

3D PSHE Whole School Curriculum Map

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year N	Focus Areas		Making Relationships		Self Confidence/ Awareness		
	We are learning to:	Making Relationships 1. 'Let's Play Shops' • play in a group, extending and elaborating play ideas. 2. 'Who's Playing?' • initiate play, offering cues to peers to join in. 3. 'It's Your Turn' • respond to what others do and keep play going.	Self Confidence/ Awareness 1. 'Good Friends' • demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 2. 'Make Your Choice' • select and use activities and resources with help. 3. 'Odd Jobs' • enjoy the responsibility of carrying out small tasks.	Self Confidence/ Awareness 1. 'Chatterbox' • talk confidently to other children when playing. 2. 'Where I live' • communicate freely about our own home and community. 3. 'Can You Help?' • show confidence in asking adults for help.	Managing Feelings/ Behaviour 1. 'Well Done!' • welcome and value praise for what we have done. 2. 'A New Baby' • be more outgoing towards unfamiliar people. • be more confident in new social situations. 3. 'Deaf Girl' • begin to accept the needs of others.	Managing Feelings/ Behaviour 1. 'Fair Shares' • take turns and share resources, sometimes with support. 2. 'The Pantomime?' • adapt our behaviour to different events, social situations and changes in routine.	Managing Feelings/ Behaviour 1. 'You Smell!' • be aware of our own feelings and know that some actions and words can hurt others' feelings. 2. 'A Waiting Game' • usually be able to tolerate delay when our needs are not immediately met. • understand that our wishes may not always be met.
Year R	Focus Areas	Making Relationships	Making Relationships	Making Relationships	Making Relationships	Making Relationships	Making Relationships
		Self Confidence/ Awareness	Self Confidence/ Awareness	Self Confidence/ Awareness	Self Confidence/ Awareness	Self Confidence/ Awareness	Self Confidence/ Awareness
		Managing Feelings/ Behaviour	Managing Feelings/ Behaviour	Managing Feelings/ Behaviour		Managing Feelings/ Behaviour	Managing Feelings/ Behaviour
	We are learning to:	1. 'Hide and Seek' <i>having heart!</i> • show sensitivity to others' needs and feelings. • form positive relationships with adults and other children. 2. 'Nan's House' <i>being smart</i> • talk about how we and others show feelings. <i>having heart!</i> • say why we like some	1. 'Take the Plunge' <i>being smart</i> • be confident to try new activities. • say when we do or don't need help. 2. 'An Old Friend' <i>taking part</i> • initiate conversations, attend to and take account of what others say. <i>having heart</i> • show sensitivity to	1. 'Rainy Days' <i>having heart!</i> • take account of one another's ideas about how to organise an activity. <i>being smart</i> • be confident to speak to others about our own needs, wants, interests and opinions. • talk about our ideas. <i>taking part</i> • be confident to speak in a	1. 'Family Fun'-<i>having heart!</i> • show sensitivity to others' needs and feelings. • form positive relationships with adults and other children. 2. 'One Gold Star' <i>being smart</i> • describe ourselves in positive terms and talk about our abilities. 3. 'All Join In'	1. 'A Piece of Cake' <i>being smart</i> • ask appropriate questions of others. • choose resources we need for our chosen activities. 2. 'Busy Body' <i>having heart!</i> • take account of one another's ideas about how to organise an activity 3. 'The New Pet' – <i>having</i>	1. 'E-Safety, Be Safe' <i>being smart</i> say when we do and don't need help. 2. 'Eid Mubarak!' <i>taking part</i> • explain our own knowledge and understanding. <i>having heart!</i> • show sensitivity to others' needs and feelings. • form positive

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		<p>activities more than others.</p> <p>3. 'I Like...' <i>being smart</i></p> <ul style="list-style-type: none"> be confident to speak to others about our own needs, wants, interests and opinions. <p>4. 'It's Your Turn' – where to start</p> <ul style="list-style-type: none"> take steps to resolve conflicts with other children by finding compromises. <i>taking part</i> play cooperatively, taking turns with others. <p>5. 'What a Problem' where to start</p> <ul style="list-style-type: none"> begin to be able to negotiate and solve problems without aggression. 	<p>others' needs and feelings.</p> <ul style="list-style-type: none"> form positive relationships with adults and other children. <p>3. 'Me and You' <i>being smart</i></p> <ul style="list-style-type: none"> describe ourselves in positive terms and talk about our abilities. <p>4. 'Stick to the Rules' <i>taking part</i></p> <ul style="list-style-type: none"> work as part of a group or class and understand and follow the rules. 	<p>familiar group</p> <p>2. 'I Feel Poorly' <i>being smart</i></p> <ul style="list-style-type: none"> ask appropriate questions of others. <p>3. 'Clean and Tidy' <i>being smart</i></p> <ul style="list-style-type: none"> talk about our own and others' behaviour and its consequences. <p>4. 'Bully Boy' <i>being smart</i></p> <ul style="list-style-type: none"> talk about our own and others' behaviour and its consequences. 	<p><i>taking part</i></p> <ul style="list-style-type: none"> explain our own knowledge and understanding. <p>4. 'I'm Stuck' <i>being smart</i></p> <ul style="list-style-type: none"> say when we do and don't need help. 	<p>heart</p> <ul style="list-style-type: none"> talk about how we and others show feelings. <p>4. 'Dressing Up' <i>being smart</i></p> <ul style="list-style-type: none"> say when we do and don't need help. 	<p>relationships with adults and other children.</p> <p>3. 'Playtime Games' <i>taking part</i></p> <ul style="list-style-type: none"> play cooperatively, taking turns with others. <i>being smart</i> talk about our own and others' behaviour and its consequences. <p>4. 'Litter Bug!' <i>taking part</i></p> <ul style="list-style-type: none"> play cooperatively, taking turns with others. <i>being smart</i> be confident to speak to others about our own needs, wants, interests and opinions. where to start begin to be able to negotiate and solve problems without aggression.
Year 1	Core Areas	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
		Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
		Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
	We are learning to:	<p>1. Rules/ Expectations 1: 'We Expect'</p> <ul style="list-style-type: none"> understand the reason why we have rules. understand rules as expectations. agree and follow rules for a group and the classroom. recognise why rules and expectations are important. 	<p>1. Rules/Good Manners: 'How Rude!'</p> <ul style="list-style-type: none"> learn about the conventions of courtesy and manners. <p>2. Happiness: 'Smile!'</p> <ul style="list-style-type: none"> know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions 	<p>1. Washing Hands: 'Meet Grub!'</p> <ul style="list-style-type: none"> eradicate germs and the spread of diseases by washing hands. understand how germs spread infections and diseases. <p>2. Healthy Eating 1: 'Vote Green!'</p> <ul style="list-style-type: none"> know about where vegetables and fruit 	<p>1. Definition: 'A Bully Is'</p> <ul style="list-style-type: none"> To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. know about bullies and bullying behaviour. understand that bullying is wrong. 	<p>1. Kindness: 'Give a Little'</p> <ul style="list-style-type: none"> recognise what is kind and unkind behaviour. understand that family and friends should care for each other <p>2. Family 1: 'My Family'</p> <ul style="list-style-type: none"> know that families are important for children growing up because they 	<p>1. Sun Safety: 'It's A Cover Up!'</p> <ul style="list-style-type: none"> know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. understand the importance of sun safety. know how to keep safe in the sun. <p>2. Road Safety: 'Green X</p>

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		<p>2. Rules/ Expectations 2: 'Class Charter'</p> <ul style="list-style-type: none"> understand the reason why we have rules/ expectations. know how to contribute to class life. <p>3. Internet Safety: 'E-Safety'</p> <ul style="list-style-type: none"> know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. know that people sometimes behave differently online, including by pretending to be someone they are not. know the importance of using the internet safely. know the importance of self-respect and how this links to personal happiness. <p>4. Friendship 1: 'Forever Friends'</p> <ul style="list-style-type: none"> know the characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. develop positive 	<p>that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> learn about making positive choices and how they can lead to happiness. <p>3. Anger: 'Grrr!'</p> <ul style="list-style-type: none"> know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. recognise, name, manage and express feelings in a positive way. <p>4. Feelings: 'How I Feel'</p> <ul style="list-style-type: none"> recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. recognise and communicate feelings to others. share our views. recognise, name and deal with our feelings in a positive way. <p>5. Responses: 'You and Me'</p> <ul style="list-style-type: none"> know that there is a normal range of 	<p>grow.</p> <ul style="list-style-type: none"> make simple choices that improve our health and well-being e.g. healthy eating. <p>3. Healthy Eating 2: 'Meat Eaters'</p> <ul style="list-style-type: none"> understand the need for protein as part of a balanced diet. recognise which types of food are health. <p>4. Healthy Eating 3: 'Party Time!'</p> <ul style="list-style-type: none"> apply our knowledge of healthy eating to plan a menu for a themed party. make positive real-life choices. improve one's choices. <p>5. Physical Activity 1: 'Get Physical!'</p> <ul style="list-style-type: none"> understand the need for physical activity to keep healthy. recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. <p>6. Comparisons: 'All the Same'</p> <ul style="list-style-type: none"> know the importance of respecting others, even when they are very different from us (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or 	<p>2. Unkindness: 'Blame Game'</p> <ul style="list-style-type: none"> know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. understand that name-calling is hurtful and avoidable. take part in discussions with the whole class. recognise how their behaviour affects other people <p>3. Behaviour 1: 'Bullying Is'</p> <ul style="list-style-type: none"> know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. understand what is and what is not bullying behaviour. recognise how their behaviour affects other people. understand that bullying is wrong. <p>4. Behaviour 2: '+ and -'</p> <ul style="list-style-type: none"> know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. understand what is and what is not bullying behaviour. 	<p>can give love, security and stability.</p> <ul style="list-style-type: none"> recognise that family and friends should care for each other. <p>3. Family 2: 'Special People'</p> <ul style="list-style-type: none"> identify our special people and what makes them special. <p>4. Caring: 'Talking to Plants'</p> <ul style="list-style-type: none"> understand that people and other living things have needs and that we have responsibilities to meet them. understand about responsibility to others. <p>5. Lending/ Borrowing: 'The Borrowers'</p> <ul style="list-style-type: none"> understand the concept of 'borrowing'. show responsibility to others. <p>6. Sharing: 'Share the Booty'</p> <ul style="list-style-type: none"> understand the importance of sharing. know that everyone has a responsibility to consider the needs of others. 	<p>Code'</p> <ul style="list-style-type: none"> know rules for, and ways of, keeping safe, including basic road safety and about people who can help us to stay safe. develop an awareness of the Green Cross Code. <p>3. Money 1: 'Grows on Trees?'</p> <ul style="list-style-type: none"> Understand where money comes from. recognise notes and coins. <p>4. Money 2: 'Coining It In!'</p> <ul style="list-style-type: none"> understand the role of money in our society. <p>5. Money 3: 'Keep it Safe'</p> <ul style="list-style-type: none"> understand why it is important to keep money safe.
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	<p>relationships with peers.</p> <ul style="list-style-type: none"> recognise that family and friends should care for each other. <p>5. Friendship 2: 'Make Friends'</p> <ul style="list-style-type: none"> know that in school and in wider society we can expect to be treated with respect by others, and that in turn we should show due respect to others, including those in positions of authority. understand the importance of making friends. identify and respect the differences and similarities between people. <p>6. Taking Turns: 'It's Your Turn!'</p> <ul style="list-style-type: none"> take turns. agree and follow rules for a collaborative game. 	<p>emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> recognise and communicate feelings to others. recognise, name and deal with our feelings in a positive way. take part in discussions with one other person and the whole class. <p>6. Opinions: 'I Think'</p> <ul style="list-style-type: none"> understand that it is important to share our opinions and to be able to explain our views. listen to other people and play and work co-operatively. 	<p>beliefs.</p>	<ul style="list-style-type: none"> recognise how their behaviour affects other people. understand that bullying is wrong. <p>5. Personal Safety: 'Secret Surprise'</p> <ul style="list-style-type: none"> know the difference between secrets and surprises. understand when not to keep adults' secrets. understand that it is acceptable to say no <p>6. Emotional Safety: 'Getting Help'</p> <ul style="list-style-type: none"> know where and how to seek support (including recognising the triggers for seeking support), including to whom in school we should speak if we are worried about our own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). know who to go to for help and advice. 		
Skills	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> recognise how their behaviour affects other people. recognise right and wrong, what is fair and unfair and explain why. recognise the difference between good and bad choices. listen to, reflect on and respect other people's 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> recognise how attitude and behaviour, including bullying, may affect others. listen to, reflect on and respect other people's views and feelings. work and play independently and in groups, showing sensitivity to others. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> make simple choices that improve health and well-being e.g. healthy eating. manage basic personal hygiene. make simple choices that improve health and well-being e.g. healthy eating. make positive real-life choices. recognise why healthy 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> understand the difference between impulsive and considered behaviour. recognise how their behaviour affects other people. consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> recognise how their behaviour affects other people. consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying. recognise right and wrong. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> take responsibility for their own safety and the safety of others and be able to seek help in an emergency. make simple choices that improve health and well-being. demonstrate basic road safety skills. recognise and manage

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		<p>views and feelings.</p> <ul style="list-style-type: none"> • consider ways of looking after the school or community and how to care for the local environment. • identify the importance of rules and be able to say why rules applying to them are necessary. • express views and take part in decision-making activities to improve their immediate environment or community. • take turns and share as appropriate. • suggest rules that would improve things for the common good. • recognise and respond to different issues of safety relating to themselves and others and how to get help. • use strategies to stay safe when using ICT and the internet. • respond to challenges, including recognising, taking and managing risk. • recognise that there are people who care for and look after them. • identify different relationships that they have and why these are important. • seek help from an appropriate adult when necessary. • develop positive 	<ul style="list-style-type: none"> • recognise how behaviour affects other people. • recognise, name and manage their feelings in a positive way. • recognise how my behaviour and that of others may influence people both positively and negatively. • identify and talk about their own and others' strengths and weaknesses and how to improve. 	<p>eating and physical activity are beneficial.</p> <ul style="list-style-type: none"> • make positive real-life choices. • recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. • reflect on the similarities and differences between people. • recognise right and wrong, what is fair and unfair and explain why. 	<p>bullying.</p> <ul style="list-style-type: none"> • recognise the difference between good and bad choices. • recognise how attitude and behaviour, including bullying, may affect others. • recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. • recognise how their behaviour and that of others may influence people both positively and negatively. • recognise that there are people who care for and look after them. • identify different relationships that they have and why these are important. • seek help from an appropriate adult when necessary. • know how to keep safe and how and where to get help. • recognise and manage risk in everyday activities. • recognise what they like and dislike. • identify different relationships that they have and why these are important. • recognise and respond to different issues of safety 	<ul style="list-style-type: none"> • recognise how attitude and behaviour, including bullying, may affect others. • recognise how my behaviour and that of others may influence people both positively and negatively. • recognise that there are people who care for and look after me. • identify different relationships that I have and why these are important. • seek help from an appropriate adult when necessary. • develop positive relationships through work and play. • listen to and show consideration for other people's views. • listen to, reflect on and respect other people's views and feelings. • make positive real-life choices • work independently and in groups, taking on different roles and collaborating towards common goals. • take the lead, prioritise actions and work independently and collaboratively towards goals. • consider ways of looking after the school or 	<p>risk in everyday activities.</p> <ul style="list-style-type: none"> • recognise where money comes from and the choices people make to spend money on things they want and need. • identify the different types of work people do and learn about different places of work.
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	<p>relationships through work and play.</p> <ul style="list-style-type: none"> recognise how attitude and behaviour, including bullying, may affect others. listen to and show consideration for other people's views. 				<p>relating to themselves and others and how to get help.</p>	<p>community and how to care for the local environment.</p> <ul style="list-style-type: none"> express views and take part in decision-making activities to improve their immediate environment or communities. identify the importance of rules and be able to say why rules applying to them are necessary. take turns and share as appropriate. 	
Key Vocab	<ul style="list-style-type: none"> rules difference expectations community environment negative harassment self-respect attitude authority responsibility truthfulness trustworthiness kindness generosity decision making collaborative 	<ul style="list-style-type: none"> consideration positive feelings nervous surprise fear recognise fear sensitive others co-operative listen opinion reflect 	<ul style="list-style-type: none"> healthy eating germs infections diseases improve health and well-being positive life changes benefits exercise fair right wrong respect similarities differences real-life choices improve 	<ul style="list-style-type: none"> impact bullying name-calling responsibilities by-standers impulsive considered behaviour peer pressure positive negative secrets surprises risks safety 	<ul style="list-style-type: none"> attitude behaviour influence positive relationships reflect respect rules views opinions consideration decision-making independently collaboratively 	<ul style="list-style-type: none"> responsibility safety risk Green Cross Code road safety workplace money spending 	
Sticky Knowledge	<ul style="list-style-type: none"> Without rules, there would be no respect; it would make things unsafe. Rules are negative and sanction-led whereas expectations are positive and encourage responsible behaviour. We must be careful who we communicate with online because we do not know who we are communicating with and this is dangerous. 	<ul style="list-style-type: none"> It is good manners to say thank you when someone has been kind/helped you to show appreciation. We can make others happy by giving and receiving good things and making good choices. We can create our own happiness by making good choices. When you feel angry, you can calm yourself down by walking away from a 	<ul style="list-style-type: none"> The benefits of hand washing are that it stops the spread of diseases and germs. Protein is an important part of our diet because it helps our bodies grow and repair. We should know which foods are healthy and good for our bodies. 'Good teamwork' means working together towards a shared goal. Physical exercise is good for us because it keeps us 	<ul style="list-style-type: none"> A bully is someone that engages in persistent and repeated physical or mental abuse. Name-calling affects the person being called because once it is said it cannot be taken back, so it hurts in the long-term. Cyber-bullying is persistent and repeated nastiness using an online platform. 'Considered behaviour' is when someone considers 	<ul style="list-style-type: none"> You can show your family that you care for them by helping them and looking after them. You show your friends that you care for them by helping them and looking after them We like to feel special because it makes us feel cared for and looked after. If someone trusts you, it makes you feel needed and liked. We should look after 	<ul style="list-style-type: none"> If you stay outside in the sun without taking any sun safety precautions, you would burn and become unwell. If you do not take care when crossing the road, you could get badly hurt. A need is something that is essential (something we can't live without) but a want is something we would prefer to have but is not essential. It is wrong to steal money because it has to be 	

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		<ul style="list-style-type: none"> Having a good friend gives us support and ensures that we are not lonely. Being a good friend means that you are able to help someone when they need you. We should not treat people badly because they are not our friend. Rules in a game are important because they ensure fairness as they make that everyone play in the same way; therefore no one has the upper hand. 	<p>situation or counting to ten.</p> <ul style="list-style-type: none"> Our bodies reflect our emotions by our facial expressions, sweating when we are nervous and shaking when scared. We can deal with negative emotions by doing something we enjoy e.g. listen to music or go for a walk. We should listen to and respect other people's opinions and views because everyone is equal and has the right to be listened to. We can demonstrate good listening by not interrupting and by responding appropriately. 	<p>healthy.</p> <ul style="list-style-type: none"> It is not bad to be different from others; we are all different from each other in some way. We may be the same as others in aspects of our physical appearance (e.g. eye/hair colour) or in our hobbies and interest. 	<p>the consequences before acting; it is a deliberate behaviour.</p> <ul style="list-style-type: none"> A bad secret is one that makes you feel uncomfortable whereas a good secret is one that makes you feel excited and happy. If you need help and you are not with a trusted adult, you should find an adult that you know e.g. a neighbour or a shop keeper or an adult in uniform e.g. a policeman. 	<p>someone else's possessions.</p> <ul style="list-style-type: none"> We must return something that we have borrowed because it does not belong to us. We should always share because it is kind and shows we value other people - not just ourselves. 	<p>earned.</p> <ul style="list-style-type: none"> People are worth more than money because we can replace money but not people. We should keep money safe so that people do not steal it and so we can save it to buy things that we may want/need at another time.
Year 2	Core Areas	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
		Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
		Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
	We are learning to:	<p>1. Friendship 3: 'Hola! Bonjour!'</p> <ul style="list-style-type: none"> know the importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>1. Right and Wrong: 'In the Right'</p> <ul style="list-style-type: none"> understand the difference between right and wrong. <p>2. Family 1: 'My Family'</p> <ul style="list-style-type: none"> know that families are important for children growing up because they can give love, security 	<p>1. Keeping Clean 'Bath Time!':</p> <ul style="list-style-type: none"> understand the importance of and reasons for bathing and showering. understand the importance of maintaining personal hygiene. <p>2. Skin: 'Skinny Tips'</p>	<p>1. Similarities and Differences: 'Boys V Girls'</p> <ul style="list-style-type: none"> identify and respect similarities and differences between boys and girls. the process of growing from young to old. <p>2. The Human Body: 'Body Bits'</p>	<p>1. Behaviour 3: 'Help Me!'</p> <ul style="list-style-type: none"> know how to ask for advice or help for ourselves or others, and to keep trying until we are heard. know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to 	<p>1. Emotions: 'Mood Swings'</p> <ul style="list-style-type: none"> understand a range of different feelings and emotions. understand that it is acceptable to feel a range of emotions. know that there is a normal range of emotions (e.g. happiness,

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		<ul style="list-style-type: none"> • know some similarities and differences between people from different countries and the importance of cross-cultural friendship. <p>2. Friendship 4: 'Share Alike'</p> <ul style="list-style-type: none"> • understand the importance of sharing as part of friendship and kindness. <p>3. Fair and Unfair: 'It's Not Fair!'</p> <ul style="list-style-type: none"> • recognise what is fair and unfair. • take part in discussions with the whole class. <p>4. Our School: 'Common Goals'</p> <ul style="list-style-type: none"> • understand our role in the class community. • know how to contribute to the life of the classroom. <p>5. Belonging 1: 'I Belong'</p> <ul style="list-style-type: none"> • understand that we belong to various groups and communities. <p>6. Belonging 2: 'Join Our Club!'</p> <ul style="list-style-type: none"> • develop a sense of belonging in the wider community. <p>7. Staying Safe: 'I don't know you!'</p> <ul style="list-style-type: none"> • know how to respond safely and appropriately to adults we may encounter (in all contexts, including 	<p>and stability.</p> <ul style="list-style-type: none"> • recognise that family and friends should care for each other. <p>3. Aspirations: 'It's A Goal!'</p> <ul style="list-style-type: none"> • think about themselves, learn from experiences and recognise what they are good at. • recognise choices that they can make and value their achievements. • know how to set simple goals and targets for themselves <p>4. Cooperation 1: 'Negotiation'</p> <ul style="list-style-type: none"> • recognise the importance of listening to other people. • understand the importance of being able to work cooperatively. • understand the concept of negotiation. <p>5. Cooperation 2: 'Want to Play'</p> <ul style="list-style-type: none"> • recognise the importance of listening to other people. • understand the importance of being able to play and work cooperatively. <p>6. Cooperation 3: 'Let's Debate'</p> <ul style="list-style-type: none"> • take part in a simple debate about topical issues. • communicate their feelings to others. 	<ul style="list-style-type: none"> • understand the importance of and reasons for bathing and showering. • understand the importance of maintaining personal hygiene. <p>3. Dental Hygiene 1: 'Brushing Up!'</p> <ul style="list-style-type: none"> • understand the importance of effective teeth cleaning and good dental hygiene <p>4. Dental Hygiene 2: 'Bright White'</p> <ul style="list-style-type: none"> • know how to take care of teeth, in addition to brushing. • manage basic personal hygiene. <p>5. Dental Hygiene 3: 'Top Teeth'</p> <ul style="list-style-type: none"> • find out which foods are good for us. • understand the importance of a healthy lifestyle, including dental hygiene. • make simple choices that improve their health and well-being e.g. healthy eating. <p>6. Drug Safety: 'Magic Medicine'</p> <ul style="list-style-type: none"> • learn about the importance of medicine safety. • know that all household products, including medicines, can be 	<ul style="list-style-type: none"> • know the names for different parts of the body. • recognise similarities and differences based on gender. <p>3. Growing Up 'All Grown Up'</p> <ul style="list-style-type: none"> • know about the physical changes in our bodies as we grow. • understand emotional changes as we grow up. • know that we have rights over our own bodies. <p>4. Changing Needs: 'I Need'</p> <ul style="list-style-type: none"> • Understand how our needs change and grow as we develop. <p>5. Physical Activity 2: 'Mighty Muscles'</p> <ul style="list-style-type: none"> • understand how muscles work. • make positive real-life choices. <p>6. Exercise 'Workout!'</p> <ul style="list-style-type: none"> • understand the importance of physical activity and rest as part of a balanced, healthy lifestyle. • make positive real-life choices. 	<p>get help.</p> <ul style="list-style-type: none"> • understand who can help if someone is affected by bullying. • understand that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying <p>2. Behaviour: 'In My Shoes'</p> <ul style="list-style-type: none"> • understand that family and friends should care for each other. <p>3. Teasing: 'Cry Baby!'</p> <ul style="list-style-type: none"> • understand strategies to cope with unfair teasing. • understand that there are different types of teasing and bullying. <p>4. Local Citizenship 1: 'Our Local Area'</p> <ul style="list-style-type: none"> • understand the role of the local community. <p>5. Local Citizenship 2: 'Community Care'</p> <ul style="list-style-type: none"> • develop a strong relationship within the local community. • understand the importance of shared responsibility within all communities. <p>6. Responsibility: 'Who's At Fault'</p> <ul style="list-style-type: none"> • take responsibility for our actions. • be responsible for another living thing. 	<p>sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>2. Love: 'Three Little Words'</p> <ul style="list-style-type: none"> • understand the importance of love. • recognise, name and deal with our feelings in a positive way <p>3. Sadness: 'How to Cope'</p> <ul style="list-style-type: none"> • understand the importance understand and be aware of the different ways to show sadness. • understand about coping with change and loss. <p>4. Money 4: 'Shopping List'</p> <ul style="list-style-type: none"> • understand the importance of managing money carefully. <p>5. Choices: 'This or That'</p> <ul style="list-style-type: none"> • understand the importance of choices and spending money wise. <p>6. Enterprise 'Dragons' Den'</p> <ul style="list-style-type: none"> • gain a basic understanding of enterprise.
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3D PSHE Whole School Curriculum Map

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	online) whom we do not know.	<ul style="list-style-type: none"> • share opinions and explain their views. • listen to other people and work co-operatively. 	harmful if not used properly.			
Skills	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise that there are people who care for and look after them. • identify different relationships that they have and why these are important. • develop positive relationships through work and play. • recognise how attitude and behaviour, including bullying, may affect other. • listen to and show consideration for other people's views. • listen to, reflect on and respect other people's views and feelings. • work and play independently and in groups, showing sensitivity to others. • recognise right and wrong, what is fair and unfair and explain why. • work independently and in groups, taking on different roles and collaborating towards common goals. • recognise the difference between good and bad choices. • consider ways of looking after the school or 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise how their behaviour affects other people. • recognise right and wrong. • recognise how their behaviour and that of others may influence people both positively and negatively. • self-assess, understanding how this will help their future actions. • recognise that there are people who care for and look after them. • identify different relationships that they have and why these are important. • seek help from an appropriate adult when necessary. • develop positive relationships through work and play. • listen to and show consideration for other people's views. • listen to, reflect on and respect other people's views and feelings. • recognise what they are good at. • make positive real-life choices. • recognise their strengths 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • make simple choices that improve health and well-being e.g. healthy eating. • manage basic personal hygiene. • recognise that some substances can help or harm the body. • seek help from an appropriate adult when necessary. • know how to keep safe and how and where to get help. • recognise and manage risk in everyday activities. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise and respect similarities and differences between people. • reflect on the similarities and differences between people. • recognise the simple physical changes to our bodies experienced since birth. • reflect on the similarities and differences between people. • recognise the simple physical changes to our bodies experienced since birth. • recognise why healthy eating and physical activity are beneficial. • make simple choices that improve health and well-being e.g. healthy eating. • make positive real-life choices. • recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. • recognise why healthy eating and physical activity are beneficial. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise that there are people who care for and look after them. • identify different relationships that they have and why these are important. • consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying. • seek help from an appropriate adult when necessary. • recognise and respond to issues of safety relating to themselves and others and how to get help. • recognise right and wrong, what is fair and unfair and explain why. • recognise how their behaviour and that of others may influence people both positively and negatively. • listen to, reflect on and respect other people's views and feeling. • recognise how their behaviour affects other people. • recognise the difference between right and wrong. • listen to and show 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise, name and manage their feelings in a positive way. • recognise how their behaviour affects other people. • listen to, reflect on and respect other people's views and feeling. • recognise how their behaviour and that of others may influence people both positively and negatively. • recognise where money comes from and the choices people make to spend money on things they want and need. • understand that we cannot always afford the items we want to buy. • contribute to enterprise activities.

3D PSHE Whole School Curriculum Map

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	<p>community and how to care for the local environment.</p> <ul style="list-style-type: none"> • express views and take part in decision-making activities to improve their immediate environment or communities. • listen to and show consideration for other people's views. • identify the importance of rules and be able to say why rules applying to them are necessary. • recognise risk in everyday activities. • take responsibility for their own safety and the safety of others and be able to seek help in an emergency. • reflect on the similarities and differences between people. 	<p>and how they can contribute to different group.</p> <ul style="list-style-type: none"> • set goals, prioritise and manage time and resources, understanding how this will help their future actions. • recognise, name and manage their feelings in a positive way. • share their opinions on things that matter to them. • negotiate and present their own views. • reflect on the similarities and differences between people. • identify and talk about their own and others' strengths and weaknesses and how to improve. • work and play independently and in groups, showing sensitivity to others. • work independently and in groups, taking on different roles and collaborating towards common goals. • take turns and share as appropriate. 			<p>consideration for other people's views.</p> <ul style="list-style-type: none"> • work independently and in groups, taking on different roles and collaborating towards common goals. • consider ways of looking after the school or community and how to care for the local environment. • identify the importance of rules and be able to say why rules applying to them are necessary. • suggest rules that would improve things for the common good. • express views and take part in decision-making activities to improve their immediate environment or community. 	
Key Vocab	<ul style="list-style-type: none"> • relationships • consideration • sensitivity • rules • apply • difference • right • wrong • common • goals • community 	<ul style="list-style-type: none"> • reflect • share • opinions • identify • different • relationships • strengths • weak-nesses • real-life • set goals • prioritise 	<ul style="list-style-type: none"> • choices • healthy • eating • health • substances • manage • risk • personal • hygiene 	<ul style="list-style-type: none"> • differences • choices • improve • health • physical • activity • beneficial • regular • activity • physical • changes 	<ul style="list-style-type: none"> • recognise • fair • unfair • reflect • respect • views • money • relationship • influence • positively • negatively • collaborate • responsible 	<ul style="list-style-type: none"> • recognise • spending • common • goals • contribute • enterprise • afford • choices
Sticky	<ul style="list-style-type: none"> • If countries were 	<ul style="list-style-type: none"> • Some behaviours are 	<ul style="list-style-type: none"> • If we don't keep clean, we 	<ul style="list-style-type: none"> • Boys and girls are no 	<ul style="list-style-type: none"> • It is safe to approach a 	<ul style="list-style-type: none"> • We can have negative

3D PSHE Whole School Curriculum Map

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Knowledge	<p>friendlier towards each other they could work together and achieve more.</p> <ul style="list-style-type: none"> • You can be generous by giving your time as well as giving money and help. • 'Unfair' means that you are not being treated the same as everyone else for no good reason. • You support your school community by behaving responsibly. • Another example of a community is the Brownies, a swimming club etc. • Being part of a community enables people to support each other and achieve common goals. • School could be described as a community because it comprises a group of people who are working towards the same goal - which is to learn. • We can help to look after others in our school community and our wider community by behaving responsibly and being kind. • An adult you do not know is someone you feel unsafe with compared to an adult you do know. • We can keep ourselves 	<p>never right under any circumstances e.g. bullying, stealing etc.</p> <ul style="list-style-type: none"> • It is best to think of the consequences of an action before you do it because there are always consequences to everything we do; it may help you to make the right decisions before it is too late. • Goals are important because we need to have something to aim for to encourage us to be better than we currently are. • It is important to be able to negotiate to enable people to reach agreements. • It is important to be able to work as a team to enable people to work towards a common goal or to complete something. • 'Peace-loving?' means to want to resolve conflict. • It is OK to disagree because we all can have our own opinions. 	<p>will smell nasty, look dirty and become unwell.</p> <ul style="list-style-type: none"> • The best way to keep clean is to bath/shower, wash hands and wash our hair. • Our skin is the largest organ in our body. • Skin is strong, waterproof and flexible. • As we get older, our skin becomes more fragile and less stretchy. • We have four types of different teeth: incisors, canines, molars and pre-molars. • Incisors cut food, canines tear food, premolars crush it and molars grind it up. • We should clean our teeth by using a brush with some appropriate toothpaste in a gentle circular motion. • Other than brushing, we can also use mouthwash and dental floss, eat healthily and visit the dentist regularly to look after our teeth. • Fruit, vegetables and calcium-rich dairy products are all good for our teeth. • We should only take medicines when prescribed/given by a doctor or nurse. • If too much medicine is taken, it can be very 	<p>better than the other; they are equal.</p> <ul style="list-style-type: none"> • The key physical difference is that boys have a penis and girls have a vagina. • Differences between boys and girls do not matter because we are still equal. • Only someone who we allow to touch us has the right to touch us. • Examples of appropriate touching include a hug and a kiss etc. • We need our muscles in order to move. • We can strengthen our muscles by exercising. • You can increase the exercise you do by joining a sports club and walking instead of using transport. 	<p>known adult or someone in a uniform.</p> <ul style="list-style-type: none"> • If you were lost or in danger, try to find a trusted adult. • It is important to see things from other people's point of view as there are often other ways of looking at things. • A 'positive impact' means that something has a good effect. • Rules are important because they help us to stay safe and to ensure that everyone is treated equally and has the same opportunities. 	<p>feelings if we are involved in some form of conflict or when we do something wrong (because we feel guilty).</p> <ul style="list-style-type: none"> • We can deal with negative feelings by talking to the right people – e.g. trusted adults or close friends. • Love is an important emotion because it makes people feel important and cared for. • We show love by what we do and say: we may give gifts or hug and kiss people to show them that we love them. • It is OK to feel sad as we are all sad sometimes. • If we feel sad, we should not try to cope on our own; we can share our problems. • It is more important to buy food than toys because food is a need whereas toys are a want. • Money is important because we need it to live and survive. • You can earn money by working or by selling something.
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3D PSHE Whole School Curriculum Map

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		safe when we encounter adults we don't know by not trusting them.		dangerous and we could get very ill.			
Year 3	Core Areas	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
		Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
		Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
	We are learning to:	<p>1. E-Safety: 'Online Chat'</p> <ul style="list-style-type: none"> know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>2. Online Privacy 1: 'The Secrets Jar'</p> <ul style="list-style-type: none"> know about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe. know how to consider the effect of our online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. <p>3. Online Privacy 2: 'E-Protection'</p> <ul style="list-style-type: none"> use ICT safely, including keeping electronic data secure. <p>4. Rules: 'I'm In Charge!'</p>	<p>1. Friendship 1: 'Best Features'</p> <ul style="list-style-type: none"> know and understand the features of a good friend. understand why it is important to be positive in relationships with others. <p>2. Friendship 2: 'Circles Time'</p> <ul style="list-style-type: none"> know how important friendships are in making us feel happy and secure, and how people choose and make friends. know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. know and understand the features of a good friend. understand why it is important to be positive in relationships with others. <p>3. Friendship 3: 'Falling Out'</p> <ul style="list-style-type: none"> know that most friendships have ups and downs and that these can often be worked through 	<p>1. Physical, Emotional and Mental 1: 'I Am Who I Am'</p> <ul style="list-style-type: none"> know that mental wellbeing is a normal part of daily life, in the same way as physical health. know and understand the difference between the terms physical, emotional and mental. <p>2. Physical, Emotional and Mental 2: 'Hearts and Minds'</p> <ul style="list-style-type: none"> become more self-aware. <p>3. Physical, Emotional and Mental 3: 'Three in One'</p> <ul style="list-style-type: none"> understand why setting goals is important. <p>4. Sleep: 'Sweet Dreams'</p> <ul style="list-style-type: none"> know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<p>1. Clear Messages: 'Dot, Dot, Dash!'</p> <ul style="list-style-type: none"> recognise that there are many ways to communicate. understand the need to communicate clearly. <p>2. How to Listen: 'Listen Up!'</p> <ul style="list-style-type: none"> understand why it is important to listen to others. <p>3. Different Communities: 'My Community'</p> <ul style="list-style-type: none"> understand why it is important to be part of a community. <p>4. School Communities: 'School Swap'</p> <ul style="list-style-type: none"> understand why it is important to be part of a community. 	<p>1. Before Puberty: 'You've Grown'</p> <ul style="list-style-type: none"> understand that the rate at which we grow differs from person to person. <p>2. Visible Changes: 'Mind the Gap'</p> <ul style="list-style-type: none"> know and understand how to look after our teeth. understand what happens when we lose teeth as we grow up and why this happens. <p>3. How to Help: 'Who to Call'</p> <ul style="list-style-type: none"> understand the importance of 'First Aid'. <p>4. Emergency Calls 1: 'Calling 999'</p> <ul style="list-style-type: none"> know how to make a clear and efficient call to emergency services if necessary. <p>5. Emergency Calls 2: 'Ambulance, Now!'</p> <ul style="list-style-type: none"> know the importance of a paramedic. 	<p>1. Balanced Approach: 'Define Healthy'</p> <ul style="list-style-type: none"> understand the meaning of the word 'healthy'. <p>2. Physical Exercise: 'Active Kids'</p> <ul style="list-style-type: none"> know the risks associated with an inactive lifestyle (including obesity). know the recommended guidelines for physical activity and understand the reasons for these. <p>3. Lifestyle Choices: 'It's Your Choice'</p> <ul style="list-style-type: none"> know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>4. Working Together 1: 'Name Game'</p> <ul style="list-style-type: none"> understand why it is important to listen to others. <p>5. Working Together 2 'Build It Up!'</p> <ul style="list-style-type: none"> understand why it is important to work collaboratively. <p>6. Shared Goals</p>

3D PSHE Whole School Curriculum Map

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		<ul style="list-style-type: none"> • understand why rules are needed in different situations. • recognise that rules may need to be changed. <p>5. Thinking Ahead: 'Lesson Planning'</p> <ul style="list-style-type: none"> • understand why it is important to plan ahead and think of potential consequences as a result of our actions. <p>6. Taking the Lead: 'Learning Time'</p> <ul style="list-style-type: none"> • understand why it is important to behave responsibly. • recognise that actions have consequences. 	<p>so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> • know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <p>4. Friendship 4: 'The BAFAs'</p> <ul style="list-style-type: none"> • explore friendship by holding a friendship awards event called the BAFAs (Best at Friendship Awards) where individuals will be recognised for their excellent friendship skills and actions. • use the ideas from previous lessons to compile a list of categories for the awards e.g. most reliable, kindest, etc. <p>5. Loss/Separation 1: 'I Lost!'</p> <ul style="list-style-type: none"> • know how to recognise and talk about our emotions, including having a varied vocabulary of words to use when talking about our own and others' feelings. <p>6. Loss/Separation 2: 'Found'</p> <ul style="list-style-type: none"> • know how to recognise and talk about our 				<p>'Better Places'</p> <ul style="list-style-type: none"> • know how to identify ways to improve the environment. • know how to spot problems and find ways of dealing with them.
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3D PSHE Whole School Curriculum Map

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			emotions, including having a varied vocabulary of words to use when talking about our own and others' feelings.				
Skills	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • show awareness of issues affecting communities and groups. • identify and understand why laws are made and how they are applied justly. • reflect on the impact of people's actions on others. • know how to keep safe and how and where to get help. • recognise and respond to issues of safety relating to myself and others and how to get help. • use strategies to stay safe when using ICT and the internet. • behave safely and responsibly in different situations. • follow school rules about health and safety and know where to get help. • use ICT safely including keeping electronic data secure. • use ICT safely including using software features and settings. • begin to make responsible choices and consider consequences. • recognise the need to take 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • work co-operatively, showing fairness and consideration to others. • talk about their views on issues that affect them and their class. • empathise with another viewpoint. • work co-operatively, showing fairness and consideration to others. • talk about their views on issues that affect them and their class. • form and maintain appropriate relationships with a range of different people. • recognise how their behaviour and that of others may influence people both positively and negatively. • listen to and show consideration for other people's views. • develop strategies for managing and controlling strong feelings and emotions. • empathise with another viewpoint. • know how to keep safe and how and where to get help. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise and respect similarities and differences between people. • recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. • self-assess, understanding how this will help their future actions. • develop strategies for managing and controlling strong feelings and emotions. • explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. • begin to make informed lifestyle choices. • begin to make informed lifestyle choices. • listen to, reflect on and respect other people's views and feelings. • set goals, prioritise and manage time and resources, understanding how this will help their future actions. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • work co-operatively, showing fairness and consideration to others. • face new challenges positively and know when to seek help. • talk about their views on issues that affect them and their class. • empathise with another viewpoint. • show awareness of issues affecting communities and groups. • recognise the importance of local organisations in providing for the needs of the local community. • reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally. • work independently and in groups, taking on different roles and collaborating towards common goals. • recognise how new relationships may develop 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise and respect similarities and differences between people. • listen to and show consideration for other people's views. • show awareness of changes that take place as they grow. • recognise the importance of local organisations in providing for the needs of the local community. • make decisions, giving consideration to the impact they may have on others. • recognise and manage risk in everyday activities. • take responsibility for their own safety and the safety of others and be able to seek help in an emergency. • extend strategies to cope with risky situations. • behave safely and responsibly in different situations. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • negotiate and present my own views. • explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. • begin to make informed lifestyle choices. • recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. • begin to make responsible choices and consider consequences. • identify the difference between needs and wants. • recognise the factors influencing opinion and choice, including the media. • work co-operatively, showing fairness and consideration to others. • reflect on their own mistakes and make amends. • take the lead, prioritise actions and work independently and collaboratively towards 	

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	<ul style="list-style-type: none"> responsibility for my actions. recognise right and wrong, what is fair and unfair and explain why. self-assess, understanding how this will help my future actions. work independently and in groups, taking on different roles and collaborating towards common goals. take the lead, prioritise actions and work independently and collaboratively towards goals. reflect on own mistakes and make amends. 	<ul style="list-style-type: none"> recognise and respond to issues of safety relating to themselves and others and how to get help. listen to, reflect on and respect other people's views and feelings. work and play independently and in groups, showing sensitivity to others. manage risk in everyday activities. begin to make responsible choices and consider consequences. 	<ul style="list-style-type: none"> begin to make responsible choices and consider consequences. 			<ul style="list-style-type: none"> goals. respond to challenges, including recognising, taking and managing risk. empathise with another viewpoint. suggest how they can contribute to a range of activities that help them to become more enterprising.
Key Vocab	<ul style="list-style-type: none"> community groups ICT health and safety collaborate common goals responsibly consequences 	<ul style="list-style-type: none"> fairness consideration sympathise empathise influence responsible choices consequences 	<ul style="list-style-type: none"> recognise similarities differences strategies relationship physically mentally respect goals healthy lifestyle 	<ul style="list-style-type: none"> cooperative manage control local organisations feelings relationship balance empathise reflect actions emotions 	<ul style="list-style-type: none"> strategies risk sensibly impact responsibly awareness changes strategies emergency consideration 	<ul style="list-style-type: none"> negotiate present views physical activity nutrition responsible choices consequences needs wants media managing risk contribute
Sticky Knowledge	<ul style="list-style-type: none"> We can stay safe online by following the E-safety policy when in school and, when at home, only go on sites that we trust and do not chat to anyone who we do not know. It is important to follow internet safety rules to keep yourself and others safe. We must be careful about sharing our name, date of 	<ul style="list-style-type: none"> A 'good friend' will be trustworthy, reliable and kind. Having good friends makes life so much better because they are a positive influence in your life. You can show friendship to the people you meet by talking to them, smiling and offering help. 	<ul style="list-style-type: none"> Physical health is about the body and mental health is about the mind. Physical, emotional and mental health are all equally important as they all work together to keep us healthy and happy. Goal setting is important because you can gain motivation from having something to aim towards. This will help you to achieve more in the 	<ul style="list-style-type: none"> Good, clear communication is important to avoid unnecessary conflict and to make needs clear. A good listener is someone who stops talking and shows empathy. The benefits of being a part of a community are that it gives a sense of belonging, shared goals and identity. 	<ul style="list-style-type: none"> Puberty is the age between childhood and adult. It is when our bodies change as we become adults. During this time, children's height and body shapes are changing. For girls, breast grow, they develop under arm and pubic hair and they start their periods. For boys, their voices deepen, and 	<ul style="list-style-type: none"> We can keep ourselves healthy physically by exercising, emotionally by doing things we enjoy (e.g. spending time with friends and family) and mentally by thinking positively and setting goals. When we are exercising, our heart rate increases, our breathing rate increases and we sweat. The health benefits of

3D PSHE Whole School Curriculum Map

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		<p>birth and/or address on line.</p> <ul style="list-style-type: none"> You can get help and support about internet concerns from a trusted adult. The positives of being responsible for a class are that it is nice to be in control and see pupils progress; the negatives are the hard work of preparing and managing the class. We have rules so that we do not have anarchy. The three main ways that we learn are by watching, listening and doing. The challenges of planning ahead are anticipating what might happen and timing appropriately. Pupils need to behave well and have a positive attitude to learn successfully. 	<ul style="list-style-type: none"> The positive outcome of this is that you could gain a new friend. Being a good friend is an achievement because it is something you can work towards and put effort in. 'Empathise' means being able to understand and share someone else's feelings. Empathising benefits others because it makes them feel supported. Stay with others in your group when you are on trips to avoid getting lost. If you think you may be lost you should find a trusted adult or phone someone you know can help you. 	<p>future.</p> <ul style="list-style-type: none"> Sleep is important for good physical and mental health. We should get 10-11 hours sleep per night. 		<p>they grow pubic, under arm and facial hair. Both boys and girls will experience mood swings.</p> <ul style="list-style-type: none"> We lose our first set of teeth so that we can get a new set to fit our larger face, because the rest of our head has grown; these larger teeth need to last us for the rest of our lives. We can look after our teeth by visiting the dentist regularly, flossing, using mouthwash, brushing regularly and eating healthily. 'First Aid' is emergency medical help. In an emergency, call 999; this gives you access to Ambulance, Police and Fire Brigade services. When making an emergency phone call, you need to have the address of where you need help and details about what's wrong. A paramedic will provide emergency on-scene medical assistance. 	<p>regular exercise are that we get less illness and gain less weight.</p> <ul style="list-style-type: none"> A need is more important than a want because it is required for us to stay healthy. Other than exercise, we also need to sleep well, eat sensibly, maintain good hygiene and keep safe to stay healthy. Good communication and collaboration are important for good working relationships. It is not always good to work with our closest friends; you do not always achieve as much as you could because you are spending too much time off task. Collaboration means working well with others towards a goal. When working with others, you may get distracted, sit back and not join in which can result in conflict. Collaboration works best when everyone respects each other and takes responsibility in working to achieve the end goal.
Year 4	Core Areas	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
		Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
		Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World

3D PSHE Whole School Curriculum Map

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We are learning to:	<ol style="list-style-type: none"> 1. Online Privacy 3: 'It's Personal' <ul style="list-style-type: none"> • use ICT safely including using software features and settings. • know how information and data is shared and used online. 2. Internet Use 1: 'Online Usage' <ul style="list-style-type: none"> • know that for most people the internet is an integral part of life and has many benefits. • know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. Internet Usage 2: 'Age Limits' <ul style="list-style-type: none"> • know why social media, some computer games and online gaming, for example, are age restricted. • know where and how to report concerns and get support with issues online. 4. Gender Stereotypes: 'His and Hers' <ul style="list-style-type: none"> • know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • know and understand the 	<ol style="list-style-type: none"> 1. Reactions: 'Frustration!' <ul style="list-style-type: none"> • know how to recognise the difference between isolated hostile incidents and bullying. 2. Self-Worth: 'I'm A Marvel!' <ul style="list-style-type: none"> • understand what self-esteem is and why it is important. • know how to communicate our opinions in a group setting. 3. Persistence and Resilience: 'Don't Give Up' <ul style="list-style-type: none"> • understand the terms 'resilience' and 'persistence' and why these character traits are important. 4. Negative Persistence: 'Over and Over' <ul style="list-style-type: none"> • know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • know how to recognise bullying behaviour. 5. Feelings: 'Overreacting' <ul style="list-style-type: none"> • know how to judge whether what we are feeling and how we are behaving is appropriate and proportionate. 	<ol style="list-style-type: none"> 1. Balanced Diet 1: 'Plant or Animal' <ul style="list-style-type: none"> • know what constitutes a healthy diet (including understanding calories and other nutritional content). • know where different foods come from. 2. Balanced Diet 2: 'Balancing Act' <ul style="list-style-type: none"> • know what constitutes a healthy diet (including understanding calories and other nutritional content). • know about and understand the function of different food groups for a balanced diet. 3. Working With Food 1: 'Master Chef' <ul style="list-style-type: none"> • know the principles of planning and preparing a range of healthy meals. 4. Working With Food 2: 'Our Food Hall' <ul style="list-style-type: none"> • learn to prepare and cook a variety of dishes. 	<ol style="list-style-type: none"> 1. Responding to Others: 'Agony Aunts' <ul style="list-style-type: none"> • understand why it is important to listen to others. 2. Expressing Opinions: 'It's Debatable' <ul style="list-style-type: none"> • know how to communicate our opinions in a group setting. • understand why it is important to listen to others. 3. Loss/Separation 3: 'Left Behind' <ul style="list-style-type: none"> • know that isolation and loneliness can affect children and that it is very important for us to discuss our feelings with an adult and seek support. 4. Family Changes: 'Two Homes' <ul style="list-style-type: none"> • know that others' families, either in school or in the wider world, sometimes look different from our family, but that we should respect those differences and know that other children's families are also characterised by love and care. • understand that family units can be different and can sometimes change. 	<ol style="list-style-type: none"> 1. Identified Strengths 1: 'I'm Good At That' <ul style="list-style-type: none"> • understand that everyone has different strengths and weaknesses. 2. Self-Respect: 'Let's R.O.C.K!' <ul style="list-style-type: none"> • learn about the importance of self-respect and how this links to our own happiness. 3. Identified Strengths 2: 'Future Me' <ul style="list-style-type: none"> • know how to set realistic targets. 4. Setting Goals 1: 'That's My Goal' <ul style="list-style-type: none"> • understand how to break down the steps needed to achieve a goal. 5. Setting Goals 2: 'The Impossible Dream' <ul style="list-style-type: none"> • identify and talk about my own and others' strengths and weaknesses and how to improve. • reflect on the range of skills needed in different jobs. 	<ol style="list-style-type: none"> 1. Connections: 'Paper Chains' <ul style="list-style-type: none"> • understand how we are all connected by our similarities. 2. Family Links: 'Family Tree' <ul style="list-style-type: none"> • know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as we grow up. • know and understand how the make-up of family units can differ. 3. Religious Views 1: 'Faith Findings' <ul style="list-style-type: none"> • understand and appreciate the range of different cultures and religions represented within school. • learn about the need for tolerance for those of different faiths and beliefs. 4. Religious Views 2: 'Inside Outside' <ul style="list-style-type: none"> • know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • understand the term 'diversity' and appreciate diversity within school. • understand the need for tolerance for those who are different from us. 5. Money Choices: 'A Million Dollars'
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3D PSHE Whole School Curriculum Map

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	<p>terms 'discrimination' and 'stereotype'.</p> <ul style="list-style-type: none"> challenge stereotypes relating to gender and work. show awareness of issues affecting communities. 						<ul style="list-style-type: none"> Know and reflect on our own spending habits/choices. understand why financial management and planning is important from a young age. <p>6. Managing Money: 'Design Choices'</p> <ul style="list-style-type: none"> Know and reflect on their own spending habits/choices. understand why financial management and planning is important from a young age.
Skills	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> show awareness of issues affecting communities and groups. reflect on the impact of people's actions on others. recognise and respond to issues of safety relating to myself and others and how to get help. use ICT safely including using software features and settings. begin to make responsible choices and consider consequences. behave safely and responsibly in different situations. recognise the importance of local organisations in providing for the needs of the local community. reflect on how people can take actions, make a 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> recognise how attitude and behaviour, including bullying, may affect others. recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. talk about their views on issues that affect them and their class. identify strategies to respond to negative behaviour constructively and ask for help. understand the nature and consequences of negative behaviours such as bullying, aggressiveness. empathise with another viewpoint. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. begin to make informed lifestyle choices. work collaboratively towards common goals. reach agreements, make decisions and manage discussions to achieve positive results. recognise stereotyping and discrimination. identify the range of jobs carried out by the people they know. reflect on the range of skills needed in different jobs. work co-operatively, showing fairness and consideration to others. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> work co-operatively, showing fairness and consideration to others. talk about their views on issues that affect them and their class. empathise with another viewpoint. listen to and show consideration for other people's views. develop strategies for managing and controlling strong feelings and emotions. identify strategies to respond to negative behaviour constructively and ask for help. form and maintain appropriate relationships with a range of different people. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> recognise their strengths and how they can contribute to different groups . identify and talk about their own and others' strengths and weaknesses and how to improve. self-assess, understanding how this will help their future actions. begin to reflect on their worth as an individual by identifying positive things about themselves and their achievements. recognise what they are good at. recognise, name and manage their feelings in a positive way. reflect on the range of skills needed in different jobs. recognise why people 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> work co-operatively, showing fairness and consideration to others. recognise and respect similarities and differences between people. empathise with another viewpoint. form and maintain appropriate relationships with a range of different people. recognise stereotyping and discrimination. listen to, reflect on and respect other people's views and feelings. challenge stereotyping and discrimination. talk about their views on issues that affect them and their class. identify the difference between needs and 	

3D PSHE Whole School Curriculum Map

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	<p>positive contribution and have a say in what happens, both locally and nationally.</p> <ul style="list-style-type: none"> • work independently and in groups, taking on different roles and collaborating towards common goals. • recognise how new relationships may develop. 	<ul style="list-style-type: none"> • reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally. • work and play independently and in groups, showing sensitivity to others. • respond to challenges, including recognising, taking and managing risk. • face new challenges positively and know when to seek help. • work co-operatively, showing fairness and consideration to others. • recognise right and wrong, what is fair and unfair and explain why. • develop strategies for managing and controlling strong feelings and emotions. • recognise how their behaviour and that of others may influence people both positively and negatively. 	<ul style="list-style-type: none"> • face new challenges positively and know when to seek help. • behave safely and responsibly in different situations. • form and maintain appropriate relationships with a range of different people. 		<p>work.</p> <ul style="list-style-type: none"> • begin to make responsible choices and consider consequences. 	<p>wants.</p> <ul style="list-style-type: none"> • make decisions, giving consideration to the impact they may have on others. • set goals, prioritise and manage time and resources, understanding how this will help their future actions. • recognise what influences the choices people make about how money is spent.
Key Vocab	<ul style="list-style-type: none"> • impact • software features • consequences • responsible choices • positive contribution • local organisations 	<ul style="list-style-type: none"> • sensitivity • challenges, • co-operatively • fairness • consideration • strategies • managing • controlling • feelings 	<ul style="list-style-type: none"> • stereo-typing • balance • skills • agreement • discussions • appropriate • relationship • discrimin-ation • safely • form • maintain • lifestyle • choices 	<ul style="list-style-type: none"> • empathise • consideration • views • issues • managing • controlling • feelings • emotions 	<ul style="list-style-type: none"> • self-assess • identify • positive • feelings • contribute • improve • future actions • reflect • worth • responsible choices 	<ul style="list-style-type: none"> • appropriate • relation-ships • recognise • stereo-typing • issues • challenge • discrimin-ation • empathise • needs • wants • set goals • prioritise • manage time • manage resources • money

3D PSHE Whole School Curriculum Map

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	<p>Sticky Knowledge</p>	<ul style="list-style-type: none"> • Only go on websites you trust, only talk to trusted people and don't click on any links. • We must share our knowledge about internet safety with others to help them stay safe. • Excessive internet usage is not good for your health and wellbeing. • A 'stereotype' is a preconceived idea about someone. • Gender stereotypes should be challenged by bringing them out in to the open and by calling them out. 	<ul style="list-style-type: none"> • We have physical responses linked to emotions and behavioural responses. • We should identify our strengths so we know what we are good at and work on the things we are not so good at. • It is difficult to say what we are good at because we do not want to appear like we are showing off and we do not always see this as a good thing. • Persistence and resilience mean that you do not give up and you keep going. • These are positive traits because they can help you overcome difficulties and problems and to achieve goals. • Bullying is a negative form of persistence because it involves repeated negative behaviour. • Bullying affects our physical, emotional and mental wellbeing because it is hurtful and damaging to those aspects. • Zero tolerance in school and encouraging people to speak up if they are being bullied will help to stop bullying 	<ul style="list-style-type: none"> • The main food groups are carbohydrates, proteins, dairy, fruit and veg and fats. • It is important to have a healthy diet to keep well and not be overweight. • The benefits to our bodies of eating protein-rich foods are that we will have strong hair, teeth, nails and muscles. • We need to eat a balanced diet and exercise regularly in order to be a healthy weight. • Hygiene, safety and organisation are important when preparing food. • When planning a menu, we need to consider what makes a balanced diet and the ingredients we are using etc. 	<ul style="list-style-type: none"> • It is important to seek good advice so that we can learn from other experiences. • if you feel you have no-one to talk to you can get help and advice from trusted adults or charities like Childline. • It is good to have an opinion so you are thinking for yourself and not just following everyone else. • You can share your views clearly by means of a constructive debate or conversation, not by shouting. • You should value other people's opinions as they may know something that you don't. • You can help someone who has lost someone close to them by listening to them, being a friend to them and being patient with them. • Reminders of a lost loved one helps someone to remember all the positive things and the good memories about them. • A family is a group of people often related who often live together. • A stable family is a unit that should provide support and security for one another. 	<ul style="list-style-type: none"> • If you turn a weakness into a strength it gives you a sense of achievement and pride. • We help each other reach our targets by supporting and encouraging one another. • Self-respect means having pride and confidence in yourself. • If you have self-respect you treat yourself well and make good choices in your best interest which leads to happiness. • It will be easier to achieve our dreams for the future if they are in line with what you are good at. • The decisions we make now have consequences in the future e.g. not listening at school results in less learning. • It is good to try new things as you may find out you can do things you didn't know you could, resulting in higher aspirations. • Goals and dreams are something to aim for and lead to motivation. 	<ul style="list-style-type: none"> • We are connected within our class by having the same teacher, the same uniform and being in same school etc. • There are many different family setups e.g. step-parents. • A family gives us support and stability. • 'Discrimination' is when you unfairly treat someone differently on the grounds of race or religion. • We should respect other people's beliefs because it is every person's right to believe what they want. • 'Diversity' means a range of differences • We are all different in that we have obvious physical and personality differences. • We are the same in many ways, e.g. we all breathe, eat and sleep. • We spend our money based on what we want and need and how much money we have. • We should save money to help us pay for things we might need in the future. • What we spend our money on is influenced by friends and family and things we may need or want.
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3D PSHE Whole School Curriculum Map

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			<ul style="list-style-type: none"> Overreacting can cause relationships to break down which causes conflict. We can judge whether a reaction is appropriate and proportional by knowing what a proportionate response would be. 				<ul style="list-style-type: none"> It is extremely important to think about our future wants/needs so that we handle our money responsibly and make sure we have enough.
Year 5	Topic	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
		Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
		Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
	We are learning to:	<ol style="list-style-type: none"> Structure: 'Just Imagine' <ul style="list-style-type: none"> understand why structure is needed in different situations. understand the term 'anarchy' and understand the implications of living in an anarchic society. Law and Order: 'In Charge' <ul style="list-style-type: none"> know and understand the meaning of the following: - democracy, sovereignty, dictatorship, government, monarchy. U.N. Rights: 'Our Rights' <ul style="list-style-type: none"> Know about organisations such as the United Nations. understand the importance and significance of equal rights. Online Relationships: 	<ol style="list-style-type: none"> Death and Grief 1: 'It's Natural' <ul style="list-style-type: none"> know how to recognise and talk about our emotions, including having a varied vocabulary of words to use when talking about our own and others' feelings. Death and Grief 2: 'Poppies' <ul style="list-style-type: none"> know about and understand the cyclic nature of life and how death is an inevitable part of this cycle. Managing Conflict: 'Families at War' <ul style="list-style-type: none"> know how to recognise if family relationships are making us feel unhappy or unsafe, and how to seek help or advice from others if needed. understand the need for 	<ol style="list-style-type: none"> Physical, Mental and Emotional 1: 'What's Puberty?' <ul style="list-style-type: none"> know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Healthy Lifestyles: 'You Choose!' <ul style="list-style-type: none"> know the characteristics and mental and physical benefits of an active lifestyle. understand the importance of making changes in adopting a healthier lifestyle. Tobacco: 'Up In Smoke' <ul style="list-style-type: none"> know the facts about legal and illegal harmful substances and associated risks, including 	<ol style="list-style-type: none"> Physical, Mental and Emotional 2: '3-Dimensional' <ul style="list-style-type: none"> know that mental wellbeing is a normal part of daily life, in the same way as physical health. know about the basic synergy between physical, emotional and mental health. Confidentiality: 'Secret Info' <ul style="list-style-type: none"> know the importance of permission-seeking and giving in relationships with friends, peers and adults. recognise that there are many different ways to communicate. understand the need for confidentiality in certain situations. Listening 1: 'I'm All Ears!' 	<ol style="list-style-type: none"> Food Choices 1: 'Secret Eaters' <ul style="list-style-type: none"> know what constitutes a healthy diet (including understanding calories and other nutritional content). know about the different food groups and their related importance as part of a balanced diet. develop an awareness of our own dietary needs. Food Choices: 'Invention Team' <ul style="list-style-type: none"> know the principles of planning and preparing a range of healthy meals. Cooking: 'Michelin Stars' <ul style="list-style-type: none"> know what constitutes a healthy diet (including understanding calories and other nutritional content). know how to cook and 	<ol style="list-style-type: none"> Teamwork: 'Scrabble' <ul style="list-style-type: none"> understand that there are many situations in which collaboration is necessary. understand the need to develop teamwork skills. Shared Goals: 'It's All Go!' <ul style="list-style-type: none"> recognise that there are many roles within a community. understand the need to collaborate in a group situation. Community Spirit: 'All Join In' <ul style="list-style-type: none"> recognise that there are many roles within a community. understand the need to collaborate in a group situation. Basic First-Aid: 'First-Aid Tips'

3D PSHE Whole School Curriculum Map

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	<p>'A Risky Business'</p> <ul style="list-style-type: none"> know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. know how to critically consider our online friendships and sources of information including awareness of the risks associated with people we have never met. know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p>5. Drugs: 'Just Say No!'</p> <ul style="list-style-type: none"> know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>6. Alcohol : 'Drink Aware'</p> <ul style="list-style-type: none"> know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>empathy when peers are experiencing conflict at home.</p> <p>4. Community Event: 'We're Cultured!'</p> <ul style="list-style-type: none"> understand the benefits of living in a diverse community and learn to celebrate diversity. 	<p>smoking, alcohol use and drug-taking.</p> <p>4. Substance Abuse: 'Let's Be Frank'</p> <ul style="list-style-type: none"> know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> know how to recognise who to trust and who not to trust, how to judge when a friendship is making us feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. know and understand the importance of listening to others. understand the role of the listener in any relationship. <p>4. Listening 2: 'Scenarios'</p> <ul style="list-style-type: none"> recognise that there are many ways to communicate. understand the need to both listen and speak when communicating with others. 	<p>apply the principles of nutrition and healthy eating.</p> <ul style="list-style-type: none"> prepare and cook with a variety of ingredients, using a range of cooking techniques. <p>4. Physical Contact: 'Touch Sensitive'</p> <ul style="list-style-type: none"> know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. know about and understand the importance of touch in a range of contexts. know the difference between appropriate and inappropriate touches. know how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<ul style="list-style-type: none"> know concepts of basic first-aid, for example, dealing with common injuries, including head injuries.
Skills	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> recognise how rights need 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> recognise that people can 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> recognise how their 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> negotiate and present 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> reach agreements, make 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> work co-operatively,

3D PSHE Whole School Curriculum Map

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	<p>to be balanced against responsibilities in order to protect individuals and communities from injustice.</p> <ul style="list-style-type: none"> • discuss how people can live and work together to benefit their communities. • talk, write and explain my views on issues that affect the wider environment. • take action based on responsible choices. • recognise the difference between right and wrong and what is fair and unfair and explain why. • consider the main features of a democracy. • work collaboratively towards common goals. • reach agreements, make decisions and manage discussions to achieve positive results. • self-assess, understanding how this will help their future actions. • recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. • engage actively with democratic processes and address issues of concern to them through their actions and decision-making. 	<p>feel alone and misunderstood and learn how to give appropriate support.</p> <ul style="list-style-type: none"> • develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. • identify how to find information and advice through help lines. • manage changing emotions and recognise how they can impact on relationships. • reflect on how to deal with feelings about themselves, their family and others in a positive way. • recognise that positive friendships and relationships can promote health and wellbeing. • talk with a wide range of adults. • recognise that communities and the people within them are diverse, changing and interconnected. • discuss how people can live and work together to benefit their communities. • recognise and respect similarities and differences between people. • work independently and 	<p>behaviour and that of others may influence people both positively and negatively.</p> <ul style="list-style-type: none"> • work and play independently and in groups, showing sensitivity to others. • understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene. • recognise how new relationships may develop. • manage changing emotions and recognise how they can impact on relationships. • negotiate and present their own views. • reflect on how to deal with feelings about themselves, their family and others in a positive way. • develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. • identify how to find information and advice through help lines. • take action based on responsible choices. • develop strategies for understanding, managing 	<p>their own views.</p> <ul style="list-style-type: none"> • begin to reflect on their worth as an individual by identifying positive things about themselves and their achievements. • show awareness of changes that take place as they grow. • recognise that when the body changes during puberty it can affect feelings and behaviour. • take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle. • work co-operatively, showing fairness and consideration to others. • recognise and respond to issues of safety relating to themselves and others and how to get help. • listen to, reflect on and respect other people's views and feelings. • reflect on the many different types of relationships that exist. • work co-operatively, showing fairness and consideration to others. • recognise that people can feel alone and misunderstood and learn how to give appropriate support. • develop strategies for understanding, managing and controlling strong 	<p>decisions and manage discussions to achieve positive results.</p> <ul style="list-style-type: none"> • negotiate and present their own views. • explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. • begin to make informed lifestyle choices. • work collaboratively towards common goals. • recognise their strengths and how they can contribute to different groups. • listen to and show consideration for other people's views. • work independently and in groups, taking on different roles and collaborating towards common goals. • reach agreements, make decisions and manage discussions to achieve positive results. • work independently and in groups, taking on different roles and collaborating towards common goals. • respond to challenges, including recognising, taking and managing risk. • make connections between their learning, the world of work and 	<p>showing fairness and consideration to others.</p> <ul style="list-style-type: none"> • recognise their strengths and how they can contribute to different groups. • work independently and in groups, taking on different roles and collaborating towards common goals. • recognise how new relationships may develop. • reflect on the many different types of relationships that exist. • recognise that communities and the people within them are diverse, changing and interconnected. • work and play independently and in groups, showing sensitivity to others. • identify the skills they need to develop to make their own contribution in the working world in the future. • recognise that positive friendships and relationships can promote health and wellbeing. • take action based on responsible choices. • recognise and respond to issues of safety relating to themselves and others and how to get help. • recognise how their
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3D PSHE Whole School Curriculum Map

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	<ul style="list-style-type: none"> recognise and respect similarities and differences between people. listen to, reflect on and respect other people's views and feelings. develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends. make responsible, informed decisions relating to medicines, alcohol, tobacco, and other substances and drugs. 	<p>in groups, taking on different roles and collaborating towards common goals.</p>	<p>and controlling strong feelings and emotions and dealing with negative pressures.</p> <ul style="list-style-type: none"> identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends. make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. 	<p>feelings and emotions and dealing with negative pressures.</p> <ul style="list-style-type: none"> identify how to find information and advice through help lines. 	<p>their future economic wellbeing.</p> <ul style="list-style-type: none"> take action based on responsible choices. take responsibility for their own safety and the safety of others and be able to seek help in an emergency. recognise when physical contact is acceptable and unacceptable. judge what kind of physical contact is acceptable or unacceptable in relationships. 	<p>behaviour and that of others may influence people both positively and negatively.</p> <ul style="list-style-type: none"> take responsibility for their own safety and the safety of others and be able to seek help in an emergency.
Key Vocab	<ul style="list-style-type: none"> protect individuals communities injustice agreements democracy misuse substances drugs 	<ul style="list-style-type: none"> appropriate support emotions feelings diverse changing interconnected roles 	<ul style="list-style-type: none"> negative pressures puberty healthy lifestyle responsibility physical activity nutrition influence positively negatively 	<ul style="list-style-type: none"> achievement nutrition physically mentally healthy lifestyle relationships negative pressures 	<ul style="list-style-type: none"> negotiate relationship balance collaborative common goals contribute agreements respond challenges taking/managing risk responsible choice 	<ul style="list-style-type: none"> fairness skills consideration relationship diverse inter-connected responsibility behaviour safety independent influence changing
Sticky Knowledge	<ul style="list-style-type: none"> 'Anarchy' means to live without rule, giving individuals the freedom to be in charge of themselves. 	<ul style="list-style-type: none"> Memories of loved ones we have lost are important to us because they remind us of all the good times shared together. 	<ul style="list-style-type: none"> During puberty, the body produces hormones and many changes occur including mood swings, breasts develop, pubic and under arm hair 	<ul style="list-style-type: none"> The three dimensions of wellbeing are physical, mental and emotional. Everyone is responsible for keeping themselves 	<ul style="list-style-type: none"> A balanced, healthy diet uses all the food groups in the correct proportion. Cooking healthy meals is important 	<ul style="list-style-type: none"> Collaboration is needed different skills are needed to work towards an end goal. If someone is not playing their part within the

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		<ul style="list-style-type: none"> • An example of a democracy is in the UK where we have a government and monarchy (sovereignty). • An example of a dictatorship is North Korea. • It is important to have equal rights to ensure that life is fair for everyone. • Equal rights mean that there is respect for individuals and everyone in everyday life. • You should show respect for someone in an online context by not sharing private information; communicate as if you were face to face. • Drugs are positive as medicines but recreational drugs are negative. • Examples of illegal drugs are cocaine and heroin. • Alcoholic drinks can make you drunk, affecting your behaviour, impairing your judgement and making you unwell; they can also be addictive. • Non-alcoholic drinks are safe as they do not have the same negative effects. • It is illegal for children to drink as it may put them in an unsafe situation. 	<ul style="list-style-type: none"> • The poppy symbolises the life cycle; the red of the poppy (Flanders Field) signifies the blood that is spilt in the war; it is a symbol of remembrance. • The circle of life connects life to death and is illustrated by the life cycle of a poppy: when the flower dies, the seed pod opens up and creates lots of new poppies. • Separation and divorce happen because promises are broken in the relationship and communication breaks down. • We should talk to a trusted adult or friend, Child Line, NSPCC etc. if we are troubled. • Diversity means all the different traits and characteristics that make us all unique. • It is important to celebrate diversity because it stops life from being boring and shows respect for different cultures. 	<p>grows, your voice deepens and girls start their periods.</p> <ul style="list-style-type: none"> • Personal hygiene is especially important then as, due to under arm hair, sweat sticks to this and often becomes odorous. • If you are offered a cigarette you should decline it. • Smoking is harmful because it causes illness and disease. • If you inhaled a volatile substance, you could become very unwell and this could be life threatening. • Someone might take the risk because they have been dared by a friend, they many want to appear 'cool' and 'big' or they succumb to peer pressure. 	<p>safe with the help of family and teachers.</p> <ul style="list-style-type: none"> • You should not share information/ emotions with anyone you do not trust and who you cannot be sure will not tell anyone else. • It is important to listen to others to take their advice and learn from their mistakes. 	<p>because healthy eating means a healthy body.</p> <ul style="list-style-type: none"> • People eat takeaways rather than cooking healthy meals as they are fast and easy. • Positive touch is hugging/to communicate (e.g. to tap someone or to shake hands). • Negative touch is slapping or inappropriate touch. • If you are concerned by any negative forms of touch, you should tell a trusted adult or call NSPCC/Child Line. 	<p>team, you should encourage them to join in and support them in this; point out to them how their behaviour affects others.</p> <ul style="list-style-type: none"> • Some accidents can be avoided by taking more time and care in certain situations. • if you are in any doubt about what to do in a first-aid situation, you should call 999.
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3D PSHE Whole School Curriculum Map

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Year 6	Core Areas	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
		Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
		Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
	We are learning to:	<p>1. Identified Strengths 1: 'Big Dreams'</p> <ul style="list-style-type: none"> understand the importance of having aspirations. <p>2. Identified Strengths 2: 'Big Achievers'</p> <ul style="list-style-type: none"> reflect on past achievements. recognise achievements of others as being worthwhile and important <p>3. Setting Goals 1: 'Super Futures'</p> <ul style="list-style-type: none"> understand why having goals is important. <p>4. Setting Goals 2: 'I Can Do That!'</p> <ul style="list-style-type: none"> recognise that our behaviour may influence people both positively and negatively. <p>5. Internet Safety: 'Fake News'</p> <ul style="list-style-type: none"> know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted news. 	<p>1. Race and Ethnicity 'United States'</p> <ul style="list-style-type: none"> know the importance of self-respect and how this links to our own happiness. understand racial discrimination and its impact on societies, past and present. <p>2. Gender Stereotypes: 'Jobs 4 All'</p> <ul style="list-style-type: none"> know what a stereotype is, and how stereotypes can be unfair, negative or destructive. understand gender discrimination and its impact. <p>3. Culture: 'Cultural Feast'</p> <ul style="list-style-type: none"> know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. understand the importance of family within different cultures. 	<p>1. Physical Illness: 'Bleugh!'</p> <ul style="list-style-type: none"> know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <p>2. Immunisation: 'One Sharp Scratch'</p> <ul style="list-style-type: none"> know the facts and science relating to allergies, immunisation and vaccination. <p>3. Managing Conflict: 'Families at War'</p> <ul style="list-style-type: none"> know how to recognise if family relationships are making us feel unhappy or unsafe, and how to seek help or advice from others if needed. understand the need for empathy when peers are experiencing conflict at home. 	<p>1. Healthy Minds: 'Young Minds'</p> <ul style="list-style-type: none"> know how and when to seek support including which adults to speak to in school if we are worried about our health. know that it is common for people to experience mental ill health; for many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>2. Mental Wellbeing: 'Mind Business'</p> <ul style="list-style-type: none"> know that mental wellbeing is a normal part of daily life, in the same way as physical health. know that bullying (including cyberbullying) has a negative and, often, lasting impact on mental wellbeing. <p>3. Support and Care 'Connections'</p> <ul style="list-style-type: none"> know that relationships can change as a result of growing up. 	<p>1. Budgeting: 'Money Supermarket'</p> <ul style="list-style-type: none"> know about budgeting and what it means to budget. understand why financial management and planning is important from a young age. <p>2. Consumer Sense 1 'Payment Terms'</p> <ul style="list-style-type: none"> know and understand financial terms such as loan, interest, tax and discount. understand why aspirations are important in helping to plan for the future. <p>3. Consumer Sense 2: 'A Class Catalogue'</p> <ul style="list-style-type: none"> know and understand financial terms such as loan, interest, tax and discount. understand why aspirations are important in helping to plan for the future. 	<p>1. Generating Income 1: 'Making Money'</p> <ul style="list-style-type: none"> know and understand the principles of enterprise. understand profit and loss <p>2. Generating Income 2: 'Raising Money'</p> <ul style="list-style-type: none"> know and understand the principles of charity work.

3D PSHE Whole School Curriculum Map

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Skills	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise their strengths and how they can contribute to different groups. • identify and talk about their own and others' strengths and weaknesses and how to improve. • self-assess, understanding how this will help their future actions. • identify the skills they need to develop to make their own contribution in the working world in the future. • work collaboratively towards common goals. • make connections between their learning, the world of work and their future economic wellbeing. • begin to set personal goals. • recognise how their behaviour and that of others may influence people both positively and negatively. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • identify different forms of discrimination against people in societies. • recognise and respect similarities and differences between people. • recognise stereotyping and discrimination. • recognise the factors influencing opinion and choice, including the media. • challenge stereotyping and discrimination. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • self-assess, understanding how this will help their future actions. • take responsibility for their own safety and the safety of others and be able to seek help in an emergency. • talk with a wide range of adults. • listen to and show consideration for other people's views. • make responsible, informed decisions. • reflect on how to deal with feelings about themselves, their family and others in a positive way. • recognise that positive friendships and relationships can promote health and wellbeing. • identify how to find information and advice through help lines. • manage changing emotions and recognise how they can impact on relationships. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • take responsibility for their own safety and the safety of others and be able to seek help in an emergency. • develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. • identify how to find information and advice through help lines. • recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. • recognise that positive friendships and relationships can promote health and wellbeing. • recognise how their behaviour and that of others may influence people both positively and negatively. • reflect on how to deal with feelings about themselves, their family and others in a positive way. • recognise that when the body changes during puberty it can affect feelings and behaviour. • manage changing emotions and recognise how they can impact on 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. • work collaboratively towards common goals. • reach agreements, make decisions and manage discussions to achieve positive results. • recognise how people manage money and learn about basic financial capability. • make connections between learning, the world of work and their future economic wellbeing. • look after their money and realise that future wants and needs may be met through saving. • identify the difference between needs and wants. • set goals, prioritise and manage time and resources, understanding how this will help their future actions. • identify the skills needed to develop to make their own contribution in the working world in the future. • show initiative and take responsibility for activities 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • work collaboratively towards common goals. • reach agreements, make decisions and manage discussions to achieve positive results. • recognise their strengths and how they can contribute to different groups. • take the lead, prioritise actions and work independently and collaboratively towards goals. • respond to challenges, including recognising, taking and managing risk. • identify the skills they need to develop to make their own contribution in the working world in the future. • show initiative and take responsibility for activities that develop enterprise capability.
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3D PSHE Whole School Curriculum Map

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					relationships.	that develop enterprise capability. • begin to set personal goals.	
Key Vocab	<ul style="list-style-type: none"> •identify •strengths •weaknesses •contribution •working world •self-assess •connections •set personal goals 	<ul style="list-style-type: none"> •identify •discrimination •recognise •stereotyping •recognise •factors •influencing •opinion •choice •challenge 	<ul style="list-style-type: none"> •self-assess •future actions •responsible •informed decisions •health •wellbeing •help lines •manage •changing emotions •relationships 	<ul style="list-style-type: none"> •strategies •negative pressures •managing •controlling •strong feelings •peer pressure •puberty •body changes •feelings •behaviour 	<ul style="list-style-type: none"> •basic needs •societies •financial capability •contribution •working world •time and resources •prioritise •initiative •responsibility •future actions 	<ul style="list-style-type: none"> •agreements •positive results •strengths •contribute •take the lead •prioritise actions •respond to challenges •enterprise capability 	
Sticky Knowledge	<ul style="list-style-type: none"> • Aspirations provide long term goals and something to look forward to in the future. • A sense of achievement gives someone purpose. • We can help others to achieve their potential by identifying their strengths and setting goals. • Fake news can be spotted by looking for errors such as incorrect spellings/facts, humour and also the fact that it was written by only one source. • Be aware of fake news, propaganda and deliberate lies when searching the internet. 	<ul style="list-style-type: none"> • Discrimination means treating someone differently for no good reason e.g. due to race, skin colour religion. • Discrimination affects people’s self-esteem, identity and their place in society. • A stereotype is a preconceived idea about someone. • A group of people with commonalities such as cultural identity and family life have something that links them together; this makes them feel like they belong to each other. 	<ul style="list-style-type: none"> • Physical illness such as tiredness, headache and weight loss indicate that someone may be unwell. • A vaccination is an injection that is put into the body so that it can learn to fight an infection. • Marriage is a commitment where important promises are made and should not be broken. 	<ul style="list-style-type: none"> • We can help to keep mentally fit by enjoying the outdoors, exercising, eating a balanced diet and taking part in things we enjoy. • Any trauma, bullying or family breakup can lead to mental health issues; these can be dealt with by getting support from a trusted adult. • Pets are important to us because we share our lives with them and they are part of the family. • Relationship changes are inevitable because people change and grow; we should accept this fact and not fight against it; we could also talk to a trusted adult to help. 	<ul style="list-style-type: none"> • A budget is an amount of money that you can spend. • Without a budget, you could over-spend. • ‘Buy now, pay later’ deals encourage you to spend more than you can afford and you do not know what is going to happen between now and later. • You should save money for the future because it is uncertain and you do not know what you will need. • Find the best deal on an item by searching the internet, shopping around and also by using price comparison sites. • It is unwise to buy at the first price you see; you should look around and compare prices to ensure that you get the best deal. 	<ul style="list-style-type: none"> • ‘Enterprise’ is a project or undertaking that is often business-related and can be bold or daring. • ‘Profit’ means earning more than you spend. • ‘Loss’ means spending more than you earn. • We should donate to charities because they rely on donations and they carry out a lot of good work for those in need. • We can help charities even if we don’t have money of our own to give by volunteering and/or taking part in sponsored events. 	