



PSHCE Curriculum Map

EYFS When they leave the Early Years, we expect children to be able to:

- To develop a positive sense of themselves and others.
- To form positive relationships and develop respect for others.
- To develop social skills and learn how to manage their feelings.
- To understand appropriate behaviour in groups.
- To have confidence in their own abilities.
- To make sense of their physical world
- To make sense of their community.
- To use opportunities to observe and explore
- To find out about people, places, technology, and the environment

	Autumn		Spring		Summer	
Year 1	<u>Autumn 1: Being Me in My World</u> <ul style="list-style-type: none"> • Explain why my class is a happy and safe place to learn. • Give different examples where I or others make my class happy and safe. 	<u>Autumn 2: Celebrating Differences</u> <ul style="list-style-type: none"> • Tell you some ways that I am different and similar to other people in my class and why this makes us special. • Explain what bullying is and how being bullied might make someone feel. 	<u>Spring 1: Dreams and Goals</u> <ul style="list-style-type: none"> • Explain how I feel when I am successful and how this can be celebrated positively. • Say why my internal treasure chest is an important place to store positive feelings. 	<u>Spring 2: Healthy Me</u> <ul style="list-style-type: none"> • Explain why I think my body is amazing and identify a range of ways to keep it safe and healthy. • Give examples of when being healthy can make me feel happy. 	<u>Summer 1: Relationships</u> <ul style="list-style-type: none"> • Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. 	<u>Summer 2: Changing Me</u> <ul style="list-style-type: none"> • Explain the changes that will happen to me as I get older. • Use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they are private.

					<ul style="list-style-type: none"> • Explain how my qualities help relationships. • Give examples of behaviour in other people that I appreciate and behaviours that I do not like. 	<ul style="list-style-type: none"> • Explain why some changes I might experience might feel better than others.
Year 2	<u>Autumn 1: Being Me in My World</u> <ul style="list-style-type: none"> • Explain why my behaviour can impact on other people in my class. • Compare my own and my friend's choices and express why some choices are better than others. 	<u>Autumn 2: Celebrating Difference</u> <ul style="list-style-type: none"> • Explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. • Explain how it feels to have a friend and be a friend. • Explain why it is ok to be different from my friends. 	<u>Spring 1: Dreams and Goals</u> <ul style="list-style-type: none"> • Explain how I played my part in a group and the parts other people played to create a product. • Explain how our skills complement each other. • Explain how it felt to be part of a group and identify a range of feelings about group work. 	<u>Spring 2: Healthy Me</u> <ul style="list-style-type: none"> • Explain why foods and medicines can be good for my body, comparing my ideas with less healthy/unsafe choices. • Compare my own and my friend choices and can express how it feels to make healthy and safe choices. 	<u>Summer 1: Relationships</u> <ul style="list-style-type: none"> • Give example of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. • Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. 	<u>Summer 2: Changing Me</u> <ul style="list-style-type: none"> • Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. • Explain why some types of touches feel ok and others do not. • Tell you what I like and do not like about being a boy or a girl and getting older and recognise that other people might feel differently to me.
Year 3	<u>Autumn 1: Being Me in My World</u> <ul style="list-style-type: none"> • Explain how my behaviour can affect how others feel and behave. • Explain why it is important to have rules and how that helps me and others in my class learn. 	<u>Autumn 2: Celebrating Difference</u> <ul style="list-style-type: none"> • Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. • Tell you how being involved with a conflict makes me feel and can 	<u>Spring 1: Dreams and Goals</u> <ul style="list-style-type: none"> • Explain the different ways that help me learn and what I need to do to improve. • Be confident and positive when I share my success with others. • Explain how these feelings can be stored 	<u>Spring 2: Healthy Me</u> <ul style="list-style-type: none"> • Identify things, people and places that need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. • Express how being anxious/scared and unwell feels. 	<u>Summer 1: Relationships</u> <ul style="list-style-type: none"> • I can explain how my life is influenced positively by people I know and by people from other countries. • Explain why my choices might affect my family, friendship, and 	<u>Summer 2: Changing Me</u> <ul style="list-style-type: none"> • Explain how boys' and girls' bodies change on the inside/outside during the growing up process. • Explain why these changes are necessary so that their bodies can

	<ul style="list-style-type: none"> Explain how it is important to feel valued. 	offer strategies to help the situation. e.g. solve it together or ask for help.	in my internal treasure chest and why this important.		people around the world who I do not know.	<ul style="list-style-type: none"> make babies when they grow up. Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Year 4	<u>Autumn 1: Being Me in My World</u> <ul style="list-style-type: none"> Explain why being listened to and listening to others is important in my school community. Explain why being democratic is important and can help me and others feel valued. 	<u>Autumn 2: Celebrating Difference</u> <ul style="list-style-type: none"> Tell you a time when my first impressions of someone changed as I got to know them. Explain why bullying might be difficult to spot and what to do about it if I am not sure. Explain why it is good to accept myself and others' for who they are. 	<u>Spring 1: Dreams and Goals</u> <ul style="list-style-type: none"> Plan and set new goals even after a disappointment. Explain what it means to be resilient and to have a positive attitude. 	<u>Spring 2: Healthy Me</u> <ul style="list-style-type: none"> Recognise when people are putting me under pressure and explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer pressure. 	<u>Summer 1: Relationships</u> <ul style="list-style-type: none"> Recognise how people are feeling when they miss a special person or animal. Give ways that may help me manage my feelings when missing a special person or animal. 	<u>Summer 2: Changing Me</u> <ul style="list-style-type: none"> Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Explain some of the choices I may make in the future and some of the choices that I have no control over. Offer suggestions about how I might manage my feelings when changes happen.
Year 5	<u>Autumn 1: Being Me in my world</u> <ul style="list-style-type: none"> Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. 	<u>Autumn 2: Celebrating Difference</u> <ul style="list-style-type: none"> Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. Explain why racism and other forms of discrimination are unkind 	<u>Spring 1: Dreams and Goals</u> <ul style="list-style-type: none"> Compare hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<u>Spring 2: Healthy Me</u> <ul style="list-style-type: none"> Explain different roles that food and substances can place in people's lives. Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. 	<u>Summer 1: Relationships</u> <ul style="list-style-type: none"> Compare different types of friendships and the feelings associated with them. Explain how to stay safe when using technology to communicate with my friends including how to stand up for myself, negotiate 	<u>Summer 2: Changing Me</u> <ul style="list-style-type: none"> Explain how boys and girls change during puberty and why looking after myself physical and emotionally is important. Summarise the process of conception. Express how I feel about the changes

	<ul style="list-style-type: none"> Explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<ul style="list-style-type: none"> I can express how I feel about discriminatory behaviour. 		<ul style="list-style-type: none"> Summarise different ways that I respect and value my body. 	<ul style="list-style-type: none"> and to resist peer pressure. Apply strategies to manage my feelings and the pressure I may face to use technology in ways that may be risky or cause harm to myself or others. 	<p>that will happen to me during puberty and that I accept that these changes might happen at different times to my friends.</p>
Year 6	<p><u>Autumn 1: Being Me in My World</u></p> <ul style="list-style-type: none"> Explain how my choices can have an impact on people in my immediate community and globally. Empathise with others in my community and globally and explain how this can influence the choices I make. 	<p><u>Autumn 2: Celebrating Difference</u></p> <ul style="list-style-type: none"> Explain ways in which differences can be a cause of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<p><u>Spring 1: Dreams and Goals</u></p> <ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. Explain what motivates me to help make the world a better place. 	<p><u>Spring 2: Healthy Me</u></p> <ul style="list-style-type: none"> Explain when substances including alcohol are being used antisocially or being misused and the impact that this can have on an individual and others. Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. 	<p><u>Summer 1: Relationships</u></p> <ul style="list-style-type: none"> Identify when people may be experiencing feelings associate with loss and recognise when people are trying to gain power or control. Explain feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. Offer strategies to manage these feelings and situations. 	<p><u>Summer 2: Changing Me</u></p> <ul style="list-style-type: none"> Describe how a baby develops from conception through the nine months of pregnancy and how it is born. Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.