

Greenland RSHE and PSHE Education Curriculum Map

Personal, Social and Emotional Development Strand, as part of EYFS (Reception class)

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
EYFS	<i>'What makes us special?'</i> Discussing differences and similarities in our families, class charter	<i>'What are Friendships?'</i> How to be a good friend, what looks like	<i>'What are Emotions? How can we be kind?'</i> How we feel – what emotions are, how they link to our actions and how they can make others feel	<i>The world around us- How can we look after our world?'</i> Looking at the wider world, how our action impact on the environment, exploring animals and plants, growth and tooth decay	<i>Equality and diversity -What makes us different?'</i> Exploring the difference between ourselves and our friends, different nationalities and ethnicities and beliefs, treating everybody the same regardless of their differences	<i>Mindfulness, teamwork and working together – How do we work as a team? How do we treat each other with respect?'</i> Belonging within a team, the importance of listening to others, being kind and making good choices, how to treat each other with kindness and respect, to appreciate others talents and abilities within a team, celebrating individual and team success
Year 1	<i>'Who is special to us?'</i> Characteristics of a healthy family life, differences in 'make up' (two dads/blended families for example), respect, how to get help if feel unsafe'	<i>'What is the same and different about us?'</i> Our qualities, differences, respecting others, name external body parts & 'Pants Rule' – private!	<i>'What helps us stay healthy?'</i> Mental health is as important as physical health, hygiene, allergies/vaccines, dental health, how to seek help if worried about their health	<i>'Who helps to keep us safe?'</i> Basic first aid, calling 999/asking for help, what to do if they feel unsafe/worried'	<i>'What can we do with money?'</i> How to get it, how to manage it, difference between need and want and how to keep it safe	<i>'How can we look after each other and the world?'</i> Effect of unkind behaviour, how people grow & change, care for animals & environment
Year 2	<i>'What makes a good friend?'</i> Making friends, what is a good friend, resolving arguments, trust, asking for help with friendships	<i>'What is bullying?'</i> Effect of words & actions (on and offline), bullying, positive friendships with mutual respect, permission giving & boundaries, self-respect	<i>'What can help us grow and stay healthy?'</i> Being healthy – mentally and physically, characteristics of a poor diet and inactivity, importance of sleep	<i>'What helps us to stay safe?'</i> Following rules to keep safe, assessing risk and staying safe (on and offline), resisting pressure to do unsafe things, telling a trusted adult if they are feeling unsafe	<i>'What jobs do people do?'</i> How jobs help people earn money, range of different jobs, people have different strengths and interests & use of internet and digital devices in their jobs	<i>'How do we recognise our feelings?'</i> (Staying safe in the sun) Range of feelings, recognise & talk about their emotions in class, managing feelings, recognising when they need help & sharing with someone they trust, moving to a new class
Year 3	<i>'How can we be a good friend?'</i> Importance of friendships, asking for help if feeling lonely, building positive friendships & recognising when a relationship is making them unhappy/unsafe, asking for help	<i>'What keeps us safe?'</i> Keeping safe at home & school: recognising hazards, their body belongs to them – not to be hurt or touched without permission, how to recognise & respond to pressure to do unsafe things, what to do and who to tell, health & hygiene routines, how to react/respond when an accident has occurred, asthma	<i>'What are families like?'</i> How families differ: e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents), features of a positive family life, how care is demonstrated in families, how to ask for help if their family relationship is making them feel unhappy/unsafe	<i>'What makes a community?'</i> Belonging to different groups inc clubs, faith, what is a diverse community & respect of, how a community can help people feel valued	<i>'Why should we keep active and sleep well?'</i> Benefits of regular physical activity, sleep & rest, balance of online and off line, effect of too much online activity on mental and physical health and how to get help if worried about their health	<i>'How can we manage risk in different places?'</i> How to assess and manage risk in different situations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about), influence of peers/seeking approval & how to manage, staying safe online/reporting concerns/abuse, laws are there to keep us safe

Relationships, Health and Wider World Education (Y1-Y6)

Year 4	<p>What strengths, skills and interests do we have?</p> <p>Self-esteem, self-worth, personal qualities, goal setting & managing setbacks and learning from mistakes</p>	<p>How can we manage our feelings?</p> <p>Range of emotions & how to recognise them, feelings and emotions change, how to manage feelings in different situations – recognising if they are behaving appropriately and how to access advice and help if needed</p>	<p>Why should we eat well and look after our teeth?</p> <p>Nutrition, oral hygiene, impact of unhealthy food and exercise choices and how to get help if worried about their health</p> <p>*could be taught alongside the science topic.</p>	<p>How do we treat others with respect?</p> <p>How people's behaviour affects them/others, being polite and respectful to all</p> <p>– not discriminate, privacy rights, body belongs to them, children's rights, how to respond if they witness or experience/exclusion disrespect/discrimination and how to respond to aggressive/inappropriate behaviour (inc online and unwanted physical contact) – how to report concerns</p>	<p>How can our choices make a difference to others and the environment?</p> <p>Caring for others and the environment, shared responsibilities to protect world/animals/others, making choices and decisions that can affect the environment, gain the necessary vocabulary to discuss topical issues</p>	<p>What decisions can people make with money?</p> <p>Decisions when to spend or save money, keeping track of money, payment choices, value for money and risks involving money</p>
Year 5	<p>What makes up a person's identity?</p> <p>Recognise similarities and differences, contributing factors to a person's identity (inc ethnicity, family, faith, culture, gender, hobbies, likes/dislikes), gender identity (not always corresponding with biological sex), identifying stereotypes and challenging them</p>	<p>How will we grow and change?</p> <p>Body changes during puberty (inc menstruation and wet dreams & specific vocab), effect of puberty on emotions, personal hygiene during puberty and how to ask for advice and support about growing and changing and puberty</p> <p>* Year 5 Programme of Study states: <i>"Pupils should learn about the changes experienced in puberty."</i></p>	<p>What jobs would we like?</p> <p>Career aspirations, skills and attributes necessary for particular jobs, how to get a chosen job- college, uni, apprenticeship, how they might choose a career, challenging stereotypes in jobs</p>	<p>How can friends communicate safely?</p> <p>Different relationships, how online relationships are different to face to face, how to recognise risk in relationships and how to keep safe, staying safe online – image sharing and how to report concerns/ask for help if feel unsafe, how to respond to pressure, inappropriate contact or concerns about personal safety</p>	<p>How can drugs common to everyday life affect health?</p> <p>Facts about legal and illegal drugs, laws surrounding drugs, why people can choose to take drugs, risks, how organisations can help people who are taking drugs, how to get help from a trusted adult if they are worried about drugs</p>	<p>How can we help in an accident or an emergency?</p> <p>Carrying out basic first aid, if a person has a head injury not to move them, when appropriate to use first aid, the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>

Year 6	<p style="text-align: center;"><i>'How can we keep healthy as we grow?'</i></p> <p>How mental and physical health are linked, healthy lifestyle choices – diet, exercise, balance of on and offline activities, benefits of sleeping well, managing influences of friends and family, not creating 'bad habits', how legal and illegal drugs can affect life/health, recognising early signs of mental health and seek help, anyone can suffer from mental health & there are ways to manage this with strategies</p>	<p style="text-align: center;"><i>'How can the media influence people?'</i></p> <p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions, rules about sharing on social media, how texts/images can be manipulated, evaluate reliability of online content, how to recognise suspicious or unsafe content and what to do about it, how info is ranked to meet the needs of the audience, how to make a decision about whether the content is suitable for their age, how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue, to recognise the risks involved in gambling and the triggers</p>	<p style="text-align: center;"><i>'How do friendships change as we grow?'</i> <i>'What will change as we become more independent?'</i></p> <p>Different types of relationships, commitment to a relationship, marriage should be wanted by both parties, personal identity inc sexuality, people who are attracted to and love each other can be of any gender, ethnicity or faith, recap on puberty – relating to physical and emotional changes to adulthood using specific scientific vocabulary, *how the process of puberty relates to human reproduction, becoming more independent comes with increased opportunities and responsibilities, friendships change and grow and how to manage, moving to secondary school and how to ask for support with any of the above</p> <p><i>*right to withdraw</i></p>
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**EYFS classes does not follow the new Relationships, Sex and Health Education guidelines.*