

## Colchester Curriculum Subject Map for PSHE

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Me and the World I Live In</b>		<b>Relationships and Valuing Differences</b>		<b>Health, Safety and Change</b>	
<b>EYFS</b>						
<b>Yrs 1/2</b>	<ol style="list-style-type: none"> <li>1. Make suggestions for rules for PSHE</li> <li>2. Recognise why rules are necessary</li> <li>3. Explore and accept the differences between people</li> <li>4. Recognise the contribution people make to the local community</li> <li>5. Discuss how to meet the needs of different pets</li> <li>6. Learn how to discuss issues of concern to me</li> <li>7. Explore the reasons why people choose certain jobs</li> </ol>		<ol style="list-style-type: none"> <li>1. Accept that everyone's family is different</li> <li>2. Understand some ways people show their feelings</li> <li>3. Explore the conventions of manners in different situations</li> <li>4. Understand we shouldn't judge people if they are different</li> <li>5. Understand how being bullied might feel</li> <li>6. Recognise what is right and wrong and understand how to look after myself</li> </ol>		<ol style="list-style-type: none"> <li>1. Explore positive sleep habits</li> <li>2. Explore the benefits of a healthy balanced diet and improve an unbalanced meal</li> <li>3. Identify hazards that may be found at home</li> <li>4. Identify some things that have changed and some things that have stayed the same since being a baby</li> <li>5. Understand when to use correct names and nicknames for private body parts</li> <li>6. Understand the difference between acceptable and unacceptable physical contact</li> <li>7. Confidently ask someone to stop if they are being hurt or frightened</li> </ol>	
<b>Yrs 3/4</b>	<ol style="list-style-type: none"> <li>1. Suggest rules that can help everyone feel safe in PSHE lessons</li> <li>2. Understand why we have rules at school and home</li> <li>3. Identify my own strengths and see how they can affect others</li> <li>4. Identify ways items can be reused and recycled</li> <li>5. Describe how we can support charities</li> <li>6. Reflect on future jobs based on goals</li> <li>7. Challenge workplace stereotypes</li> </ol>		<ol style="list-style-type: none"> <li>1. Understand that problems can occur in families and that there is help available if needed</li> <li>2. Explore and discuss ways to resolve friendship issues</li> <li>3. Understand the impact of bullying and what to do if bullying occurs</li> <li>4. Explore ways to respond to cyberbullying or unkind behaviour online</li> <li>5. Use some strategies for keeping myself safe online</li> <li>6. Understand the negative impact of stereotyping (age)</li> </ol>		<ol style="list-style-type: none"> <li>1. Understand that age restrictions are designed to protect us (covered in e safety?)</li> <li>2. Understand what to do if an adult makes me feel uncomfortable</li> <li>3. Recognise when to give consent</li> <li>4. Discuss some physical and emotional changes during puberty(4) Learn how to help someone who is having an asthma attack (3)</li> <li>5. Identify a change they are looking forward to next year and suggest ways to help them manage feelings about changes</li> </ol>	
<b>Yrs 5/6</b>	<ol style="list-style-type: none"> <li>1. Discuss the factors that make our 'identity'</li> <li>2. Identify long term goals and plan how to work towards them</li> <li>3. Develop strategies for being resilient in challenging situations</li> <li>4. Understand what happens when the law is broken</li> <li>5. Discuss how education and other human rights protect us</li> <li>6. Discuss ways to challenge prejudice and discrimination</li> <li>7. Identify jobs which might be suitable for them</li> </ol>		<ol style="list-style-type: none"> <li>1. Understand that marriage is an individual choice</li> <li>2. Understand that consent and respect for one another is essential in a boyfriend/girlfriend relationship <b>(year 6 only? Includes elements of sex-ed)</b></li> <li>3. Understand how to form and maintain positive relationships</li> <li>4. Explore the impact that bullying might have</li> <li>5. Suggest strategies for staying safe online/ social media</li> <li>6. Understand the negative impact of stereotyping (race and religion)</li> </ol>		<ol style="list-style-type: none"> <li>1. Consider calories and food groups to plan healthy meals</li> <li>2. Set achievable goals for a healthy lifestyle</li> <li>3. Place an unresponsive patient into the recovery position</li> <li>4. Discuss physical and emotional changes during puberty</li> <li>5. Recognise how I feel when I reflect on the biology of conception (6) Describe key stages of the menstrual cycle(5)</li> <li>6. Recognise how I feel when I reflect on the development and birth of a baby (6) Describe the key changes that occur in the male body during puberty (5)</li> <li>7. Use strategies to prepare themselves emotionally for the transition to secondary school</li> </ol>	

## Colchester Curriculum Subject Map for PSHE

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Me and the World I Live In</b>		<b>Relationships and Valuing Differences</b>		<b>Health, Safety and Change</b>	
<b>EYFS</b>	See Year A		See Year A		See Year A	
<b>Yrs 1/2</b>	<ol style="list-style-type: none"> <li>1. Recognise own feelings and know when and where to get help</li> <li>2. Help to make their class a safe and fair place</li> <li>3. Describe their own achievements and the feelings linked to this</li> <li>4. Set realistic goals and work together to achieve them</li> <li>5. Understand how democracy works in school</li> <li>6. Understand how to look after money to keep it safe</li> <li>7. Understand the difference between needs and wants and that choosing how to spend our money can sometimes be difficult</li> </ol>		<ol style="list-style-type: none"> <li>1. Understand that families offer love, care and support</li> <li>2. Explore how families are different to each other</li> <li>3. Explore friendly behaviours</li> <li>4. Understand difficulties in friendships and discuss how problems can be overcome</li> <li>5. Understand that assumptions are sometimes made about gender (stereotypes), but these can be challenged</li> <li>6. Explore how loss and change can affect us</li> </ol>		<ol style="list-style-type: none"> <li>1. Understand we can limit the spread of germs by having good hand hygiene</li> <li>2. Explore the effect that food and drink can have on my teeth.</li> <li>3. Understand the benefits of exercise on body and mind</li> <li>4. Understand what is un/safe to put into our bodies and how to be safe around medicines</li> <li>5. Practise making an emergency phone call</li> <li>6. Identify whether something is a secret or a surprise</li> <li>7. Understand what 'private' means and what to do if I'm worried about something</li> </ol>	
<b>Yrs 3/4</b>	<ol style="list-style-type: none"> <li>1. Identify the feelings associated with being included or excluded and make others feel valued and included</li> <li>2. Talk about their hopes and dreams and the feelings associated with these (including disappointment)</li> <li>3. Take on a role in a group discussion/task and contribute to the overall outcome</li> <li>4. Apply UNCRC rights to our school environment/ recognise my own contribution to democracy in the school community.</li> <li>5. Discuss how we can help to protect human rights</li> <li>6. Recognise how and why people decide to spend their money</li> <li>7. Plan and calculate with a budget.</li> </ol>		<ol style="list-style-type: none"> <li>1. Explore physical and emotional boundaries in friendships</li> <li>2. Understand the impact of bullying and the responsibility of bystanders to help</li> <li>3. Understand the negative impact of stereotyping (disability)</li> <li>4. Understand the negative impact of stereotyping (gender)</li> <li>5. Understand that there are similarities and differences between people, and this should be celebrated</li> <li>6. Discuss how to help someone who has experienced a bereavement</li> </ol>		<ol style="list-style-type: none"> <li>1. Plan for a healthy lifestyle with physical activity, a balanced diet and rest</li> <li>2. Develop independence in looking after my teeth</li> <li>3. Understand that people and things can influence me and I need to make the right decision for me</li> <li>4. Make informed decisions about whether they choose to smoke when they are older</li> <li>5. Take responsibility for my emotions by knowing that I can control some things but not others</li> <li>6. Discuss some physical and emotional changes during puberty (4) Learn how to help someone who is having an asthma attack (3)</li> <li>7. Learn strategies to deal with change</li> </ol>	
<b>Yrs 5/6</b>	<ol style="list-style-type: none"> <li>1. Talk about our goals and worries and think of ways to stay strong and positive even when faced with challenges.</li> <li>2. Set success criteria so that they know when they have achieved their goal</li> <li>3. Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>4. Understand that that councillors have to balance looking after local residents and the needs of the council.</li> <li>5. Discuss how people can influence what happens in parliament.</li> <li>6. Develop emotional intelligence related to financial matters.</li> <li>7. Understand that people make different decisions about money and can feel differently about borrowing.</li> </ol>		<ol style="list-style-type: none"> <li>1. Discuss how and why respect is an important part of relationships</li> <li>2. Explore our positive attributes and being proud of these (self-respect)</li> <li>3. Identify when an social media feels risky, uncomfortable, or unsafe</li> <li>4. Identify ways to resolve conflict through negotiation and compromise</li> <li>5. Identify ways to challenge stereotypes</li> <li>6. Recognise feelings of grief and have strategies to manage them</li> </ol>		<ol style="list-style-type: none"> <li>1. Make informed decisions about whether they choose to drink alcohol when they are older</li> <li>2. Suggest strategies they could use to avoid being pressured</li> <li>3. Celebrate what they like about their own and others' self-image and body-image</li> <li>4. Express how I feel about the changes that will happen to me during puberty</li> <li>5. Recognise how I feel when I reflect on the biology of conception (6) Describe key stages of the menstrual cycle(5)</li> <li>6. Recognise how I feel when I reflect on the development and birth of a baby (6) Describe the key changes that occur in the male body during puberty (5)</li> <li>7. Use strategies to prepare themselves emotionally for the transition to secondary school</li> </ol>	