

PSHE Curriculum Map starting September 2016

Overarching Concepts	<ul style="list-style-type: none"> • Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) • Relationships (including different types and in different settings) • A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) • Diversity and equality (in all its forms) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) • Career (including enterprise, employability and economic understanding) 		
<p>Within The Norman CE Primary School we use this as a guide for PSHE teaching and learning but also develop our PSHE curriculum to reflect the needs and abilities of the individual children within our classes who are at different stages of emotional development and require us to tailor our curriculum to these.</p>			
Essential Skills	PSHE education makes a significant contribution to the development of a wide range of essential skills.		
	The interpersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
	<ul style="list-style-type: none"> • Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) • Learning from experience to seek out and make use of constructive feedback • Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) • Making decisions (including knowing when to be flexible) • Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) • Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) • Self-regulation (including managing strong emotions e.g. negativity and impulse) • Recognising and managing the need for peer approval • Self-organisation (including time management) 	<ul style="list-style-type: none"> • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) • Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) • Negotiation (including flexibility, self-advocacy and compromise) • Recognising and utilising strategies for managing pressure, persuasion and coercion • Responding to the need for positive affirmation for self and others 	<ul style="list-style-type: none"> • Formulating questions • Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) • Analysis (including separating fact from opinion) • Planning and deciding • Recalling and applying knowledge creatively and in novel situations • Drawing and defending conclusions using evidence and not just assertion • Identification, assessment (including prediction) and management of risk • Evaluating social norms • Reviewing progress against objectives
Core Theme 1: Health and wellbeing	<p>Suggested Programme of Study for Health and wellbeing: Pupils should be taught:</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 		
	Key Stage 1	Schemes to be followed and taught	
	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings • about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • the importance of and how to maintain personal hygiene • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • about the process of growing from young to old and how people's needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls • that household products, including medicines, can be harmful if not used properly • rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)) • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • 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' 	<ul style="list-style-type: none"> • Go givers <ul style="list-style-type: none"> ○ Keeping safe – get better, Good neighbours, Who's afraid. • The SEAL PSHE Scheme <ul style="list-style-type: none"> ○ Changes ○ It's good to be me 	
Core Theme 2: Relationships	<p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships. 		
	Key Stage 1	Schemes to be followed and taught	
	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise how their behaviour affects other people • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<ul style="list-style-type: none"> • Go givers <ul style="list-style-type: none"> ○ Keeping safe – bullying, Go givers park, rules ○ Feelings – All about me, more than 1 friend, meet the go givers. ○ Diversity – Chicken soup, Rio meet Callum, The stanger, What does a photo tell us. ○ Making a contribution – recipe, Our rules, The selfish red hen. • The SEAL PSHE Scheme <ul style="list-style-type: none"> ○ Relationships ○ Getting on and falling out 	
Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen	<p>Suggested Programme of Study for living in the wider world Pupils should be taught:</p> <ol style="list-style-type: none"> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise. 		
	Key Stage 1	Schemes to be followed and taught	
	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • that they belong to various groups and communities such as family and school • what improves and harms their local, natural and built environments and about some of the ways people look after them • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	<ul style="list-style-type: none"> • Go Givers <ul style="list-style-type: none"> ○ Global issues – Expedition to planet Bluebal, save our Jack. ○ Money –To give is to receive, Christmas with Go givers • The SEAL PSHE Scheme <ul style="list-style-type: none"> ○ Going for Goals ○ New beginnings 	

