

## Curriculum Map - Physical, Social, Health Education

Curriculum Area: **PSHE**

**Curriculum Intent:**

At Hilldene Primary School our aim is that all children will be ‘lifelong learners’ with the ability and confidence to develop knowledge, skills and attributes which keep themselves healthy, safe and prepare them for life and work. We offer a nurturing learning environment in which each child is encouraged to develop their full potential. As a school, we believe that children are individuals and that we should celebrate and reward their achievements and successes which foster their self-esteem in a happy and caring environment with mutual respect and responsibility. The teaching and learning of PSHE using the Jigsaw Programme supports this. Through using Jigsaw it brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development.

Being Me In My World	EYFS Personal, Social and Emotional Development (PSED)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Unit Outcome:</b> To understand how they are similar and different to their peers.</p> <p>To begin to recognise and manage their feelings.</p> <p>To begin to understand rights and responsibilities.</p> <p><b>British values taught:</b> Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p><b>Unit Outcome:</b> To understand rights and responsibilities, and choices and consequences.</p> <p>To understand about being special and how to make everyone feel safe.</p> <p>To recognise feelings associated with positive and negative consequences.</p> <p><b>British values taught:</b> Democracy Rule of law Individual liberty Mutual respect Tolerance of those</p>	<p><b>Unit Outcome:</b> To recognise their feelings.</p> <p>To understand the rights and responsibilities; of working collaboratively, listening and making a classroom a room a safe, fair place.</p> <p>To understand how to make choices and the consequences of making different choices.</p> <p><b>British values taught:</b> Democracy Rule of law</p>	<p><b>Unit Outcome:</b> To recognise their self worth and their feelings in themselves and others.</p> <p>To understand the need for rules and how these relate to rights and responsibilities.</p> <p>To explore choices and consequences, working collaboratively and different viewpoints.</p> <p><b>British values taught:</b> Democracy Rule of law Individual liberty Mutual respect</p>	<p><b>Unit Outcome:</b> To recognise feelings in themselves and others.</p> <p>To explore being part of a team.</p> <p>To explore their school and its community, who all the different people are and what their roles are.</p> <p>To discuss democracy and learn how to work collaboratively, having different roles and dealing with conflicts.</p> <p><b>British values</b></p>	<p><b>Unit Outcome:</b> To set and plan goals for the year ahead and think about the challenges they might face.</p> <p>To explore their rights and responsibilities as a member of their class, school, wider community.</p> <p>To learn about their own behaviours and its impact on a group as well as choices, rewards, consequences and the feelings associated with each.</p> <p>To learn about</p>	<p><b>Unit Outcome:</b> To set and plan goals for the year ahead and think about any fears or worries they may have.</p> <p>To learn about the United Nations Convention on the Rights of the Child and how these are not met for all children worldwide. To discuss their choices and actions and the effects they can have.</p> <p>To understand that their behaviour and choices can end in rewards and consequences.</p> <p>To discuss</p>

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	<p><u>British values by unit outcome</u></p> <p><u>British values by lesson and unit outcome</u></p>	<p>of different faiths and beliefs.</p>	<p>Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>Tolerance of those of different faiths and beliefs.</p>	<p>taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>democracy, how it benefits the school and how they can contribute towards it.</p> <p>To know how to regulate my emotions.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>democracy, how it benefits the school and how they can contribute.</p> <p>To know how to regulate my emotions.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>
	<p><b>Skills taught:</b> Identify feelings associated with belonging</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p>	<p><b>Skills taught:</b> Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p>	<p><b>Skills taught:</b> Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work cooperatively</p>	<p><b>Skills taught:</b> Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p>	<p><b>Skills taught:</b> Identify the feelings associated with being included or excluded</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p>	<p><b>Skills taught:</b> Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p>	<p><b>Skills taught:</b> Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p>
	<p><b>Knowledge taught:</b> Know they have a right to learn and play, safely and</p>	<p><b>Knowledge taught:</b> Understand their own rights and responsibilities with</p>	<p><b>Knowledge taught:</b> Understand the rights and responsibilities of</p>	<p><b>Knowledge taught:</b> Know that the school has a shared set of</p>	<p><b>Knowledge taught:</b> Know their place in the school community</p>	<p><b>Knowledge taught:</b> Understand how democracy and having a voice benefits the school</p>	<p><b>Knowledge taught:</b> Know about children's universal rights (United Nations Convention on the</p>

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	<p>happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p>	<p>their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p>	<p>class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p>	<p>values</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p>	<p>Know what democracy is (applied to pupil voice in school)</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>community</p> <p>Understand how to contribute towards the democratic process</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p>	<p>Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p>
	<p><b>Key vocabulary taught:</b> Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p><b>Key vocabulary taught:</b> Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	<p><b>Key vocabulary taught:</b> Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>	<p><b>Key vocabulary taught:</b> Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	<p><b>Key vocabulary taught:</b> Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p><b>Key vocabulary taught:</b> Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>	<p><b>Key vocabulary taught:</b> Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>
Celebrating Difference	<b>EYFS PSED</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>Unit Outcome:</b> To understand things that they are good at whilst	<b>Unit Outcome:</b> To explore the similarities and differences	<b>Unit Outcome:</b> To learn about recognise gender stereotypes, that	<b>Unit Outcome:</b> To learn about different types of families.	<b>Unit Outcome:</b> To consider the concept of judging people by their	<b>Unit Outcome:</b> To explore culture and cultural differences.	<b>Unit Outcome:</b> To discuss differences and similarities and that, for some people,

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<p>understanding that everyone is good at different things.</p> <p>To discuss being different and how that makes everyone special but also recognise that we are the same in some ways.</p> <p>To share their experiences of their homes and are asked to explain why it is special to them.</p> <p>To learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>between people and how these make us unique and special.</p> <p>To understand what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help.</p> <p>To discuss friendship, how to make friends and that it is OK to have differences/be different from their friends.</p> <p>To discuss being nice to and looking after other children who might be being bullied.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>boys and girls can have differences and similarities and that is OK.</p> <p>To explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied.</p> <p>To share feelings associated with bullying and how and where to get help.</p> <p>To explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To practise methods to calm themselves down and discuss the 'Solve it together' technique.</p> <p>To discuss being a witness to bullying (bystander). Also using problem-solving techniques in bullying situations.</p> <p>To discuss name-calling and practise choosing not to use hurtful words.</p> <p>To learn about giving and receiving compliments and the feelings associated with this.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>appearance, of first impressions and of what influences their thinking on what is normal.</p> <p>To explore more about bullying, including online and what to do if they suspect or know that it is taking place.</p> <p>To discuss the pressures of being a witness to bullying.</p> <p>To share their own uniqueness and what is special about themselves.</p> <p>To discuss their first impressions and when their own first impressions of someone have changed.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To understand what racism is and how to be aware of their own feelings towards people from different cultures.</p> <p>To revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not use bullying behaviours.</p> <p>To consider happiness regardless of material wealth and respecting other people's cultures.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>being different is difficult.</p> <p>To learn about bullying and how people can have power over others in a group. As well as discovering strategies for dealing with this as well as wider bullying issues.</p> <p>To learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>
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	<p><b>Skills taught:</b> Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to make a friend</p> <p>Identify some ways they can be different and the same as others</p> <p>Identify and use skills to stand up for themselves</p>	<p><b>Skills taught:</b> Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p>	<p><b>Skills taught:</b> Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p> <p>Understand that everyone's differences make them special and unique</p>	<p><b>Skills taught:</b> Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to show appreciation for their families, parents and carers</p>	<p><b>Skills taught:</b> Be comfortable with the way they look</p> <p>Try to accept people for who they are</p> <p>Be non-judgemental about others who are different</p>	<p><b>Skills taught:</b> Appreciate the value of happiness regardless of material wealth</p> <p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Develop respect for cultures different from their own</p>	<p><b>Skills taught:</b> Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p>
	<p><b>Knowledge taught:</b> Know what being unique means</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p>	<p><b>Knowledge taught:</b> Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p>	<p><b>Knowledge taught:</b> Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p>	<p><b>Knowledge taught:</b> Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in</p>	<p><b>Knowledge taught:</b> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that sometimes people</p>	<p><b>Knowledge taught:</b> Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p>	<p><b>Knowledge taught:</b> Know that people can hold power over others individually or in a group</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that there are different perceptions of 'being normal' and where these might come from</p>

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	Know that they don't have to be 'the same as' to be a friend			hurtful ways and that this can have consequences	make assumptions about a person because of the way they look or act		Know that difference can be a source of celebration as well as conflict
	<b>Key vocabulary taught:</b> Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	<b>Key vocabulary taught:</b> Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	<b>Key vocabulary taught:</b> Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	<b>Key vocabulary taught:</b> Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment	<b>Key vocabulary taught:</b> Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	<b>Key vocabulary taught:</b> Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	<b>Key vocabulary taught:</b> Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights
<b>Dreams and Goals</b>	<b>EYFS PSED</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>Unit Outcome:</b> To consider challenges and face them.  To discuss not giving up and trying until they have achieved their goal.  To think about jobs that they might like to have when they	<b>Unit Outcome:</b> To discuss how to set simple goals, how to achieve them as well as overcoming difficulties when they try.  To learn to recognise the feelings associated with facing	<b>Unit Outcome:</b> To explore setting realistic goals and how they can achieve them.  To discuss perseverance when they find things difficult as well as recognising their strengths as a learner.	<b>Unit Outcome:</b> To look at examples of people who have overcome challenges to achieve success.  To identify their own dreams and ambitions and discuss how it will feel when they achieve them.	<b>Unit Outcome:</b> To consider their hopes and dreams.  To discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment.  To discuss making	<b>Unit Outcome:</b> To share their dreams and goals and how they might need money to help them achieve them.  To consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on	<b>Unit Outcome:</b> To share their own strengths and further stretch themselves by setting challenging and realistic goals.  To discuss the learning steps they will need to take as well as talking about how to stay motivated.

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<p>are older and are taught to associate what they learn now with being able to have the job they want.</p> <p>To talk about achieving goals and the feelings linked to this.</p> <p>British values taught: Democracy Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>obstacles to achieving their goals as well as when they achieve them.</p> <p>To discuss partner working and how to do this well.</p> <p>British values taught: Democracy Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To consider group work and reflect on with whom they work well and with whom they don't.</p> <p>To reflect on sharing success with other people.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To discuss facing learning challenges and identify their own strategies for overcoming these.</p> <p>To consider obstacles that might stop them from achieving their goals and how to overcome these.</p> <p>To reflect on their progress and successes and identify what they could do better next time.</p> <p>British values taught: Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>new plans and setting new goals even if they have been disappointed.</p> <p>To explore group work and overcoming challenges together.</p> <p>To reflect on their successes and the feelings associated with overcoming a challenge.</p> <p>British values taught: Democracy Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>what types of jobs they might like to do when they are older.</p> <p>To look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning.</p> <p>To discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.</p> <p>British values taught: Democracy Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>
<p><b>Skills taught:</b> Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how</p>	<p><b>Skills taught:</b> Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p>	<p><b>Skills taught:</b> Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p>	<p><b>Skills taught:</b> Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Imagine how it will feel when they</p>	<p><b>Skills taught:</b> Have a positive attitude</p> <p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what</p>	<p><b>Skills taught:</b> Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Reflect and</p>	<p><b>Skills taught:</b> Understand why it is important to stretch the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p>

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	kind words can encourage people	Recognise how they feel when they overcome a challenge/obstacle	Be able to work as part of a group  Be able to describe their own achievements and their feelings linked with this	achieve their dream/ambition	resilience is  Talk about their hopes/dreams and feelings associated with this	appreciate on the differences between their own learning goals and those of someone from a different culture	Empathise with people who are suffering or living in difficult situations  Set success criteria so that they know when they have achieved their goal
	<p><b>Knowledge taught:</b> Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p>	<p><b>Knowledge taught:</b> Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p><b>Knowledge taught:</b> Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p>	<p><b>Knowledge taught:</b> Know that they are responsible for their own learning</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know what dreams and ambitions are important to them</p>	<p><b>Knowledge taught:</b> Know how to make a plan and set goals even if they have been disappointed</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p> <p>Know what their own hopes and dreams are but also that they don't always come true</p>	<p><b>Knowledge taught:</b> Know about a range of jobs that are carried out by people I know</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p>	<p><b>Knowledge taught:</b> Know their own learning strengths</p> <p>Know what their classmates like and admire about them</p> <p>Know a variety of problems that the world is facing</p> <p>Know some ways in which they could work with others to make the world a better place</p>
	<p><b>Key vocabulary taught:</b> Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind,</p>	<p><b>Key vocabulary taught:</b> Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team</p>	<p><b>Key vocabulary taught:</b> Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner,</p>	<p><b>Key vocabulary taught:</b> Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Aspirations,</p>	<p><b>Key vocabulary taught:</b> Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts,</p>	<p><b>Key vocabulary taught:</b> Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society,</p>	<p><b>Key vocabulary taught:</b> Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern,</p>

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	Encourage	work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Product	Garden, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition
<b>Healthy Me</b>	<b>EYFS PSED</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><b>Unit Outcome:</b> To learn about their bodies: the names of some key parts as well as how to stay healthy.</p> <p>To talk about food and that some foods are healthier than others.</p> <p>To discuss the importance of sleep and what they can do to help themselves get to sleep.</p> <p>To talk about hand washing and why it is important.</p> <p>To discuss 'stranger</p>	<p><b>Unit Outcome:</b> To learn about healthy and less healthy choices and how these choices make them feel.</p> <p>To explore hygiene, keeping themselves clean and that germs can make you unwell.</p> <p>To learn about road safety, and about people who can help them to stay safe.</p> <p><b>British values taught:</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b></p>	<p><b>Unit Outcome:</b> To learn about healthy food; they talk about having a healthy relationship with food and making healthy choices.</p> <p>To consider what makes them feel relaxed and stressed.</p> <p>To learn about medicines, how they work and how to use them safely.</p> <p>To make healthy snacks and discuss why they are good for their bodies.</p>	<p><b>Unit Outcome:</b> To learn about the importance of exercise and how it helps your body to stay healthy.</p> <p>To learn about their heart and lungs, what they do and how they are very important.</p> <p>To discover facts about calories, fat and sugar; and how the amount they consume can affect their health.</p> <p>To learn about different types of drugs, the ones you take to make you</p>	<p><b>Unit Outcome:</b> To discuss friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play.</p> <p>To reflect on their friendships, how different people make them feel and which friends they value the most.</p> <p>To learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people</p>	<p><b>Unit Outcome:</b> To investigate the risks associated with smoking and how it affects the lungs, liver and heart.</p> <p>To learn about the risks associated with alcohol misuse.</p> <p>To learn basic first aid and emergency procedures and learn how to contact the emergency services when needed.</p> <p>To investigate how body types are portrayed in the media, social media and celebrity culture.</p>	<p><b>Unit Outcome:</b> To discuss taking responsibility for their own physical and emotional health and the choices linked to this.</p> <p>To learn about different types of drugs and the effects these can have on people's bodies.</p> <p>To learn about exploitation as well as gang culture and the associated risks.</p> <p>To learn about mental health/illness and that people have different attitudes towards this.</p>

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	<p>danger' and what they should do if approached by someone they don't know.</p> <p>British values taught: Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>		<p>British values taught: Rule of law Individual liberty Mutual respect</p>	<p>better, as well as other drugs.</p> <p>To consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p> <p>British values taught: Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>might drink or smoke.</p> <p>To learn about peer pressure and how to deal with it successfully.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p> <p>British values taught: Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>
	<p><b>Skills taught:</b> Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approaches them</p>	<p><b>Skills taught:</b> Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p>	<p><b>Skills taught:</b> Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p>	<p><b>Skills taught:</b> Respect their own bodies and appreciate what they do</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p>	<p><b>Skills taught:</b> Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p>	<p><b>Skills taught:</b> Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p>	<p><b>Skills taught:</b> Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p>
	<p><b>Knowledge taught:</b> Know what the</p>	<p><b>Knowledge taught:</b> Know the difference</p>	<p><b>Knowledge taught:</b> Know what their</p>	<p><b>Knowledge taught:</b> Know how exercise</p>	<p><b>Knowledge taught:</b> Know that there are</p>	<p><b>Knowledge taught:</b> Know basic emergency</p>	<p><b>Knowledge taught:</b> Know how to take responsibility for their</p>

### Curriculum Map - Physical, Social, Health Education

	<p>word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p>	<p>between being healthy and unhealthy</p> <p>Know some ways to keep healthy and make healthy lifestyle choices</p> <p>Know that household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p>	<p>body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p>	<p>affects their bodies</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know when something feels safe or unsafe</p>	<p>leaders and followers in groups</p> <p>Know the facts about smoking and its effects on health</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p>	<p>procedures, including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</p>	<p>own health</p> <p>Know what it means to be emotionally well</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p>
	<p><b>Key vocabulary taught:</b> Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p><b>Key vocabulary taught:</b> Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p><b>Key vocabulary taught:</b> Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p><b>Key vocabulary taught:</b> Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>	<p><b>Key vocabulary taught:</b> Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion,</p>	<p><b>Key vocabulary taught:</b> Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating</p>	<p><b>Key vocabulary taught:</b> Responsibility, Immunisation, Prevention, Drugs, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies,, Anti-social behaviour, Crime, Mental health,</p>

**Curriculum Map - Physical, Social, Health Education**

					Right, Wrong	disorder, Respect, Debate, Opinion, Fact, Motivation	Emotional health, Mental illness, Symptoms, Triggers, Strategies, Managing stress, Pressure
Relationships	EYFS PSED	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Unit Outcome:</b> Children are introduced to the key relationships in their lives.</p> <p>To learn about families and the different roles people can have in a family.</p> <p>To explore the friendships they have and what makes a good friend.</p> <p>To introduce simple strategies they can use to mend friendships.</p> <p>To practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p> <p><b>British values taught:</b> Democracy</p>	<p><b>Unit Outcome:</b> Children's understanding of relationships is widened to include people they may find in their school community.</p> <p>To consider their own significant relationships and why these are special and important.</p> <p>To learn that touch can be used in kind and unkind ways (this supports later work on safeguarding).</p> <p>To consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>	<p><b>Unit Outcome:</b> Learning about family relationships including roles and responsibilities in a family and the importance of cooperation, appreciation and trust. Friendships are also revisited (focus on falling out and mending friendships).</p> <p>To consider the importance of trust in relationships and what this feels like.</p> <p>To also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult.</p> <p>To reflect upon different types of physical contact in relationships, which are acceptable and</p>	<p><b>Unit Outcome:</b> To revisit family relationships and identify the different expectations and roles that exist within the family home.</p> <p>To identify why stereotypes can be unfair and may not be accurate. As well as look at careers and why stereotypes can be unfair.</p> <p>To learn that families should be founded on love, respect, appreciation, trust and cooperation.</p> <p>To explore Online relationships through gaming and apps and are introduced to some rules for staying safe online.</p>	<p><b>Unit Outcome:</b> To explore jealousy and loss/bereavement.</p> <p>To identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change.</p> <p>To learn that change is natural in relationships and they will experience (or may have already experienced) some of these changes.</p> <p>To learn that sometimes it is better if relationships end, especially if they are causing negative feelings or</p>	<p><b>Unit Outcome:</b> Children learn about the importance of self-esteem and ways this can be boosted (This is important in an online context as well as offline).</p> <p>To investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking.</p> <p>To learn about age-limits and also age-appropriateness. (Children are taught the SMART internet safety rules)</p> <p>Risk, pressure and influences are revisited with a focus on the physical and emotional aspects.</p>	<p><b>Unit Outcome:</b> To learn more about mental health and how to take care of their own mental well-being.</p> <p>To explore the grief cycle and its various stages, and discuss the different causes of grief and loss.</p> <p>To learn about people who can try to control them or have power over them.</p> <p>To investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p> <p><b>British values taught:</b> Democracy Rule of law Individual liberty Mutual respect</p>

### Curriculum Map - Physical, Social, Health Education

	<p>Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>which ones are not.</p> <p>To practise strategies for being assertive when someone is hurting them or being unkind.</p> <p>To learn about people who can help them if they are worried or scared.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To learn that they are part of a global community and they are connected to others they don't know in many ways.</p> <p>To investigate/compare the wants and needs of other children who are less fortunate.</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>they are unsafe.</p> <p>Children are taught that relationship endings can be amicable.</p> <p>British values taught: Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>To be taught about grooming and how people online can pretend to be whoever they want.</p> <p>Rights, responsibilities and respect are revisited (Focusing on technology - Screen time is also discussed).</p> <p>British values taught: Democracy Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>Tolerance of those of different faiths and beliefs.</p>
	<p><b>Skills taught:</b> Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can recognise what being angry feels like</p>	<p><b>Skills taught:</b> Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a</p>	<p><b>Skills taught:</b> Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p>	<p><b>Skills taught:</b> Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p><b>Skills taught:</b> Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p><b>Skills taught:</b> Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</p> <p>Can say how to report unsafe online/social network activity</p> <p>Can identify when an online game is safe or unsafe and</p>	<p><b>Skills taught:</b> Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>

### Curriculum Map - Physical, Social, Health Education

		touch they don't like				suggest strategies to deal with this	
	<p><b>Knowledge taught:</b> Know what a family is</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p>	<p><b>Knowledge taught:</b> Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p>	<p><b>Knowledge taught:</b> Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p><b>Knowledge taught:</b> Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know that they and all children have rights (UNCRC)</p>	<p><b>Knowledge taught:</b> Know some reasons why people feel jealousy</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p>	<p><b>Knowledge taught:</b> Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p><b>Knowledge taught:</b> Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p>
	<p><b>Key vocabulary taught:</b> Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p><b>Key vocabulary taught:</b> Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise,</p>	<p><b>Key vocabulary taught:</b> Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise,</p>	<p><b>Key vocabulary taught:</b> Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution,</p>	<p><b>Key vocabulary taught:</b> Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief,</p>	<p><b>Key vocabulary taught:</b> Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network,</p>	<p><b>Key vocabulary taught:</b> Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping</p>

### Curriculum Map - Physical, Social, Health Education

		Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate	Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules	strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
<b>Changing Me (Including Sex &amp; Relationships Education)</b>	<b>EYFS PSED</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		<b>Unit Outcome:</b> To think about how they have changed from being a baby and what may change for them in the future.  To consolidate the names and functions of some of the main parts of the body and discuss how these	<b>Unit Outcome:</b> Children are introduced to life cycles. To compare this with a human life cycle and look at simple changes from baby to adult.  To discuss how they have changed so far and that people grow up at different rates.	<b>Unit Outcome:</b> To compare different life cycles in nature, including that of humans.  To reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age.	<b>Unit Outcome:</b> To learn about babies and what they need to grow and develop including parenting.  Children are taught that it is usually the female that carries the baby in nature (leads onto puberty).	<b>Unit Outcome:</b> Bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation.  Sanitary health is taught, including introducing pupils to different sanitary and personal	<b>Unit Outcome:</b> To learn that we all have perceptions about ourselves and others, and these may be right or wrong. Also how social media can affect this.  Puberty is revisited in further detail, explaining bodily changes in males

### Curriculum Map - Physical, Social, Health Education

<p>have changed.</p> <p>To learn that our bodies change in lots of different ways as we get older.</p> <p>To understand that change can bring about positive and negative feelings, and that sharing these can help.</p> <p>To consider the role that memories can have in managing change.</p> <p><b>British values taught:</b> Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear) and to be taught that nobody has the right to hurt these parts of the body.</p> <p>Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings.</p> <p>Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p> <p><b>British values taught:</b> Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear) and to be taught that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness.</p> <p>To include a lesson on inappropriate touch and assertiveness.</p> <p>Children practise a range of strategies for managing feelings and emotions and learn how to get help.</p> <p>Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p> <p><b>British values</b></p>	<p>To look at the outside body changes in males and females.</p> <p>To learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up.</p> <p>To learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period.</p> <p>Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p> <p><b>British values taught:</b> Individual liberty Mutual respect Tolerance of those</p>	<p>hygiene products.</p> <p>Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.</p> <p>To learn that the ovum and sperm carry genetic information that carry personal characteristics.</p> <p>To look at the feelings associated with change and how to manage these.</p> <p><b>British values taught:</b> Democracy Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>and females. Sexual intercourse is explained in slightly more detail.</p> <p>Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanations about alternative ways of conception.</p> <p>Children learn that having a baby is a personal choice.</p> <p>Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored.</p> <p>Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities.</p> <p>They also consider the perceptions that surround teenagers and reflect whether they are always accurate.</p> <p><b>British values taught:</b></p>	<p>To explore what it means to be physically attracted to someone and the effect this can have upon the relationship.</p> <p>To learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to.</p> <p>To learn about self-esteem, why it is important and ways to develop it.</p> <p><b>British values taught:</b> Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>
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**Curriculum Map - Physical, Social, Health Education**

			<p>taught: Rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	<p>of different faiths and beliefs.</p>		<p>Individual liberty Mutual respect Tolerance of those of different faiths and beliefs.</p>	
	<p><b>Skills taught:</b> Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p>	<p><b>Skills taught:</b> Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p>	<p><b>Skills taught:</b> Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p>	<p><b>Skills taught:</b> Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p>	<p><b>Skills taught:</b> Can appreciate their own uniqueness and that of others</p> <p>Can express any concerns they have about puberty</p> <p>Have strategies for managing the emotions relating to change</p>	<p><b>Skills taught:</b> Can celebrate what they like about their own and others' self-image and body image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p>	<p><b>Skills taught:</b> Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p>
	<p><b>Knowledge taught:</b> Know the names and functions of some parts of the body (see vocabulary list)</p>	<p><b>Knowledge taught:</b> Know the names of male and female private body parts</p> <p>Know that there are correct names for</p>	<p><b>Knowledge taught:</b> Know the physical differences between male and female bodies</p> <p>Know that private</p>	<p><b>Knowledge taught:</b> Know that the male and female body needs to change at puberty so their bodies can make babies when they</p>	<p><b>Knowledge taught:</b> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a</p>	<p><b>Knowledge taught:</b> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and</p>	<p><b>Knowledge taught:</b> Know how a baby develops from conception through the nine months of pregnancy and how it is born</p>

### Curriculum Map - Physical, Social, Health Education

<p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p>	<p>private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p>	<p>body parts are special and that no one has the right to hurt these</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p>	<p>sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty and that change can bring about a range of different emotions</p>	<p>emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p>
<p><b>Key vocabulary taught:</b> Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p><b>Key vocabulary taught:</b> Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<p><b>Key vocabulary taught:</b> Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike,</p>	<p><b>Key vocabulary taught:</b> Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>	<p><b>Key vocabulary taught:</b> Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p><b>Key vocabulary taught:</b> Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial</p>	<p><b>Key vocabulary taught:</b> Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>

**Curriculum Map - Physical, Social, Health Education**

			Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy			hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	
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