsibility is • learning to do more things for ourselves as we get older	• physical changes since you were born • physical changes that will take place from childhood to adulthood • stages of life and how people's needs change • becoming more independent and responsible	• understanding emotional changes as you get older • understanding physical changes as you get older • introducing adolescence and puberty	• understanding the functions of male and female reproductive organs • recognising your own changing emotions and being able to express your feelings and concerns
	Where do babies come from?			
	• ordering the stages of human life cycles, from birth to adulthood	• knowing that living things originate from other living things • humans produce babies who grow from children to adults	• understanding genetic inheritance	• knowing the facts about human life cycles, including sexual intercourse • how puberty relates to human reproduction • understanding how babies are born • recognising the impact a new baby has on a family
	How can I prepare for a new year group?			
	• preparing for a new class/year group	• preparing for a new class/year group	• preparing for a new class/year group	• preparing for a new school