

**Woodlands Park Primary - PSHE Provisional Curriculum Map**

	<b>Autumn 1 Being Me In My World</b>	<b>Autumn 2 Celebrating Difference</b>	<b>Spring 1 Dreams and Goals</b>	<b>Spring 2 Healthy Me</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Changing Me</b>
<b>Foundation Stage</b>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting</li> </ul>	<b>40 – 60 months</b> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<b>40 – 60 months</b> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	<b>Working toward and working on the ELG</b> <ul style="list-style-type: none"> <li>Play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>Confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> <li>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>They work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul> <b>Working toward and working on the ELG</b> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<b>Working at and beyond the ELG</b> <ul style="list-style-type: none"> <li>Play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>Confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> <li>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul> <b>Working at and beyond the ELG</b> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Feel special and safe in my class.</li> <li>Know that I belong to my class.</li> <li>Know how to make the class safe for everybody to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Say ways children are the same and different to their friends.</li> <li>Understand how being bullied might feel.</li> </ul>	<ul style="list-style-type: none"> <li>Say things they do well.</li> <li>Say how they learn best.</li> <li>Celebrate achievement with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Feel good about making healthy choices.</li> <li>Keep themselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>Know how it feels to belong to family and care about the people who are important to me.</li> <li>Know how to make a new friend.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that changes happen as we grow and that this is ok.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise a range of feelings when facing certain consequences including being proud of an achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Be kind to children who are bullied.</li> <li>Know how it feels to make a new friend.</li> <li>Understand things that make us special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings when faced with a new challenge.</li> <li>Know feelings when obstacles and feelings when they are overcome.</li> <li>Know how to store feelings of success.</li> </ul>	<ul style="list-style-type: none"> <li>Know ways to help themselves when poorly.</li> <li>Recognise when frightened and know who to ask for help.</li> <li>Recognise healthy choices helps to feel happy.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise forms of physical contact that are acceptable and unacceptable to me.</li> <li>Know when help is needed and how to ask for it.</li> <li>Know ways to praise themselves.</li> <li>Express feelings about people.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Know that changes are ok and will happen whether we want them to or not.</li> <li>Understand growing up is natural and that people grow at different rates.</li> <li>Respect our bodies and understand which parts are private.</li> <li>Enjoy learning new things.</li> <li>Know ways to cope with changes.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Recognise when worried and know who to ask for help.</li> <li>Help make a class a safe and fair place.</li> <li>Work cooperatively.</li> <li>Follow the learning charter.</li> </ul>	<ul style="list-style-type: none"> <li>Understand ways in which girls and boys are similar and feel good about this.</li> <li>Say how someone being bullied feels and be kind to these children.</li> <li>Know when and how to stand up for themselves and others.</li> <li>Understand we shouldn't judge people if they are different.</li> <li>Know how it feels to be a good friend and to have a friend.</li> <li>Understand difference make is special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>Say things that have been achieved and say how that makes us feel.</li> <li>Say strengths as a learner.</li> <li>Explain how working with others can help.</li> <li>Work with others in a group to solve problems and explain feelings linked to this.</li> </ul>	<ul style="list-style-type: none"> <li>Motivated to make healthy lifestyle choices.</li> <li>Say when a feeling is weak or strong.</li> <li>Feel positive about caring for their body and keeping it healthy.</li> <li>Have a healthy relationship with food and know which foods I enjoy the most.</li> <li>Express how it feels to share healthy food with friends.</li> <li>Know which foods are nutritious.</li> </ul>	<ul style="list-style-type: none"> <li>Accept that everyone's family is different and understand that most people value their family.</li> <li>Know types of physical contact they like and don't like and talk about this.</li> <li>Use positive problem solving techniques to resolve conflicts with friends.</li> <li>Know how it feels to be asked to keep a secret that they don't want to and know who to talk to about this.</li> <li>Understand how it feels to trust someone.</li> <li>Be comfortable accepting appreciation from others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some changes are outside of their control and recognise feelings about this.</li> <li>Identify people that they respect who are older than them.</li> <li>Feel proud about becoming more independent.</li> <li>Say what they like/don't like about being a girl/boy.</li> <li>Confident to say what they like and don't like and ask for help.</li> </ul> <p>Think about changes in Year 3 and how to go about this.</p>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Understand who is in my school community, the roles they play and how I fit in.</li> <li>Understand how democracy works through the School Council and how democracy and having a voice benefits the school community.</li> <li>Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that differences and conflicts sometimes happen among family members.</li> <li>Know what it means to be a witness to bullying and how they can make the situation better or worse.</li> <li>Recognise that some words are used in hurtful ways and can affect someone's feelings and what the consequences were.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that there are challenges, and the best ways to achieve them</li> <li>Identify ambitions and goals.</li> <li>Evaluate own learning process and how they can be bettered in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how exercise affects the body and which organs are important.</li> <li>Know that the amount of fat and sugar put into a body will affect health.</li> <li>Identify how to keep safe. Understand how important it is to take care of the body.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the roles and responsibilities of family members.</li> <li>Identify the skills of friendship e.g., taking turns, being a good listener</li> <li>Understand how my needs and rights are shared by children around the world and how our lives may differ.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that boys' and girls' bodies change on the outside and inside during growth so that when they grow up their bodies can make babies.</li> <li>Understand how babies grow and understand what a baby needs to live and grow.</li> <li>Recognise stereotypical ideas about parenting and family roles.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Understand who is in my school community, the roles they play and how I fit in.</li> <li>Understand how democracy works through the School Council and how democracy and having a voice benefits the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that differences and conflicts sometimes happen among family members</li> <li>Know what it means to be a witness to bullying and how they can make the situation better or worse.</li> </ul>	<ul style="list-style-type: none"> <li>Identify hope and dreams</li> <li>Understand that sometimes hopes and dreams do not come true and that this can hurt</li> <li>Know that reflecting on positive and happy experiences helps to counteract disappointment.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how different friendship groups are formed, and that people take on the roles of leaders or followers in a group.</li> <li>Understand the facts about smoking and alcohol and its effects on health.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise situations which can cause jealousy in relationships.</li> <li>Recognise how friendships change, and how to manage when I fall out with my friends</li> <li>Understand what having a boyfriend/ girlfriend might mean</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some of my characteristics come from my birth parents and why this happens.</li> <li>Label the internal and external parts of male and female bodies that are necessary for making a baby</li> </ul>

	<ul style="list-style-type: none"> <li>Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some words are used in hurtful ways and can affect someone's feelings and what the consequences were.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to work out the steps to achieve a goal and can do this successfully as a group.</li> </ul>	Know myself well enough to have a clear picture of what I believe is right and wrong.	and that it is a special relationship for older people.	Describe how a girl's body changes to be able to have babies when she is an adult, and that menstruation is a natural part of this.
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Setting personal goals.</li> <li>Knowing rights and responsibilities.</li> <li>Understanding consequences and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding racism.</li> <li>Explain the differences between direct and indirect bullying.</li> <li>Understanding different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing a range of jobs and salaries.</li> <li>Knowing motivational factors.</li> <li>Describe dreams and goals of young people in a different culture to mine.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing the effects of tobacco on the lungs, heart and liver.</li> <li>Know the risks of misusing alcohol and how it effects the heart and liver.</li> <li>Emergency first aid.</li> <li>Body image pressure and the media.</li> </ul>	<ul style="list-style-type: none"> <li>Accurate picture of self in terms of characteristics and personal qualities.</li> <li>Rights and responsibilities for online communities.</li> <li>Explaining how to stay safe online.</li> <li>Recognising when spending too much time using devices (screen time).</li> </ul>	<ul style="list-style-type: none"> <li>Develop own self esteem.</li> <li>Understand puberty and reproduction.</li> <li>Think about changes in the next year.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Setting goals for the year ahead and the future.</li> <li>Know there are universal rights for children and that these rights aren't always met.</li> <li>Understand individual's behaviour impacts on a group and understand consequences and rewards.</li> <li>Understand democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Understand there are different perceptions of normal and how being different can affect someone's life.</li> <li>Give examples of people with disabilities who lead amazing lives.</li> <li>Understand reasons behind bullying and that differences can be a source of conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing own strengths, setting realistic goals and identifying steps to take to reach them.</li> <li>Work with other people to make the world a better place.</li> <li>Describe ways other people make the world a better place.</li> </ul>	<ul style="list-style-type: none"> <li>Know about drugs and their effects on the body, particularly the liver and heart.</li> <li>Understand some people can be exploited and made to do things that are against the law.</li> <li>Know that some people join gangs and the risks this involves.</li> <li>Understand what it means to be emotionally well and explore attitudes towards mental health/illness.</li> <li>Recognise stress and the triggers that can cause it and understand how stress can cause drug and alcohol misuse.</li> </ul>	<ul style="list-style-type: none"> <li>Know it is important to take care of mental health and know how to do this.</li> <li>Understand different stages of grief and that there are different types of loss that cause people to grieve.</li> <li>Recognise when people are trying to gain power or control.</li> <li>Judge whether something online is safe and helpful for me.</li> <li>Use technology positively and safely to communicate with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of own self-image.</li> <li>Explain changes in puberty for girls and boys and understand the importance of looking after yourself physically and emotionally.</li> <li>Describe how a baby develops from conception to nine months and know how it is born.</li> <li>Identify what can be looked forward to and what worries me about transition to secondary school.</li> </ul>

Curriculum Mapping Questions

Coverage	Progression
<ul style="list-style-type: none"><li>• Good curriculum coverage.</li><li>➤ Confirm plans for SRE that were made during our last review.</li></ul>	<ul style="list-style-type: none"><li>• Good curriculum progression.</li><li>➤ Discussion with Year 5/6 to now move to single year group teaching of objectives now to be consistent with other year groups, rather than the initial model that was used when we launched Jigsaw programme.</li></ul> <p>Update 2021-2022 – Year 5 and 6 now teaching single year group objectives</p>