



## KS2 Curriculum Map

### PSHE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Important dates</b>	<ul style="list-style-type: none"> <li>✓ Relationships - Safeguarding</li> <li>✓ E-Safety - Safeguarding</li> <li>✓ Being safe – Safeguarding</li> <li>✓ Diversity</li> <li>✓ Anti-Slavery Day</li> <li>✓ Black History Month</li> </ul>	<ul style="list-style-type: none"> <li>✓ Guy Fawkes Day</li> <li>✓ Remembrance Day</li> <li>✓ Anti-Bullying Week</li> <li>✓ Children in Need</li> <li>✓ Road Safety</li> <li>✓ Hanukkah</li> <li>✓ Time for Giving</li> <li>✓ Christmas</li> </ul>	<ul style="list-style-type: none"> <li>✓ World Religion Day / Tolerance</li> <li>✓ Holocaust Memorial Day</li> <li>✓ National LGBTQ+ Month</li> <li>✓ National Apprenticeship Week</li> <li>✓ St Valentine's Day</li> </ul>	<ul style="list-style-type: none"> <li>✓ Great Daffodil Appeal - Month</li> <li>✓ World Book Day</li> <li>✓ International Women's Day</li> <li>✓ Commonwealth Day</li> <li>✓ World Day for Water</li> <li>✓ Autism Awareness Month</li> <li>✓ Easter</li> </ul>	<ul style="list-style-type: none"> <li>✓ Our Local and Community History Month</li> <li>✓ Ramadan</li> <li>✓ National Doughnut Week</li> <li>✓ International Day of UN peacekeepers</li> </ul>	<ul style="list-style-type: none"> <li>✓ World Environment Day / Oceans Day</li> <li>✓ British Heart Week</li> <li>✓ World Blood Donor Day</li> <li>✓ Recycle Awareness Week</li> <li>✓ Art Week</li> <li>✓ World Population Day</li> </ul>
	<b>HEALTH AND WELLBEING</b>		<b>RELATIONSHIPS</b>		<b>LIVING IN THE WIDER WORLD</b>	
<b>YEAR 4</b>	<p>Reflecting on and celebrating their achievements, identifying their strengths and areas for improvement, setting high aspirations and goals.</p> <p>Deepening the understanding of good and not so good feelings, extending the vocabulary to enable them to explain both the range and the intensity of their feelings to others.</p>	<p>Recognising that they may experience conflicting emotions and when they might need to listen to or overcome them.</p> <p>Change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p>	<p>Understanding that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other. That marriage is a commitment FREELY entered by both people. That no one should marry if they don't want to or are not making this decision freely for themselves.</p> <p>Recognising that our actions can affect us and other people.</p>	<p>Judging what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>The concept of 'keeping something confidential or secret'. When they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Knowing that there are some cultural practices which are against British law and universal human rights, such as FGM.</p> <p>Realising the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.</p> <p>Developing strategies for getting support for them or others at risk.</p>	<p>Identifying that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Continuing to develop the skills to exercise these responsibilities.</p> <p>Resolving differences by looking at alternatives, seeing and respecting others' points of view, making</p>



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						decisions and explaining choices.
YEAR 5	<p>Knowing the difference between the terms: risk, danger and hazard.</p> <p>Recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p>	<p>Recognising how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Identifying that bacteria and viruses can affect health and that following simple routines can reduce spreading them.</p>	<p>Listening and responding respectfully to a wide range of people, feeling confident to raise our own concerns, recognising and caring about other people's feelings and trying to see, respect and if necessary challenge others' points of view.</p> <p>Working collaboratively towards shared goals.</p>	<p>Developing strategies to resolve disputes and conflict through negotiation and appropriate compromise and giving rich and constructive feedback.</p> <p>Identifying that the differences and similarities between people arise from a number of factors (family, culture, ethnic, racial, religion, age, sex, gender and disability – see 'protected characteristics' in the <u>Equality Act 2010</u>)</p>	<p>Knowing what being part of community means and about varied institutions that support communities locally and nationally.</p> <p>Recognising the role of voluntary, community and pressure groups (especially in relation to health and wellbeing).</p>	<p>Appreciation of range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Considering the lives of people living in other places, and people with different values and customs.</p>
YEAR 6	<p>Understanding how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety sources, including people they know and the media.</p>	<p>Knowing what is meant by the term 'habit' and why habits can be hard to change.</p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of</p>	<p>Realising the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'). Knowing how to ask for help.</p> <p>Recognising and managing 'dares'.</p>	<p>Recognising and challenging stereotypes.</p> <p>Learning about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p>	<p>Learning about the role money plays in our lives, including how to manage money and about being a critical consumer.</p> <p>Developing an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'</p>	<p>Knowing that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the</p>



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	<p>Recognising when they need help and developing skills needed to ask for help; using basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	<p>passcode, turning it off at night etc.)</p>			<p>(e.g. contribution to society through paying VAT).</p>	<p>environment across the world.</p> <p>Knowing what is meant by enterprise and beginning to develop enterprise skills.</p>
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