

# PSHRE CURRICULUM MAP BY STRAND



## Rationale for our curriculum

We intend to provide a PSHRE curriculum which will enable each child to reach their full potential and encourage for children to know how to keep safe, build healthy relationships and positive physical and mental health and well-being as well as contribute positively to their communities and society as a whole. Through giving all pupils equal opportunity to explore emotions, responsibilities and values we hope to give them the confidence and resilience to grow in a world which is uncertain. Our curriculum, using PSHE Association guidance and Jigsaw and SEAL resources, develops clear skills and knowledge progression, making cross-curricular links to other subjects when appropriate. Planning allows opportunities for listening, communicating and exploring ideas in a safe and nurturing environment. We aim for children to understand the significance and place of PSHRE as a means towards personal and social development. We will further develop our PSHRE skills through our Forest School curriculum and 'Green Therapy' (connection to the natural world).

## Curriculum Aims from the National Curriculum

Managing risk and decision-making are integral to all of the skills listed below.

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

### **Intrapersonal skills embedded throughout.**

- ✓ Self-reflection
- ✓ Effective goal setting
- ✓ Identifying unhelpful 'thinking traps' (generalising & stereotyping)
- ✓ Developing resilience (self-motivation, perseverance & adaptability)
- ✓ Self-regulation (Growth Mindset & managing emotions & impulses)
- ✓ Recognising & managing peer influence
- ✓ Self-organisation
- ✓ Developing strategies for accessing appropriate help & support (Protective Behaviours)
- ✓ Clarifying own values and re-evaluating considering new learning, experiences or evidence
- ✓ Developing creative thinking
- ✓ Developing & maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

### **Interpersonal & social skills embedded throughout.**

- ✓ Developing empathy & compassion (including the impact on decision making & behaviour)
- ✓ Respecting others' right to own beliefs, values & opinions
- ✓ Evaluating the arguments and opinions of others
- ✓ Developing active listening & communication (including assertiveness)
- ✓ Developing teamwork
- ✓ Developing negotiation (flexibility, self-advocacy & compromise)
- ✓ Developing leadership skills
- ✓ Developing presentation skills
- ✓ Developing goal setting and aspirations
- ✓ Taking positive risks
- ✓ Recognising, evaluating, and utilising strategies to manage influence
- ✓ Valuing & respecting diversity & core British Values
- ✓ Building & maintaining healthy relationships

Resources to support delivery:

PSHE Association website, EEF Social & Emotional Learning guidance, Jigsaw & SEAL resources, Mental Health & Protective Behaviours resources

PSHRE & Citizenship Curriculum Map		
Citizenship: belonging, fairness & simple laws/rules		RSHE: mental and physical health & fitness, respectful relationships, keeping safe
AUTUMN YR	SPRING YR	SUMMER YR
<p><b>YR Autumn 1 – Being Me</b></p> <ul style="list-style-type: none"> <li>-Understand &amp; follow <b>classroom rules &amp; routines</b></li> <li>-Consider <b>groups they belong to</b></li> <li><b>Jigsaw: 4-5 years: BM #1</b></li> <li><b>SEAL new beginnings</b></li> <li>-Show self-awareness &amp; begin to discuss my <b>feelings</b></li> <li><b>Jigsaw: 4-5 years: BM #2</b></li> <li><b>SEAL good to be me</b></li> <li>-<b>Share and cooperate</b> when playing &amp; say <b>sorry</b></li> <li><b>Jigsaw: 4-5 years: BM #3</b></li> <li>-Expressing <b>feelings</b> appropriately &amp; being <b>kind</b></li> <li><b>Jigsaw: 4-5 years: BM #4</b></li> <li><b>SEAL bullying</b></li> <li>-Reminder of <b>importance of rules</b> &amp; complete network hands</li> <li><b>Jigsaw: 4-5 years: BM #5</b></li> <li>-Being <b>responsible</b></li> <li><b>Jigsaw: 4-5 years: BM #6</b></li> </ul> <p><b>YR Autumn 2 – Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>-What am I <b>good at</b>?</li> <li><b>Jigsaw: 4-5 years: CD #1</b></li> <li>-<b>Being different</b> makes us special</li> <li><b>Jigsaw: 4-5 years: CD #2</b></li> <li>-Different but similar – <b>families</b></li> <li><b>Jigsaw: 4-5 years: CD #3</b></li> <li>-Why my <b>home</b> is special to me</li> <li><b>Jigsaw: 4-5 years: CD #4</b></li> <li>-<b>Making friends</b> being kind</li> <li><b>Jigsaw: 4-5 years: CD #5</b></li> <li>-Standing up for myself</li> <li><b>Jigsaw: 4-5 years: CD #6</b></li> </ul> <p><i>Within daily continuous provision</i></p> <ul style="list-style-type: none"> <li>-<b>Move with safety and control</b> around the environment</li> <li>-Manage own <b>personal hygiene</b> with support when required &amp; independently <b>wash hands</b></li> <li>-Change for FS beginning to <b>manage own clothing</b></li> <li>-Identify and name my <b>feelings</b> (happy, sad, tired, ill, angry, frustrated, lonely, excited, proud)</li> <li>-Managing <b>conflict, sharing</b> and <b>resolving</b> falling out</li> <li>-Safety – <b>road awareness</b> and expectations before trip to church or library</li> </ul>	<p><b>YR Spring 1 – Dreams &amp; Goals</b></p> <ul style="list-style-type: none"> <li>-Know what a challenge is &amp; <b>persevere</b></li> <li><b>Jigsaw: 4-5 years: DG #1</b></li> <li><b>Jigsaw: 4-5 years: DG #2</b></li> <li>-Setting a <b>goal</b></li> <li><b>Jigsaw: 4-5 years: DG #3</b></li> <li><b>SEAL goals</b></li> <li>-Using kind words to <b>encourage people</b> (FS/PE)</li> <li><b>Jigsaw: 4-5 years: DG #4</b></li> <li>-Identify <b>what I can do now</b> compared with past and future</li> <li><b>Jigsaw: 4-5 years: DG #5</b></li> <li>-What it means to <b>feel proud</b></li> <li><b>Jigsaw: 4-5 years: DG #6</b></li> </ul> <p><b>YR Spring 2 – Healthy Me</b></p> <ul style="list-style-type: none"> <li>-<b>Moving and resting</b> my body</li> <li><b>Jigsaw: 4-5 years: HM #1</b></li> <li><b>Jigsaw: 4-5 years: HM #2</b></li> <li>-<b>Healthy food</b></li> <li><b>Jigsaw: 4-5 years: HM #3</b></li> <li>-Importance of <b>sleep</b></li> <li><b>Jigsaw: 4-5 years: HM #4</b></li> <li>-Basic <b>hygiene</b></li> <li><b>Jigsaw: 4-5 years: HM #5</b></li> <li>-<b>Safe adults</b> – network hands</li> <li><b>Jigsaw: 4-5 years: HM #6</b></li> </ul> <p><i>Within daily continuous provision</i></p> <ul style="list-style-type: none"> <li>-<b>Negotiate</b> space with others</li> <li>-<b>Behave and move safely</b></li> <li>-Manage own <b>personal hygiene</b> with support when required &amp; independently <b>wash hands</b></li> <li>-Change for FS beginning to <b>manage own clothing</b> and fastenings</li> <li>-Take measured <b>risks</b> (PE, Forest School, outdoor learning)</li> <li>-Identify and name my <b>feelings</b> (happy, sad, tired, ill, angry, frustrated, lonely, excited, proud)</li> <li>-Managing <b>conflict, sharing</b> and <b>resolving</b> falling out</li> <li>-Safety – <b>road awareness</b> and expectations before trip to church, library, town walk</li> </ul>	<p><b>YR Summer 1 – Relationships</b></p> <ul style="list-style-type: none"> <li>-Jobs I do to <b>help at home</b></li> <li><b>Jigsaw: 4-5 years: RL #1</b></li> <li>-How to <b>make friends</b> &amp; what to do if I am lonely</li> <li><b>Jigsaw: 4-5 years: RL #2</b></li> <li>-<b>Solving problems</b> in friendships</li> <li><b>Jigsaw: 4-5 years: RL #3</b></li> <li><b>SEAL relationships</b></li> <li>-Impact of <b>being unkind</b> and saying sorry</li> <li><b>Jigsaw: 4-5 years: RL #4</b></li> <li><b>SEAL Getting on &amp; falling out</b></li> <li>-<b>Calming</b> myself</li> <li><b>Jigsaw: 4-5 years: RL #5</b></li> <li>-How to be a <b>good friend</b></li> <li><b>Jigsaw: 4-5 years: RL #6</b></li> </ul> <p><b>YR Summer 2 – Changing Me</b></p> <ul style="list-style-type: none"> <li>-Naming <b>parts of the body</b></li> <li>NSPCC Pants video</li> <li><b>Jigsaw: 4-5 years: CM #1</b></li> <li>-<b>Keeping healthy</b></li> <li><b>Jigsaw: 4-5 years: CM #2</b></li> <li>-Growing up and <b>changes</b> over time</li> <li><b>Jigsaw: 4-5 years: CM #3</b></li> <li>-Moving on and <b>transitions</b> to Y1 – network hands</li> <li><b>Jigsaw: 4-5 years: CM #4</b></li> <li><b>Jigsaw: 4-5 years: CM #5</b></li> <li>-<b>Celebrating</b> my year in Reception</li> <li><b>Jigsaw: 4-5 years: CM #6</b></li> </ul> <p><i>Within daily continuous provision</i></p> <ul style="list-style-type: none"> <li>-<b>Negotiate</b> space with others</li> <li>-<b>Behave and move safely</b></li> <li>-Change for FS beginning to <b>manage own clothing</b> and fastenings</li> <li>-Take measured <b>risks</b> (PE, Forest School, outdoor learning)</li> <li>-Identify and name my <b>feelings</b> (happy, sad, tired, ill, angry, frustrated, lonely, excited, proud)</li> <li>-Managing <b>conflict, sharing</b> and <b>resolving</b> falling out</li> <li>-Safety – <b>road awareness</b> and expectations before trip to church or library</li> </ul>

<b>PSHRE &amp; Citizenship Curriculum Map</b>		
<b>Citizenship:</b> belonging, fairness & simple laws/rules		<b>RSHE:</b> mental and physical health & fitness, respectful relationships, keeping safe
<b>AUTUMN Y1</b>	<b>SPRING Y1</b>	<b>SUMMER Y1</b>
<p><b>Y1 Autumn 1 – Being Me</b>            -Devise and agree a class charter, understand &amp; follow <b>classroom rules &amp; routines</b> (R4, L1, L2)            -Know <b>right and wrong</b> (R4)  <b>Jigsaw: 5-6 years: BM #3</b>  <b>SEAL new beginnings</b>            -Rewards  <b>Jigsaw: 5-6 years: BM #5 &amp; #6</b>            -Recognise that there are <b>consequences</b> to my behaviour  <b>Jigsaw: 5-6 years: BM #4</b>            -Our class and <b>feeling safe and belonging</b>  <b>Jigsaw: 5-6 years: BM #1 &amp; #2</b>  <b>SEAL good to be me</b>            -Who can help me? <b>Network hands.</b></p> <p><b>Y1 Autumn 2 – Celebrating Difference</b>            -Get to know each other and respect our <b>similarities &amp; differences</b> (R1, R12, R13, R14, L3)  <b>Jigsaw: 5-6 years: CD #1 &amp; #2</b>            -What is <b>bullying</b> and what can I do about it? (R12, R13, R14)  <b>Jigsaw: 5-6 years: CD #3 &amp; #4</b>  <b>SEAL bullying</b>            -SHRE: Making and sustaining <b>friendships</b> (R1, R12, R13, R14, L3)            -SRHE: Begin to identify how to make up <b>when falling out with a friend</b> (R1, R2) – network hands  <b>Jigsaw: 5-6 years: CD #5</b>            -<b>Celebrating differences</b> &amp; learning from one another  <b>Jigsaw: 5-6 years: CD #6</b></p> <p><b>Anti-bullying Week - Nov</b>  <b>Just Talk Week - Nov</b></p>	<p><b>Y1 Spring 1 – Dreams &amp; Goals</b>            -Set a simple <b>personal goal</b> &amp; steps to achieve it (H3)  <b>Jigsaw: 5-6 years: DG #1 &amp; #2</b>  <b>SEAL goals</b>            -<b>Working with a partner</b>  <b>Jigsaw: 5-6 years: DG #3</b>            -Building <b>resilience</b> in my learning  <b>Jigsaw: 5-6 years: DG #4</b>            -Developing strategies to overcome <b>obstacles</b>  <b>Jigsaw: 5-6 years: DG #5</b>            -Identify when I feel <b>proud/special</b>, celebrating success (H3, L8)  <b>Jigsaw: 5-6 years: DG #6</b>            -I can recognise what worry feels like and how to manage it.</p> <p><b>Y1 Spring 2 – Healthy Me</b>            -SHRE: Understand the difference between <b>healthy &amp; unhealthy</b> and some ways to keep healthy (cleaning teeth, basic hygiene, sleep)  <b>Jigsaw: 5-6 years: HM #1</b>            -Eating a <b>balanced diet</b>  <b>Jigsaw: 5-6 years: HM #2</b>            -Keeping <b>active</b> (5W2WB)  <b>Jigsaw: 5-6 years: HM #3</b>            -Drugs Ed: identify how <b>medicines</b> get into the body? identify how do use medicines to keep us healthy &amp; how can medicines harm me? (H11)  <b>Jigsaw: 5-6 years: HM #4</b>            -Identify how to be safe around <b>roads/strangers</b> (H12)            -Identify <b>hazards in the home and fire safety</b> (H12)  <b>Jigsaw: 5-6 years: HM #5</b>            -<b>Return to recognising worries</b> &amp; begin to talk about what I can do when worried (H4) refer to network hands            -Identify ways to stay <b>calm and relaxed</b> (H4)  <b>Jigsaw: 5-6 years: HM #6</b></p>	<p><b>Y1 Summer 1 – Relationships</b>            -Different families, same love  <b>Jigsaw: 5-6 years: RL #1</b>            -<b>Look after each other</b> and our school environment &amp; identify what <b>happy playtimes</b> look like (R1, R2, R6, R10, R11, L1, L5)  <b>Jigsaw: 5-6 years: RL #2</b>  <b>SEAL getting on &amp; relations</b>            -Making <b>safe &amp; pro-social choices</b> around touch (H2)  <b>Jigsaw: 5-6 years: RL #3</b>            -<b>Asking for help</b> (H13, H14, R9, L10)  <b>Jigsaw: 5-6 years: RL #4</b>            -Identify how we can <b>love and care for</b> ourselves(H13, H14, R9)  <b>Jigsaw: 5-6 years: RL #5</b>            -Expressing appreciation for <b>special relationships</b> – network hands  <b>Jigsaw: 5-6 years: RL#6</b></p> <p><b>Y1 Summer 2 – Changing Me</b>            -SRHE: remember <b>being a baby</b> (H8, H9) what can I do now I'm bigger? (H8, H9)            -Identify <b>needs of living things</b> (H1)  <b>Jigsaw: 5-6 years: CM #1 - #3</b>  <b>SEAL changes</b>            -Naming body parts &amp; NSPCC Pants Video  <b>Jigsaw: 5-6 years: CM #4</b>            -Identify difference between <b>secrets &amp; surprises</b> (R3, H15) &amp; how we do not have to keep secrets identify ways to deal with <b>worries</b> (H4)            -Support each other (H13, H14, R7) <b>team work listen effectively</b> (R6)            -<b>Explore changes and transitions</b> – identify ways we move on (H9) and learn new things  <b>Jigsaw: 5-6 years: CM #5 &amp; #6</b></p>

PSHRE & Citizenship Curriculum Map		
Citizenship: belonging, fairness & simple laws/rules		RSHE: mental and physical health & fitness, respectful relationships, keeping safe
AUTUMN Y2	SPRING Y2	SUMMER Y2
<p><b>Y2 Autumn 1 – Being Me</b>            -Devise and agree a class charter, understand &amp; follow <b>classroom routines</b> &amp; expectations (R4, L1, L2)            -SRE: Discuss <b>Protective Behaviours</b> – who can we go to for help? (H13, H14, R12, R13, R14) - network hand            -Hopes and fears for the year  <b>Jigsaw: 6-7 years: BM #1 &amp; #6</b>  <b>SEAL new beginnings</b>  <b>-Rights and responsibilities</b> (R8, L3, L9)  <b>Jigsaw: 6-7 years: BM #2</b>            -Making my class <b>safe and fair</b>  <b>Jigsaw: 6-7 years: BM #3 &amp; #4</b>            -Working <b>cooperatively</b>  <b>Jigsaw: 6-7 years: BM #5</b>  <b>SEAL good to be me</b>            -Identify ways to keep <b>safe on-line</b> (H12)</p> <p><b>Y2 Autumn 2 – Celebrating Difference</b>            -Get to know each other and respect our <b>similarities &amp; differences</b> as we grow (R1, R12, R13, R14, L3)  <b>Jigsaw: 6-7 years: CD #1 &amp; #2</b>            -SRE: Identify what <b>bullying</b> is and what to do if it happens (R1, R12, R13, R14, L3) and standing up for myself  <b>Jigsaw: 6-7 years: CD #3 &amp; #4</b>  <b>SEAL bullying</b>            -Identify why Living in a <b>diverse world</b> is positive (L4, L9) – celebrating similarities &amp; differences <b>rights &amp; responsibilities</b> to treat others fairly (R8, L3, L9)            Diversity, boys and girls, difference is ok, being friends with someone who is different to me  <b>Jigsaw: 6-7 years: CD #5</b>            -Celebrate <b>being unique</b> (H3, L8)  <b>Jigsaw: 6-7 years: CD #6</b>            -Discuss money &amp; identify why we have it, keeping it safe, can I afford it? <b>Wants vs needs</b> (L6, L7)</p> <p><b>Anti-bullying Week - Nov</b>  <b>Just Talk Week - Nov</b></p>	<p><b>Y2 Spring 1 – Dreams &amp; Goals</b>            -Set <b>simple goals</b> and identify ways to achieve them (H3)  <b>Jigsaw: 6-7 years: DG #1</b>  <b>SEAL goals</b>            -Developing <b>perseverance</b>  <b>Jigsaw: 6-7 years: DG #2</b>  <b>-Team work</b>, who helps me learn and who doesn't  <b>Jigsaw: 6-7 years: DG #3</b>  <b>-Group work</b> challenge  <b>Jigsaw: 6-7 years: DG #4 &amp; #5</b>  <b>-Celebrating</b> our success  <b>Jigsaw: 6-7 years: DG #6</b></p> <p><b>Y2 Spring 2 – Healthy Me</b>            -Health Ed: Identify ways to maintain <b>healthy bodies</b> (H1) Explore <b>5 Ways to Well-being</b>  <b>Jigsaw: 6-7 years: HM #1</b>  <b>-Emotional regulation</b> and strategies to develop calm/how to relax  <b>Jigsaw: 6-7 years: HM #1</b>            -Health Ed: identify ways to keep safe around <b>household substances</b> (H11)            -Health Ed: explore how <b>medicines</b> affect the body? What are the dangers of medicines? (H11)  <b>Jigsaw: 6-7 years: HM #3</b>            -Health Ed: identify <b>healthy foods</b> &amp; how to keep fit (H1)  <b>Jigsaw: 6-7 years: HM #4-#6</b>            -SHRE: identify the difference between <b>privacy &amp; secrecy</b> (H15, H16, R3, R10) Make <b>safe choices</b> (H2)</p>	<p><b>Y2 Summer 1 – Relationships</b>            -SRHE: know how to develop <b>healthy relationships</b> (H13, R1, R2, R6, R10, R11) - family  <b>Jigsaw: 6-7 years: RL#1 &amp; #2</b>  <b>SEAL getting on &amp; relations</b>            -Express <b>opinions</b> respectfully (R5, R6, R7) and managing conflict in friendships (R1, R2)  <b>Jigsaw: 6-7 years: RL#3</b>            -Difference between <b>secrets and surprises</b>  <b>Jigsaw: 6-7 years: RL#4</b>  <b>-Trust and appreciation</b> – network hands – who do I trust and why  <b>Jigsaw: 6-7 years: RL#5</b>            -Identify special people &amp; <b>people who help us</b> (H13, R9, L10)</p> <p><b>Y2 Summer 2 – Changing Me</b>            -Discuss and identify <b>changes &amp; loss</b> (H5)  <b>Jigsaw: 6-7 years: CM #1 &amp; #2</b>  <b>SEAL changes</b>            -Changes in me – increased <b>independence</b>, looking towards Y3  <b>Jigsaw: 6-7 years: CM #3</b>  <b>-Identity</b> – what I like/dislike about being a girl/boy  <b>Jigsaw: 6-7 years: CM #4</b>            -Being <b>assertive</b> not aggressive or passive - role play with 3 different characters  <b>Jigsaw: 6-7 years: CM #5</b>            -Explore making difficult choices – <b>right &amp; wrong</b> (H2, R4)            -Looking to <b>Y3 worries/hopes</b> - network hands  <b>Jigsaw: 6-7 years: CM #6</b></p>

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AUTUMN Y3	SPRING Y3	SUMMER Y3
<p><b>Y3 Autumn 1 – Being Me</b>            -Negotiate &amp; devise a class charter, understand &amp; follow <b>classroom routines</b> &amp; expectations (H15, L2)            -Identify own gifts/talents (H5) <b>celebrate uniqueness</b>  <b>Jigsaw: 7-8 years: BM #1</b>  <b>SEAL new beginnings &amp; good to be me</b>            -Identify <b>strong feelings</b> and how to deal with them appropriately – anxiety, anger, fear, joyful, excited (H6, H7, R1) and how to make the school a safe and happy place  <b>Jigsaw: 7-8 years: BM #2 &amp; #3</b>            -Identify how to establish &amp; maintain <b>happy playtimes</b> (R1, R2) – rewards and consequences  <b>Jigsaw: 7-8 years: BM #4</b>  <b>-Work cooperatively</b> with others (R2, R3, R4, R7, R10)  <b>Jigsaw: 7-8 years: BM #5</b>            -Building commitment to <b>school/class rules</b>            -Identify a variety of ways to be <b>safe online</b> (H22, R21)</p> <p><b>Y3 Autumn 2 – Celebrating Difference</b>            -Understand and respect others’ opinions – <b>opinion vs fact</b> (R10, L3, L8)            -Identify and demonstrate how to make &amp; maintain friendships – what do <b>healthy relationships</b> look like? What to do when falling out with family (R2, R3, R4, R7, R10, R12, L8) – network hands  <b>Jigsaw: 7-8 years: CD #1 &amp; #2</b>  <b>-Anti-bullying</b> – identify what an active bystander is &amp; how to use support networks (R18, L6)  <b>Jigsaw: 7-8 years: CD #3 &amp; #4</b>  <b>SEAL getting on &amp; bullying</b>  <b>-Recognise &amp; challenge prejudice</b> (own &amp; others) (R14, L4) – commitment to not using words like fat, gay as insults  <b>Jigsaw: 7-8 years: CD #5</b>            -Giving &amp; receiving <b>compliments</b>  <b>Jigsaw: 7-8 years: CD #6</b></p> <p><b>Anti-bullying Week - Nov</b>  <b>Just Talk Week – Nov</b></p>	<p><b>Y3 Spring 1 – Dreams &amp; Goals</b>  <b>-Identify a goal</b> that will benefit themselves and others (H5) – role models  <b>Jigsaw: 7-8 years: DG #1</b>  <b>SEAL goals</b>            -Exploring <b>dreams and ambitions</b> – what helps people achieve?  <b>Jigsaw: 7-8 years: DG #2</b>            -The Learning Pit and building strategies for <b>perseverance</b>  <b>Jigsaw: 7-8 years: DG #3 - #6</b>            -Identify ways to <b>managing disappointment</b> &amp; being hopeful (H6, H7, R1) Gratitude</p> <p><b>Y3 Spring 2 – Healthy Me</b>            -Health Ed: identify ways to develop <b>positive physical health</b> – balanced lifestyle &amp; diet, cleanliness (H2, H3, R21)  <b>Jigsaw: 7-8 years: HM #1 &amp; #2</b> <i>(I would not discuss calories at this age but would focus on balance in food groups)</i>            -Health Ed: Understand the dangers of <b>smoking</b> and explain how it affects the body – habit vs addiction (H16, H17) Explore <b>healthy &amp; unhealthy habits</b> &amp; making choices about our own behaviour (H2, R2)  <b>Jigsaw: 7-8 years: HM #3 &amp; #6</b>            -Identify what to do in an <b>emergency in school</b> (H15, H21) Identify where to go for help in an <b>emergency out of school</b> (H15, H21)  <b>Jigsaw: 7-8 years: HM #4</b>            -Know how to <b>manage uncomfortable feelings</b> (anxious/scared) &amp; begin to show this in everyday life (H6)  <b>Jigsaw: 7-8 years: HM #5</b>            -SRE: Developing positive mental health – <b>5 Ways to Well-being</b> (H1, R21, H23) revisited at greater depth focus on ‘Giving’ &amp; ‘Connecting’</p>	<p><b>Y3 Summer 1 – Relationships</b>            -Identify ways to <b>take responsibility</b> (H11, L7)  <b>Jigsaw: 7-8 years: RL#1</b>            -Practise ways to stand up for myself/<b>managing peer pressure</b> (H13, H14) assertiveness and standing up for myself  <b>Jigsaw: 7-8 years: RL#2</b>  <b>-eSafety</b>  <b>Jigsaw: 7-8 years: RL#3</b>            -Understand the importance of <b>equality</b> over discrimination (R13, R14, L3) Identify <b>ways to support each other</b> &amp; begin to show this in everyday life (R1, R8, L6) Global citizenship  <b>Jigsaw: 7-8 years: RL#4 &amp; #5</b>  <b>SEAL relations</b>            -Know how to <b>make wise choices</b> &amp; begin to show this in everyday life (H10, L8) – people who support me in this  <b>Jigsaw: 7-8 years: RL#6</b></p> <p><b>Y3 Summer 2 – Changing Me</b>  <b>-Babies and young animals/people</b> – desire to protect, mother feeding young, nurture  <b>Jigsaw: 7-8 years: CM #1</b>            -What do <b>young babies need</b> to survive/thrive?  <b>Jigsaw: 7-8 years: CM #2</b>  <b>SEAL changes</b>            -SRE: understand &amp; identify some ways in which our <b>bodies change as we grow</b>, personal space &amp; privacy vs secrecy (H18, H20, R8, R9)  <i>(Changing adolescent bodies is covered in Y4 so cover getting taller, more independent with more responsibilities)</i>  <b>-Recognise &amp; challenge prejudice</b> (own &amp; others) (R14, L4) including <b>gender stereotypes</b> (R16)  <b>Jigsaw: 7-8 years: CM #5</b>            -Identify ways to manage <b>change &amp; transition</b> (H8)            -SRE: know &amp; identify our <b>special people and support networks</b> (H14, H23) network hand for Y4</p>

PSHRE & Citizenship Curriculum Map		
Citizenship: belonging, fairness & simple laws/rules		RSHE: mental and physical health & fitness, respectful relationships, keeping safe
AUTUMN Y4	SPRING Y4	SUMMER Y4
<p><b>Y4 Autumn 1 – Being Me</b>            -Negotiate &amp; devise a class charter, understand &amp; follow <b>classroom routines</b> &amp; expectations (H15, L2)  <b>SEAL new beginnings &amp; good to be me</b>            -Understand <b>rules and laws</b> - why do we need them, why and how rules and laws are made and enforced (L2, R2)            -Identify some <b>consequences of antisocial and aggressive behaviours</b>, such as bullying, for individuals and communities (R2, R3, R7)  <b>Jigsaw: 8-9 years: BM #1-6</b>            -Explore ways to keep <b>safe on-line</b> (H22)</p> <p><b>Y4 Autumn 2 – Celebrating Difference</b>            - <b>Recognise &amp; challenge prejudice</b> (own &amp; others) (R14, L4) including <b>gender stereotypes</b> (R16)            Discrimination – judging by appearance  <b>Jigsaw: 8-9 years: CD #1 &amp; #5</b>            -Responding to <b>peer pressure</b> (H13, H14)  <b>Jigsaw: 8-9 years: CD #2</b>            -Explore <b>self-esteem &amp; bullying</b> – why do people bully and how can we prevent it? (H1, R18)  <b>Jigsaw: 8-9 years: CD #3 &amp; #4</b>            -Acceptance  <b>Jigsaw: 8-9 years: CD #6</b>  <b>SEAL getting on &amp; bullying</b></p> <p><b>Anti-bullying Week - Nov</b>  <b>Just Talk Week - Nov</b></p>	<p><b>Y4 Spring 1 – Dreams &amp; Goals</b>            -<b>Set personal &amp; shared goals</b> (H5, R11), identify ways in which they can manage disappointment/frustration  <b>Jigsaw: 8-9 years: DG #1-6</b>  <b>SEAL goals</b>            -Identify ways to <b>promote positive mental health</b> &amp; emotions (H1, H6, H7) – 5W2WB</p> <p><b>Y4 Spring 2 – Healthy Me</b>            -Friendships - making decisions and explaining choices – saying no to gangs &amp; <b>managing peer pressure</b> (H13, H14)  <b>Jigsaw: 8-9 years: HM #1 &amp; #2 #5</b>            -Health Ed: identify safe use of legal drugs and medicines – recap Y3 (H17) -Smoking and alcohol  <b>Jigsaw: 8-9 years: HM #3, #4</b>            -Knowing right and wrong, self-conviction  <b>Jigsaw: 8-9 years: HM #6</b>            -Explore <b>keeping safe on social media</b>, media &amp; information (H4) – is it all true?            -Identify ways to <b>keep safe whilst developing independence</b> (H11, H20, H23) Identify how to keep safe in local area (H10, H14, R3, R8, R15, -R21)</p>	<p><b>Y4 Summer 1 – Relationships</b>            -Identify <b>strong feelings</b> and how to deal with them appropriately – jealousy (H6, H7, R1)  <b>Jigsaw: 8-9 years: RL#1</b>            -Identify <b>strong feelings</b> and how to deal with them appropriately – love &amp; loss (H6, H7, R1)  <b>Jigsaw: 8-9 years: RL#2 &amp; #3</b>            -Demonstrate <b>care for other people’s feelings</b> and try to see things from their points of view (R12), compromise  <b>Jigsaw: 8-9 years: RL#4</b>            -Boyfriends/girlfriends &amp; peer pressure  <b>Jigsaw: 8-9 years: RL#5</b>  <b>SEAL relations</b>            -Loving &amp; being loved  <b>Jigsaw: 8-9 years: RL#6</b></p> <p><b>Y4 Summer 2 – Changing Me</b>            -SRE: change is normal – changes in my growing <b>adolescent body</b> (H18)  <b>Jigsaw: 8-9 years: CM #1 #3</b>  <i>(We do not cover #2 sex education as it is covered at middle school in Y5)</i>            -SRE: rites of passage &amp; <b>celebrating growing up</b> – change is inevitable (L12) wishes, hopes &amp; dreams – <b>aspirations</b> (H5)  <b>Jigsaw: 8-9 years: CM #4 - #6</b>  <b>SEAL changes</b>            -Recap <b>peer pressure</b> and any other areas Y4 pupils feel would be useful before leaving (H13, H14)  <b>Jigsaw: 8-9 years: CD #2</b>            -Managing <b>change &amp; transition</b> – visits from feeder schools (H8), conversations to support anxious pupils</p>