

West End Primary School PSHE Curriculum Content Map



The following websites will provide resources and plans to support the delivery of our PSHE & RSE Curriculum [PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](#), [MindMate - Emotional wellbeing and mental health](#), [A positive force in education | Pol-Ed - A positive force in education](#), [NSPCC | The UK children's charity | NSPCC](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This plan identifies the prerequisite skills for PSHE in the national curriculum which are taught across the year in Foundation stage 1 and 2, it is also linked to our West End Curricular goals.

Foundation Stage 1 - Nursery	<p>Communication and Language <i>Listening, Attention and Understanding</i> - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Personal, Social and Emotional Development <i>Self-Regulation</i> * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><i>Managing-self</i></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><i>Building relationships</i></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. <p>Physical Development <i>Gross Motor Skills</i></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. <p>Understanding of the world <i>Past and Present</i></p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.
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Foundation Stage 2 - Reception	<p>Communication and Language</p> <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting.
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	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing <p>Physical Development</p> <p><i>Gross Motor Skills</i></p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. <p>Understanding of the world</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
<p>ELG's by the end of Reception</p>	<p>Communication and Language</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Start to think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Physical Development</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes <p>Understanding the World</p> <p>Talk about members of their immediate family and community</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them.

- Recognise that people have different beliefs and celebrate special times in different ways

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Relationships <u>Families and Friends</u> *Who cares for us? *What is a family? *Who can we share things with? * <u>Safe Relationships</u> *Asking for permission * Situations when someone body/feelings hurt. * PANTS – identifying different types of touch. * What to do if someone make you feel uncomfortable * <u>Respecting ourselves and others</u> *How can we be polite and respectful. * What does a good friend look like * How can I use the zones of regulation</p>		<p>Living in the Wider world * <u>Belonging to a community</u> *Rules in different situations * Different people have different needs * How we care for people, animals & living things. * How to look after our environment <u>Media Literacy & digital Resilience</u> * How and why we use the internet and the benefits of it *How to communicate safely with others online <u>Money & Work</u> *Recognise different strengths people have * How different strengths & interested are needed to do different jobs. *Which people help us in the community * To identify different jobs and the work people do.</p>		<p>Health and Well-Being <u>Physical Health and Mental Wellbeing</u> *What is means to be healthy & why it is important *Ways to take of themselves * Spot healthy & unhealthy foods * Importance of physical activity & how it keeps people healthy * Recognise different types of play indoor V outdoor and screen time. * Who can help us stay healthy * How to stay safe in the sun <u>Growing & Changing</u> *To recognise what makes us unique *How to manage & whom to tell then things are difficult * About different kinds of feelings & how to recognise in themselves & others * How feelings can affect how people behave * <u>Keeping Safe</u> *How rules can keep us safe *Basic rules for keeping safe online * Whom to tell if something online makes us uncomfortable</p>	
Year 2	<p>Relationships <u>Families & Friendships</u> *How to be a good friend * How to make friends * Arguments how to prevent & resolve <u>Safe Relationships</u> *What is hurtful behaviour – who to tell *What is bullying * Happy surprises & secrets * How to resist pressure * <u>Respecting ourselves and others</u> *Similarities and differences *Work and play co-operatively * How to share ideas and listen to others</p>		<p>Living in the Wider world * <u>Belonging to a community</u> *Being part of different group & the role played in these groups * Recognise different rights & responsibilities * How to help people feel included. * Know we are all equal & ways we are same and different <u>Media Literacy & digital Resilience</u> *Ways in which we access the internet – purpose & value of it *Awareness that content on the internet can be factual or for entertainment. * Information online may not always be true.</p>		<p>Health and Well-Being <u>Physical Health and Mental Wellbeing</u> *Routines and habits for maintain good physical and mental health * Medicines can help people stay healthy * Importance of oral hygiene routines *How to describe & share a range of feelings *How to manage good & big feelings <u>Growing & Changing</u> *Human life cycle people grow from young to old *Our needs & bodies change as we grow * Name main parts of body including external genitalia</p>	

		<p>Money & Work</p> <ul style="list-style-type: none"> *What money is & its different forms * How to look after money *How to get earn, spend & keep money * Know difference between needs and wants * How to make spending choices 	<ul style="list-style-type: none"> * Understand the change growing up brings <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> *Recognise risk in everyday situations *How to help keep safe * Identify unsafe situations & recognise dangers * How to respond to an accident & use 999
Year 3	<p>Relationships <u>Families & Friendships</u></p> <ul style="list-style-type: none"> * Different types of families * Positive aspects of family life * Different ways of showing you care * How to know & what to do if someone is worried or upset <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> * What is appropriate to share * How to keep safe online * Effects & consequences of bullying * Online v face to face similarities & differences <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> * What is respectful behaviour * What is self respect and how to be treated respectfully * How to show politeness & how to respect other cultures 	<p>Living in the Wider world <u>Belonging to a community</u></p> <ul style="list-style-type: none"> *Reasons for rules & laws in wider society * Know what human rights are for adults & children * Learn about rights & also responsibilities <p><u>Media Literacy & digital Resilience</u></p> <ul style="list-style-type: none"> * How internet can be positive for leisure, school & work *How images & information can be altered or adapted * To evaluate whether a game is suitable to play or its appropriate. * How to report something that is seen or happens online that is a concern or worry <p><u>Money & Work</u></p> <ul style="list-style-type: none"> *About jobs people have from different sectors * *That people can have more than one job *Spot common misconceptions & gender stereotypes related to work *Learn about the skills need to do jobs * How to set goals they would like to achieve this year! 	<p>Health and Well-Being <u>Physical Health and Mental Wellbeing</u></p> <ul style="list-style-type: none"> * About choices that people make daily can affect their health * Identify healthy & unhealthy choices * How habits can be maintained, changed or stopped & effects of these. * Recognise a healthy balanced diet * Effect of regular exercise * Spot factors affect feelings both positively & negatively <p><u>Growing & Changing</u></p> <ul style="list-style-type: none"> * Strengths & interest form part of a person's identify * How to identify own personal strengths & interests * Recognise common challenges to self-worth * Basic strategies to learn from a setback <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> *How to identify hazards & manage risks * Learn about fire safety at home * Importance of following adult rules * How to keep safe in the local environment or unfamiliar places.
Year 4	<p>Relationships <u>Families & Friendships</u></p> <ul style="list-style-type: none"> * Features of positive healthy relationships * How to seek help if lonely or excluded * How to communicate respectfully digitally 	<p>Living in the Wider world <u>Belonging to a community</u></p> <ul style="list-style-type: none"> *The benefits of living in a community * Different groups that contribute to a community 	<p>Health and Well-Being <u>Physical Health and Mental Wellbeing</u></p> <ul style="list-style-type: none"> * Identify factors that maintain a balanced & healthy lifestyle mentally & physically *Common illnesses can be quickly treated with the right care

	<p>*Risks of communicating online with someone you don't know</p> <p><u>Safe Relationships</u></p> <p>* Differentiate between playful teasing, hurtful behaviour & bullying online & face to face.</p> <p>*Difference between playful dares & dares which put them at risk, how to manage pressure.</p> <p>*When it is right to break a confidence or share a secret.</p> <p>* How to recognise & deal with risks online</p> <p><u>*Respecting ourselves and others</u></p> <p>*Recognise difference such as gender, faith and race</p> <p>*What we have in common with others shared values, likes & aspirations</p> <p>*Vocabulary we need to discuss difference with everyone</p>	<p>* How to show compassion towards others in need & shared responsibilities of caring for them</p> <p><u>Media Literacy & digital Resilience</u></p> <p>* Everything online has a digital footprint</p> <p>* How organisations can use personal info encourage people to buy things</p> <p>* Compare content shared for factual purposes v advertising</p> <p>* Search results are based on popularity of the website & can affect info that people access</p> <p><u>Money & Work</u></p> <p>*How people make different spending decisions based on their budget, values & needs</p> <p>* How to keep track of money & why to budget</p> <p>* Understand different methods of payment, cash, cards, e-payment & reasons for using them</p> <p>* Spending can have positive or negative effects on others</p>	<p>*How to maintain oral hygiene & oral health</p> <p><u>Growing & Changing</u></p> <p>* To identify external genitalia & reproductive organs</p> <p>* Know physical & emotional changes during puberty</p> <p>*Key menstrual cycle & menstrual wellbeing, facts, erections & wet dreams</p> <p>* Importance of personal hygiene routines during puberty – washing & using deodorant</p> <p>* How to discuss changes of puberty with a trusted adult.</p> <p><u>Keeping Safe</u></p> <p>*Importance of taking medicines correctly & using household products safely</p> <p>* Recognise what is meant by a 'drug'</p> <p>* Drugs common to everyday life can affect health & wellbeing</p> <p>*Know effects and risks associated with different drugs</p> <p>* For some using drugs can become a habit which is difficult to break</p> <p>* How to ask for help or advice</p>
Year 5	<p><u>Relationships</u></p> <p><u>*Families & Friendships</u></p> <p>* How to help friendships be inclusive</p> <p>* Peer influence and how it can impact our behaviour</p> <p>* How to manage peer influence</p> <p>* New friendships</p> <p>* Friendships that worry us</p> <p><u>Safe Relationships</u></p> <p>* Acceptable & unacceptable physical touch</p> <p>* How to ask for, give / not give permission</p> <p>* How to respond to unwanted physical touch</p> <p>* Secrets we are worried about</p> <p><u>*Respecting ourselves and others</u></p> <p>*How we treat people equally</p> <p>* What is discrimination v inclusion</p>	<p><u>Living in the Wider world</u></p> <p><u>*Belonging to a community</u></p> <p>*How resources are allocated & the effect this has on individuals, communities & the environment</p> <p>* Importance of protecting the environment & how to show compassion for environment, animals and other living things.</p> <p>* Know the way that money is spent & how it effects the environment</p> <p><u>Media Literacy & digital Resilience</u></p> <p>* To identify different types of media & their different purposes</p> <p>* Use basic strategies to assess if online content is based on fact, opinion or is biased.</p>	<p><u>Health and Well-Being</u></p> <p><u>Physical Health and Mental Wellbeing</u></p> <p>* How sleep contributes to a healthy lifestyle</p> <p>* Benefits of outdoors & sun for physical & mental health</p> <p>* How to manage risk in relation to sun exposure</p> <p>*How medicines can contribute to health</p> <ul style="list-style-type: none"> • Some diseases can be prevented by vaccinations & immunisations <p>* How to prevent the spread of bacteria</p> <p>* Looking after the environment is a shared responsibility</p> <p><u>Growing & Changing</u></p> <p>*What personal identity is & what is includes</p>

	<ul style="list-style-type: none"> * Impact of discrimination individuals, wider society * How to challenge and report discrimination 	<ul style="list-style-type: none"> * Some media can promote stereotypes & know which search results are more reliable than others. * Recognise safe or suspicious content online * <u>Money & Work</u> * Identify jobs to do in the future & the role ambition can play in achieving a future career * What might influence people's decisions about job or career including pay, at work conditions, personal interests, strength and qualities, family values. * The importance of diversity & how to impact & challenge stereotyping in the work place. * Know that there are a variety of routes into work. 	<ul style="list-style-type: none"> * For some gender identity does not correspond with their biological sex * To recognise, respect & express their & personal qualities * Ways to boost mood & improve emotional wellbeing * Link between participating in interests, hobbies & community groups & mental wellbeing * <u>Keeping Safe</u> * To identify risky situations * To differentiate between positive risk taking & dangerous behaviour * How to use basic first aid techniques • How to contact different emergency services
Year 6	<p>Relationships</p> <p>* <u>Families & Friendships</u></p> <ul style="list-style-type: none"> * What is attractions & different kinds of loving relationships * Gender identity & sexual orientation * Marriage & civil partnership * Forced marriage <p>* <u>Safe Relationships</u></p> <ul style="list-style-type: none"> * Healthy & unhealthy friendship * Shared responsibility & pressure * On-line challenges, dares and reporting * Consent <p>* <u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> * Impact of positive role-models * Respect * How to constructively challenge 	<p>Living in the Wider world</p> <p>* <u>Belonging to a community</u></p> <ul style="list-style-type: none"> * Understand what prejudice is & to differentiate between prejudice & discrimination * How to recognise discrimination & safely respond & challenge it * Recognise stereotypes in different contexts & the influence they have on attitudes & understanding of different groups * How stereotypes are perpetrated & how to challenge this <p>* <u>Media Literacy & digital Resilience</u></p> <ul style="list-style-type: none"> * The benefits of safe Internet use eg learning connecting & communicating * How & why images online might be manipulated altered or fake * Recognise when images might have been altered & why people choose to communicate through social media & the risks & challenges * Social media sites have age restrictions you & regulations for use & why some media content is not suitable for 	<p>Health and Well-Being</p> <p>* <u>Physical Health and Mental Wellbeing</u></p> <ul style="list-style-type: none"> * Mental health is just as important as physical health & both need looking after * Anyone can be affected by mental ill-health & that difficulties can be resolved with help * That negative experiences can affect mental Wellbeing * To recognise that if someone experiences feelings that are not so good help is available * Identify where they and others can ask for help and support • Changes that may occur in life including death can cause conflicting feelings • Strategies that can help someone cope with feelings associated with change or loss * How to ask for help & support with loss, grief or other aspects of change * Balancing time online with other activities helps to maintain their health & wellbeing * Strategies to manage time spent online

			<ul style="list-style-type: none"> * The risks & effects of different drugs * The laws relating to drugs common to everyday life illegal drugs * Know why people choose to use or not use drugs, including nicotine, alcohol & medicines as well as illegal drugs *How to ask for help if they have concerns about drug use * That female genital mutilation (FGM) is against British law¹ * What to do and whom to tell if someone they know might be at risk of FGM
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Our PSHE Curriculum is underpinned by British Values we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We identify these with a blue * in the above PSHE curriculum and the below gives a summary of these are woven into our everyday school life.

Democracy - pupils, parents and staff have the right to have their voices heard. At West End we achieve this through our pupil-elected school council, in which class representatives raise issues and suggest ideas for improvement. We encourage children to listen to each other and value everyone's views as part of our social responsibility value. Parents and careers are given the opportunity to express any views, concerns or queries through parents evenings, open classrooms and emails.

The Rule of law refers to the importance of law and rules and how we teach our children to distinguish between right and wrong. The rule of law in British values teaches children to take responsibility for their own actions at West End we refer to this as personal responsibility. We teach the reasons behind the rules and laws, how they govern and protect us, and the consequences of what happens when these laws are broken. We often invite guest speakers and visitors into school to reinforce this message.

Individual liberty ensures we promote freedom of choice and the right to respectfully express views and beliefs in a safe environment we do this through promotion of social and personal responsibilities as well as our assemblies and curriculum. We teach children to take responsibility for their behaviour and are taught to understand that they have rights and personal freedoms and we advise our children how to exercise these safely. We encourage our West End children to be as independent as possible and start this from the onset of their school journey in Nursery.

We teach our children how to respect those from different backgrounds this is the mutual respect and tolerance element of the British values. We give pupils regular opportunities to learn about different cultures and beliefs in many of our curriculum areas which reinforces the message of respect and tolerance. This also allows our children to understand that others may have differing religions and beliefs that differ from their own and to respect these differing viewpoints.

Our PSHE Curriculum is at the heart of our school values the objectives within this curriculum are discussed, embedded and promoted through all subjects of our school curriculum.