

YEAR GROUP/PATHWAY: KS2		SUBJECT AREA: PSHCE	
	Autumn	Spring	Summer
Rotation 1 2023/2024	Living in the Wider World: Looking After Money	Relationships: Friendship and Bullying	Physical Health and Well-being: Mental Wellbeing and Internet Safety My Body/Puberty (for year 6)*
Knowledge and Skills	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

		<ul style="list-style-type: none">• the importance of permission-seeking and giving in relationships with friends, peers and adults.	<ul style="list-style-type: none">• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). <p>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <ul style="list-style-type: none">• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and
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			<p>harassment can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Vocabulary	<p>CORE: money, earn, spend, save, bank,</p> <p>EXTENDED: need, wants</p>	<p>CORE: Friendship, trust, respect, problem, lonely, argument</p> <p>EXTENDED: generous, loyalty, conflict, healthy</p>	<p>CORE: emotion labels (happy, sad, angry, excited, surprised, worried etc), internet safety, online, social media, bullying, , personal information</p> <p>EXTENDED: Well-being, mental, physical, harassment</p>
Rotation 2 2024/2025	Living in the Wider World: Jobs, Strengths and Interests	Relationships: Respectful Relationships and Online Safety	<p>Physical Health and Well-being: Staying safe (sun, handwashing, vaccinations, handwash, online)</p> <p>My Body/Puberty (for year 6)*</p>
Knowledge	<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental wellbeing

	<p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<ul style="list-style-type: none"> • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>If appropriate</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
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Vocabulary	<p>CORE: Job, different job labels, strengths, interests, future</p> <p>EXTENDED: career, skills</p>	<p>CORE: Same, different, respect, polite, manners, bullying, cyber-bullying, online safety, personal information,</p> <p>EXTENDED: bystander, stereotype, risk, data</p>	<p>CORE: safe, sunburn, skin damage, germs, electronic devices, healthy</p> <p>EXTENDED: Mental well-being, well-being, drugs, legal, illegal, symptoms, mental, physical health , sunstroke,</p>
Rotation 3 2022/2023	Living in the Wider World: Shared Responsibilities, communities	Relationships: Family	Physical Health and Well-being: Physical Health and Fitness, My Body/Puberty (Y6)*
Knowledge and Skills	<p>Shared responsibilities, communities</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. 	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. ↓ • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and

		<ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>other behaviours (e.g. the impact of alcohol on diet or health).</p>
Vocabulary	<p>CORE: Rules, care, respect, environment, community</p> <p>EXTENDED: roles, responsibility</p>	<p>CORE: Love, family, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, same, different, respect</p> <p>EXTENDED: step-, half-, foster, adopted, marriage</p>	<p>CORE: Exercise, healthy, unhealthy</p> <p>EXTENDED: food group names (carbohydrate, fats and sugars, fruit and vegetables, dairy)</p>

My Body/Puberty (for year 6)*

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- about menstrual wellbeing including the key facts
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Please note that this curriculum map contains all the PSHCE requirements of KS1 and KS2. Teachers are not expected to cover all objectives and are free to choose the learning objectives most suited to the needs of their students. **Yellow highlighting** indicates priority topics for (2022-2023).

Pink highlighting indicates priority topics for 2023-2024.

Please note that PSHCE sessions at KS2 are currently 30 minutes per week. Students receive additional PSHCE-related opportunities at Forest School, as part of their therapy group provision.