

PHSE Curriculum Map 2022

Year Group	Relationships Statutory	Health: Physical and mental wellbeing Statutory	The Wider World (citizenship) Non-statutory	Sex Education Each year group will send more specific information about this nearer to the time (See strands for status)	Themes for all year groups. Included within the culture of WFJS- assemblies, discussions, newsround, behaviour etc.
Year 3	Importance of friendships How to support others How to seek support for friendships Healthy friendships How to deal with conflict in friendships Different family units single parents, same sex parents, stepparents, blended families, foster and adoptive parents etc. How families care for each other How to seek help if a family does not feel healthy or positive	Importance of being active How to keep safe How to assess risk how to make choices about health oral hygiene importance of good quality sleep Direct impact of physical health and mental health Body belongs to them What is our personal identity e.g. who we are - faith, family, gender, culture, hobbies etc. - Recognise personal qualities - How to reframe failure	How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • What is meant by a diverse community; how different groups make up the wider/local community around the school • How the community helps everyone to feel included and values the different contributions that people make • How to be respectful towards people who may live differently to them	Name for the different body parts (list will be sent out prior to lessons but this is revision from KS1). Statutory	Emotions, how to cope with conflicting feelings, friendships, healthy relationships, managing stress, importance of health, online relationships, healthy eating, mental health and wellbeing, resilience, kindness, loss identity etc. -to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts -body image (from Yr 4 up) - online relationships and behaviour

<p>Year 4</p>	<p>-how people's behaviour affects themselves and others, including online</p> <ul style="list-style-type: none"> -how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond • how to respond to aggressive or 	<p>-Personal qualities and strengths and how these can change and grow</p> <ul style="list-style-type: none"> -Self-worth and identity -How to set goals -Managing feelings -Coping with loss, separation -How feelings change over time -What can trigger different feelings - how to reframe failure - increased responsibilities age may bring What is gender, what is your sex. 	<p>how people have a shared responsibility to help protect the world around them</p> <ul style="list-style-type: none"> • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<p>how puberty can affect emotions and feelings</p> <ul style="list-style-type: none"> • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty <p>-Introduction to puberty and periods</p> <p>None of this mentions conception so is statutory</p>	<p>- how to manage circumstances out of our control</p> <ul style="list-style-type: none"> - compassion -empathy -racism -prejudice -equality - homophobia and transphobia -LGBTQ+ celebration days eg. Pride <p>Yr4 Up- not using 'gay' as an insult</p>
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	inappropriate behaviour (including online and unwanted physical contact)				
Year 5	<p>-about the different types of relationships people have in their lives</p> <ul style="list-style-type: none"> • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family 	<p>how to recognise and respect similarities and differences between people</p> <ul style="list-style-type: none"> • that there are a range of factors that contribute to a person's identity • how individuality and personal qualities make up someone's identity (including gender identity) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others - For some people gender does not correspond with biological sex. - what implications could this have on a person. How could we make the 	<p>-that there is a broad range of different jobs</p> <ul style="list-style-type: none"> • that there are different ways into jobs and careers • how they might choose a career/job • how to keep track of money • how people make choices about ways of paying for things • that there are risks associated with money feelings and emotions <p>-different attitudes towards spending and saving money.</p> <p>-How to keep track of money</p> <p>-How can money impact on peoples mental and physical health</p>	<p>- hygiene in puberty and how it relates.</p> <p>-Identify external and internal female and male reproductive organs and how the process of puberty and changes - science statutory</p> <p>-where to get more information and help on changing bodies- statutory</p> <p>- that people may be attracted to someone emotionally, sexually (adult terms - for children we do not use this term) or romantically and that person may be of the same or different sex, gender etc</p> <p>- menstrual cycle - statutory</p>	

	<ul style="list-style-type: none"> • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>school better for this?</p> <ul style="list-style-type: none"> • how to challenge stereotypes and assumptions about others • when it is appropriate to use first aid • that some drugs are legal • why people choose to use or not use different drugs • how people can prevent or reduce the risks • that for some people, drug use can become a habit which is difficult to break • how organisations support people with substance abuse • how to ask for help 	<ul style="list-style-type: none"> -Stereotypes in the work be limited by them -Some jobs are paid more than others 		
Year 6	-to recognise that their behaviour can affect other people (circle times)	Bacteria and viruses and how they spread (Link to science)	how the media, including online experiences, can affect people's wellbeing	- about the process of reproduction and birth as part of the human life cycle; how babies are conceived	

	<ul style="list-style-type: none"> - to recognise what is fair and unfair, kind and unkind, what is right and wrong through discussions of racism and homophobia -to share their opinions on things that matter to them and explain their views that adults can choose to be part of a relationship or not, including marriage or civil partnership <ul style="list-style-type: none"> • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow 	<p>First aid and how to deal with an emergency situation</p> <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships support wellbeing • how to make choices that support a healthy, balanced lifestyle • that habits can be healthy or unhealthy; • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • that health problems, including mental health problems, can build up if they are not recognised • that anyone can experience mental ill-health • that mental health difficulties can usually 	<ul style="list-style-type: none"> • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist • how text and images can be manipulated or invented; strategies to recognise this • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range 	<p>(including same-sex couples/IVF etc) - right to withdraw-non statutory</p> <ul style="list-style-type: none"> - there are medicines/devices to prevent conception and how babies are cared for. - right to withdraw • how puberty relates to reproduction- science -Statutory 	
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	<p>and how to manage this</p> <ul style="list-style-type: none">• how to manage change, including moving to secondary school	<p>be resolved or managed with the right strategies</p> <ul style="list-style-type: none">• that FGM is illegal and goes against human rights and how to support someone- <i>this is covered in child friendly terms in relation to recapping the 'pants rule' from KS1 and that no one has the right to alter someone else's body and how to seek help if they feel uncomfortable.</i>	<ul style="list-style-type: none">• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue• to recognise the risks involved in gambling		
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