



Base 3 – PSHE curriculum map

NB the three columns are Cycles A, B and C. Where there is only a lesson in the central column it is taught every year because it is deemed to be important enough to repeat and reinforce.

	AUTUMN – Health & Wellbeing	
1 Study Skills		
PSHE intro, characteristics for learning, aspirations & goals H5	PSHE intro, grey brain/rainbow brain H1	PSHE intro, study skills, aspirations & goals H5
2 Healthy Lifestyles		
Ethical food choices H3	Bonzo – food choices/advice H2, H3	Reading food labels & a balanced diet H2, H3
Exercise – Bonzo H1, H2	Importance of exercise – activity diary H2	Exercise – effects on physical, mental and emotional health H1, H2
Keeping clean, hygiene H12	Oral Health	Sun Safety
Sleep H1		
Drugs – legal and illegal, vaccinations H17		
Alcohol H2, H17	Tobacco & vaping H2, H17	Illegal drugs & county lines H2, H17
Peer pressure and breaking habits H1, H2, H7, H14, H16		
Media images and mental health H1, H4		
3 Growing & Changing		
parts of the body, puberty H18		
physical & emotional changes (inc menstruation) H1, H7, H18		
Y6 only RSE sessions H20, L5 human reproduction, pregnancy, when people decide to have a baby H19 masturbation, sexual feelings, sexual orientation, consent, contraception, roles & responsibilities as parents, female genital mutilation, recognising emotional, physical and sexual abuse		

	4 Keeping Safe	
Risks/dangers/hazards and resisting peer pressure H9, H13	becoming more independent, what to do in an emergency H11	managing risk, peer pressure, dares H9, H10, R15
basic first aid H15		
Bikeability (Y5) H21		
Warning Zone (Y6) H21		
E-safety – delivered separately throughout the year. H22-25 See Computing Curriculum: Purple Mash '2BeSafe'		
basic first aid H15	e-safety – main points H22	e-safety– main points H22
Where to get help H23	Responsible use of devices H24	Sharing – what's appropriate? H25

H1. what positively and negatively affects their physical, mental and emotional health

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

H16. what is meant by the term 'habit' and why habits can be hard to change

H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

H18. how their body will, and their emotions may, change as they approach and move through puberty

H19. about human reproduction

H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the [Bikeability programme](#)), and safety in the environment (including rail, water and fire safety)

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

	SPRING – Relationships	
	5 Feelings & Emotions	
coping with changes, transition, loss, separation (moved from 'Growing & Changing) H7, H8	recognising a wide range of feelings, empathy, physical, mental & emotional health – resources here https://www.mentallyhealthyschools.org.uk/teaching-resources/# (moved from Healthy Lifestyles) H6, H7, R1	maintaining mental wellbeing, mental illness – stress sliding scale, not always clinical issue H6, H7
	6 Healthy Relationships	
making and maintaining positive and respectful relationships R2, R7	the importance of families and a healthy family life, different families, R4	different types of relationship (inc unhealthy relationships, arranged/forced marriage) R3, R5, R6, R19, R20
personal space, acceptable & unacceptable contact H20, R4, R8		
secrets, breaking confidence, personal boundaries R9, R21	collaborating, listening, leading, sharing R11	resolving conflicts, compromise, saying sorry R12
	7 Valuing Difference	
racism – see book 'A Kids book about Racism' R13	protected characteristics and treating people equally R10, R13	bullying R14, R18
challenging stereotypes and being open-minded – boys/girls and Snack Attack R16	challenging stereotypes and being open-minded – jobs/expectations R16	challenging stereotypes and being open-minded – Purple Mash R16
	Philosophy	
Giving reasons, debating issues L1		

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R11. to work collaboratively towards shared goals

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

- R14.** to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- R15.** to recognise and manage 'dares'
- R16.** to recognise and challenge stereotypes
- R17.** about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- R18.** how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- R19.** that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- R20.** that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- R21.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

	SUMMER – Living in the Wider World	
	8 Rights & Responsibilities	
rules and the law – why are they important? consequences of breaking them L2		
human rights / rights of the child L3, L4	anti-social behaviour – good/bad bears L6	anti-social behaviour – slide show L6
responsibilities at home, at school and in public and part of the community L7, L9	fact or fake - the media – what can you believe? L17, L18	Resolving differences by looking at different points of view L8
The role of voluntary, community and pressure groups L10	Celebrate the range of identities in the UK L11	Recognise that people in other places have different values and customs L12
	9 Taking care of the environment	
why is waste bad? L7, L15	what helps our environment / what doesn't L7, L15	why recycle? L7, L15
sustainable energy use L7, L15	water L7, L15	consumer choices (food, clothes) NB link to fashion ethics - comprehension L7, L15
	10 Money	
earning, saving and management L13		
credit, loans, interest, debt, tax L14		
being a critical consumer	What's the most important thing you look for in a career/job? https://www.valuesmoneyandme.co.uk/	enterprise L16
	11 British Values	
British Values		
	12 transition for Y6	
https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack?WT.mc_id=PHE_EdComs_SubKS2_Email_RiseAbove_Feb19_transition transport talk phones, social media, depression, misuse etc		

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the [United Nations Declaration of the Rights of the Child](#)

L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

- L6.** to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- L7.** that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- L8.** to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- L9.** what being part of a community means, and about the varied institutions that support communities locally and nationally
- L10.** to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- L11.** to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L12.** to consider the lives of people living in other places, and people with different values and customs
- L13.** about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- L14.** to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- L15.** that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- L16.** what is meant by enterprise and begin to develop enterprise skills
- L17.** to explore and critique how the media present information
- L18.** to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others