Grove Vale PSHE curriculum map 20-21

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| Term 1 – RelationshipsFamilies and people who care for meCaring FriendshipsRespectful RelationshipsOnline RelationshipsBeing Safe | Term 2 – Health and well-beingMental Well-beingInternet Safety and HarmsPhysical Health and FitnessHealthy EatingHealth and PreventionChanging adolescent body | Term 3 – Living in the wider worldDrugs, alcohol and tobaccoBasic First Aid |
| Core ValuesEmpower- focus on PA and SARelationships including Anti-Bullying week | Core ValuesValuing each other- E safetyGrowth mind set/greater depth thinking | Core ValuesAmbition- Career dayLove of learning- Reflection of topics |
| Special Events/Celebration DaysRemembrance Day Children in needAnti-bullyingBlack HistoryRoad Safety | Special Events/Celebration DaysSafer Internet DayMothers DayInternational Women’s Day | Special Events/Celebration DaysFathers DayWorld Environment Day/Recycle Awareness |

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| 1 | R8: To identify and respect the differences and similarities between peopleR4:to recognise what is fair and unfair, kind and unkind, what is right and wrong R11: that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)R13: to recognise different types of teasing and bullying, to understand that these are wrong and unacceptableR14: strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get helpR10: to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond | H13: about people who look after them, their family networks, who to go to if they are worried and how to attract their attentionH15: to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental healthH11: that household products, including medicines, can be harmful if not used properlyH6: the importance of, and how to, maintain personal hygiene | L4: That they belong to different groups and communities such as family and schoolL10: about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergencyL5: To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.L6:To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.L7:To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choicesDECCAContextual/local issues |

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| 2 | R9: Identify their special people (family, friends, carers), what makes them special and how special people should care for one anotherR2: to recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance)R6: to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)R12: to recognise when people are being unkind either to them or others, how to respond, who to tell and what to sayR3: the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraidR1: to communicate their feelings to others, to recognise how others show feelings and how to respond | H12: rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safetyH16: what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacyH4: about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelingsH3: 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 dietH7: how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreadingH2: to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequencesH14: about the ways that pupils can help the people who look after them to more easily protect them’PANTS Talk. | L3: that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)L5: For pupils to learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)L6:To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and savingL7: To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choicesL10: About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergencyDECCAContextual/local issues |

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| 3 | R4: To recognise different types of relationships, including those between acquaintances, friends, relatives and familiesR12: to develop strategies to resolve disputes and conflict through negotiation and appropriate compromiseR9: 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’The conventions of curtesy and manners. The importance of self-respect and how this links to their own happiness. | That for most people the internet is an integral part of life and has many benefits.H4: to recognise how images in the media (and online) do not always reflect realityH14: to recognise when they need help and to develop the skills to ask for helpH7: to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.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 | 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 riskL13: For pupils to learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer.L16: To learn what is meant by enterprise and begin to develop enterprise skills.DECCAContextual/local issues |

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| 4 | 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 commitmentR10: 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 viewR21: 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 privacyR8: to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond | H22: strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and othersH1: what positively and negatively affects their physical, mental and emotional healthH24: the responsible use of mobile phones… and safe user habits (time limits, turning it off at night etc.)H12: that bacteria and viruses can affect health and that following simple routines can reduce their spreadHow to recognise early signs of physical illness, such as weight-loss, or unexplained changes to the body. | 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.L2: For pupils to learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.L7: To learn 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.DECCAContextual/local issues |

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| 5 | R3:to recognise ways in which a relationship can be unhealthy and whom to talk to if they need supportR14: 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)R7: that their actions affect themselves and others | H23: about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safeH2: 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’H13: how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the mediaH15: school rules about health and safety, basic emergency aid procedures, where and how to get helpH18: how their body will, and their emotions may, change as they approach and move through puberty – puberty talk (school nurse) | L10: to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeingL7: To learn 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.L14: For pupils 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)DECCAContextual/local issues |

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| 6 | R2: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationshipsR18: to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)R16: to recognise and challenge stereotypes | 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 dietH25: 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 orH6: 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 othersH20: about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peersH19: about human reproduction | L2: why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situationsDECCAContextual/local issues |