

PSHE Long Term Plan – Curriculum Map

In the PSHE curriculum at Kingswood Parks, the key substantive and disciplinary knowledge has been mapped out so teachers know precisely what to teach and when, can demonstrate a logical progression and can cite how new knowledge and skills build upon what has been taught before. Key vocabulary is mapped out so that teachers know precisely what to teach and when. This is in a logical progression so that vocabulary development builds over time. End points have been defined as curricular goals which pupils will work towards. These end points are progressive and enable pupils to apply their knowledge and skills in an open-ended, measurable way which teachers can then assess against. Curriculum plans are adapted to meet the needs of SEND pupils as well as providing pupils with opportunities to deepen their understanding through challenging outcomes which are not limiting. Provision for SEND pupils is personalised for individuals and strategies used will be indicated in planning. This has been written in conjunction with the Jigsaw scheme and includes national guidance on SRE. It also includes further education on school safeguarding priorities.

EYFS - Foundation Stage 1

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Concept – Feelings Big Question: How do you feel today? Curricular Goal: Pupils can begin to understand how they and others feel	Key Concept – Difference Big Question: What are you good at? Curricular Goal: Pupils can begin to talk about how people like and are good at different things	Key Concept – Improving Big Question: If you practice can you get better? Curricular Goal: Pupils can begin to understand that with practice people can get better	Key Concept – Healthy Big Question: Can you name some healthy food? Curricular Goal: Pupils can begin to understand what the word 'healthy' means and some of the ways this can be achieved	Key Concept – Family and Friends Big Question: How can you be a good friend? Curricular Goal: Pupils can talk about their family Pupils can begin to understand that people have friends and how they can be a good friend to others	Key Concept – Growing Big Question: How have you changed since you were a baby? Curricular Goal: Pupils can begin to talk about their bodies and how they change as they grow

EYFS - Foundation Stage 2

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Concept – Feelings Big Question: What does it mean to be responsible? Curricular Goal: Pupils can begin to understand how their actions can impact on others	Key Concept – Difference Big Question: How are you different or the same as your friends? Curricular Goal: Pupils can talk about what makes them special or the same as others including their families and homes. Pupils can talk about being a kind friend and how words can be used to stop behaviour they don't like	Key Concept – Success Big Question: What makes you feel proud? Curricular Goal: Pupils can talk about what it means to set themselves a goal and describe what it means to be proud	Key Concept – Health and Safety Big Question: What does keeping safe mean? Curricular Goal: Pupils can describe how to keep themselves healthy and safe	Key Concept – Friends Big Question: What does it mean to be a good friend? Curricular Goal: Pupils can describe what makes a good friend and show this in their actions	Key Concept – Growing Big Question: How will you change as you grow? Curricular Goal: Pupils can talk about their bodies understanding the effects of healthy foods and how people change as they grow

Year 1

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Concept – Feelings Big Question: What does it mean to be happy and safe at school? Curricular Goal: Pupils can explain and give examples as to why their class is a happy and safe place to learn	Key Concept – Being Unique Big Question: What does it mean to be unique? Curricular Goal: Pupils can explain how they are different and similar to other members of their class, understanding everyone is unique. They understand what bullying is and how being bullied might make someone feel	Key Concept – Success Big Question: What does it mean to be successful? Curricular Goal: Pupils can explain and celebrate what it is to be successful understanding why their internal treasure chest is an important place to store positive feelings	Key Concept – Health and Safety Big Question: How can you keep yourself healthy and safe? Curricular Goal: Pupils can explain why they think their body is amazing. They can identify a range of ways to keep it safe and healthy understanding how this can make them feel happy	Key Concept – Family and Friends Big Question: What makes a special friendship? Curricular Goal: Pupils can explain why they have special relationships with some people, how this can help them feel safe and good about themselves and they can explain how their own qualities help these relationships. They can identify different examples of behaviour in other people that they appreciate or they don't like	Key Concept – Growing Big Question: How do people change throughout their life as they grow? Curricular Goal: Pupils can compare how they are now to when they were a baby and explain some of the changes that will happen as they get older understanding that some changes might feel better than others. Pupils can use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they are private

Year 2

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Concept – Feelings Big Question: What does it mean to make a good choice around my friends? Curricular Goal: Pupils can explain how their behaviour can impact on other people in their class and compare their own and others choices.	Key Concept – Being Unique Big Question: Do people deserve to be bullied because they are different? Curricular Goal: Pupils can explain how it feels to have friends and be friends. They understand that friends can be different and sometimes this can lead to bullying	Key Concept – Success Big Question: How does working as part of a team help me to succeed? Curricular Goal: Pupils can take part in group activities identifying how it feels to work as a group and explaining how they and others used different skills to play their part.	Key Concept – Health and Safety Big Question: When can foods and medicine be dangerous? Curricular Goal: Pupils can describe why some foods and medicines can be good for our bodies and why others are less healthy or are unsafe. They are able to express how it feels to make a healthy/ safe choice	Key Concept – Family and Friends Big Question: When is it a good time to keep a secret? Curricular Goal: Pupils can compare relationships that might make them feel uncomfortable with those that make them feel safe and special and can provide examples of some problem solving techniques and how they might be used	Key Concept – Difference Big Question: How are boys and girls different? Curricular Goal: Pupils can explain what they like/ don't like about being a boy or girl and getting older. They recognise that other people may feel different to them. Pupils can use the correct names for penis, testicles, anus, vagina, vulva and explain why some types of touches feel OK and others don't.

Year 3

Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Concept – Feelings Big Question: Why do we have rules? Curricular Goal: Pupils can explain how their behaviour can affect how others feel and behave and they understand the importance of rules	Key Concept – Feelings/ Difference Big Question: What is conflict between people? Curricular Goal: Pupils can describe different conflicts that might happen in family or friendship groups. They understand how words can be used in kind or hurtful ways, explain how this can make people feel and can offer strategies to help the situation	Key Concept – Success Big Question: When do people learn best? Curricular Goal: Pupils can explain the different ways in which they learn and understand what they could do to improve. They are confident to share success and know these feelings can be stored in their internal treasure chest	Key Concept – Feelings/ Health and Safety Big Question: Who can help us when we feel unwell or unsafe? Curricular Goal: Pupils can explain how anxious, scared and unwell feels. They can identify things, people and places that they need to keep safe from and can explain some strategies for keeping themselves safe and healthy including who to go to for help	Key Concept – Family and Friends/ The Wider World Big Question: How does the work of people around the world influence my life? Curricular Goal: Pupils can explain how their life is influenced positively by people they know and those around the world. They can explain how their own choices might affect their family, friendships and people around the world	Key Concept – Feelings/ Growing Big Question: How do peoples bodies change so that babies can be made? Curricular Goal: Pupils can explain how boys and girls bodies change on the inside/ outside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Pupils can recognise how they feel about these changes and can suggest some ideas to cope with these feelings

Year 4					
Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Key Concept – Democracy Big Question: Why is the school council important and what is their role? Curricular Goal: Pupils can explain why being listened to and listening to others is important in our school community. They can explain why being democratic is important for people to feel valued</p>	<p>Key Concept – Feelings/ Difference Big Question: What does it mean to have a first impression? Curricular Goal: Pupils can discuss a time when their first impression of someone changed as they got to know them and that it is good to accept people for who they are. They can explain how bullying can sometimes be hard to spot and what to do about it if they are unsure.</p>	<p>Key Concept – Success/ Resilience Big Question: What does it mean to be resilient? Curricular Goal: Pupils can explain what it means to be resilient, they can plan and set new goals even after disappointment and are able to demonstrate a positive attitude</p>	<p>Key Concept – Feelings Big Question: What is the meaning of peer pressure? Curricular Goal: Pupils can identify feelings of anxiety and fear associated with peer pressure. They recognise when people are putting them under pressure and can explain ways to resist this when they want to</p>	<p>Key Concept – Feelings Big Question: How can people/ animals be remembered even when they are not seen? Curricular Goal: Pupils can explain how people feel when they miss a special person or animal and can give examples of how to help manage these feelings</p>	<p>Key Concept – Feelings/ Growing Big Question: Do people always have control of change? Curricular Goal: Pupils can summarise the changes that happen to boys’ and girls’ bodies that prepare them for making a baby when they are older. Pupils can explain some of the choices they might make in the future and some of the choices they have no control over and suggest how these feelings can be managed when changes happen</p>
Year 5					
Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Key Concept – Democracy/ The Wider World Big Question: Why is it important to have rules, rights and responsibilities? Curricular Goal: Pupils can compare their lives with other people in the country, explaining why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. They understand and give examples of how the actions of one person can affect another</p>	<p>Key Concept – Feelings/ Difference Big Question: What does it mean to be racist? Curricular Goal: Pupils can explain the differences between direct and indirect types of bullying and can support themselves and others if they become involved. They can explain and express their feelings about why racism and other forms of discrimination are unkind</p>	<p>Key Concept – Difference/ The Wider World Big Question: What does it mean to have a hope or a dream? Curricular Goal: Pupils can compare and reflect on their own hopes and dreams and hopes and dreams of young people from different cultures explaining how this makes them feel</p>	<p>Key Concept – Health and Safety Big Question: What does it mean to have an eating disorder? Curricular Goal: Pupils can explain different roles that food and substances can play in people’s lives and how body image pressures can lead to people developing eating disorders. Pupils can summarise different ways of respecting and valuing their bodies and explain how smoking and alcohol misuse is unhealthy</p>	<p>Key Concept – Friends/ Safety/ Feelings Big Question: What does it mean to be safe when using technology? Curricular Goal: Pupils can compare different types of friendships and the feelings associated with them. Pupils can explain and apply strategies for how to stay safe when using technology for communication, including how to stand up for themselves, negotiate and resist peer pressure so that risks to themselves and others are limited</p>	<p>Key Concept – Feelings/ Growing Big Question: When does puberty happen? Curricular Goal: Pupils can express how they feel and explain how boys and girls change during puberty and why looking after themselves both physically and emotionally is important. They accept these changes happen at different times in different people. Pupils can summarise the process of conception</p>
Year 6					
Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Key Concept – Democracy/ The Wider World Big Question: How can my actions affect other people locally and globally? Curricular Goal: Pupils can empathise with others in their community and globally and explain how this can influence the choices they make and how these choices can impact on others</p>	<p>Key Concept – Feelings/ Difference Big Question: Are there different perceptions of what ‘normal’ means? Curricular Goal: Pupils can explain ways in which difference can be a source of conflict or a cause for celebration and have empathy with people in either situation</p>	<p>Key Concept – Success/ The Wider World Big Question: How can people work together to make the world a better place? Curricular Goal: Pupils can explain how people work together to help to make the world a better place and to justify their own motivation for this</p>	<p>Key Concept – Health and Safety Big Question: What does it mean to be emotionally healthy? Curricular Goal: Pupils can evaluate when substances, including alcohol, are being misused and the impact this can have on individuals and others. Pupils can identify and apply skills to keep themselves emotionally healthy, including managing stress and pressure</p>	<p>Key Concept – Safety/ Feelings Big Question: When have you heard the term ‘Mental Health’ and what does it mean? Curricular Goal: Pupils can identify and empathise when they or others may be experiencing feelings of loss. They can identify when people are trying to gain power or control and how to stand up for themselves in real or online situations offering strategies to help</p>	<p>Key Concept – Feelings/ Growing Big Question: How does a baby develop whilst it is in the womb? Curricular Goal: Pupils can describe how a baby develops from conception through the nine months of pregnancy, and how it is born reflecting on how they feel about this. Pupils can reflect on how they feel about becoming a teenager</p>

Kingswood Primary School

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