

Personal Social Health Education Curriculum Map



	0 – 3 Preschool	3 – 4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum (Jigsaw)
EYFS area of Learning	Personal, Social and Emotional Development			
Fundamental Knowledge: Self Regulation	Express and talk about a range of emotions. Say what I like and don't like. Try new things and explore new experiences. Take turns in conversations.	Express and talk about a range of emotions and understand how to monitor them. Monitor actions and words based on peers likes and dislikes. Select and use appropriate activities and resources to work towards simple goals. Take turns and shift attention from one thing to another.	Identify and moderate own and others' feelings about how my actions can affect others. Change my behaviour to suit the situation and follow rules. Recognise own and others' achievements and celebrate appropriately. Follow 2-part instructions and respond appropriately.	<u>Dreams and Goals</u> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success.

Personal Social Health Education Curriculum Map



Fundamental Knowledge: Managing Self	Establish my sense of self. Begin to talk about my feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." Begin to grow in independence and self-assurance.	Behave appropriately within boundaries and follow rules with support. Recognise what is healthy and unhealthy in body and mind and begin to manage own personal hygiene needs. Try new things and show resilience and perseverance with support	Follow rules independently and talk about the reasons for rules and understand what is right and wrong. Manage own personal hygiene needs. Dress and undress independently. Make healthy body and mind choices. Independently tackle and persist with challenges. Show resilience, manage and take risks when attempting different ways of doing things.	<u>Healthy Me</u> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. <u>Changing Me</u> I can identify the parts of the body that make boys different to girls and can use the correct names for these.
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Personal Social Health Education Curriculum Map



Fundamental Knowledge: Building Relationships	Develop friendships with other children. Engage with others through gestures, gaze and talk.	Join in with others during play and choose who to play with, sometimes inviting other children to play with them. Extend and elaborate play ideas, share and take turns with support.	Listen to what others say, play co-operatively and find ways to resolve conflicts by taking account of and include other's ideas. Independently play co-operatively. Take turns and take into account other people's feelings when decisions are made.	<u>Celebrating Difference</u> I can tell you some ways I am different from my friends. <u>Relationships</u> I can tell you why I appreciate someone who is special to me and express how I feel about them.
Early Learning Goal	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers.			



Personal Social Health Education Curriculum Map

	Show sensitivity to their own and other's needs.
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Personal Social Health Education Curriculum Map



	Autumn 1 (1.1)	Autumn 2 (1.2)	Spring 1 (1.3)	Spring 2 (1.4)	Summer 1 (1.5)	Summer 2 (1.6)
Year 1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	I understand the rights and responsibilities as a member of my class. I can recognise the choices I make and understand the consequence.	I can identify similarities and differences between people in my class. I can tell you what bullying is I know some people who I could talk to if I was being bullied or feeling unhappy. I know how to make new friends. I can tell you some ways I am different from my friends.	I can set simple goals and how to achieve them. I know how to work well with a partner. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles and find a way to overcome them. I succeeded in a new challenge and celebrated it.	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices and know that germs can cause disease/illness. I know that medicines can help me if I feel poorly and I know how to use them safely. I know how to keep safe when crossing the road. I can tell you why I think my body is amazing and identify ways to keep it safe and healthy.	I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know who can help me in school. I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me.	I am starting to understand the life cycles or animals and humans. I can identify some things that have changed about me and some things have stayed the same. I can identify how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I understand that every time I learn something new, I change a little bit.

Personal Social Health Education Curriculum Map



						I respect my body and understand which parts are private.
Interleaved Links	Topics are aligned half termly across the whole school; each year builds upon the previous year's learning for each topic. Entitlement vocabulary is developed each year.					
Learning Tasks	Pupil Voice. Teacher's assessments.					
Entitlement Vocabulary	Safe, special, belonging, difference, proud, family, changes, success.					

Personal Social Health Education Curriculum Map



	Autumn 1 (2.1)	Autumn 2 (2.2)	Spring 1 (2.3)	Spring 2 (2.4)	Summer 1 (2.5)	Summer 2 (2.6)
Year 2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	I can identify some of my hopes and fears for this year. I understand the rights and responsibilities for being a member of my class and school. I understand the rights and responsibilities for being a member of my class. I can listen to other people and contribute my own ideas about rewards and consequences. I can recognise the choices I make and understand the consequences.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand that bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I know some ways to make new friends. I can tell you some ways I am different from my friends.	I can choose a realistic goal and think about how to achieve it. I can persevere even when I find tasks difficult. I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I can explain some of the ways I worked cooperatively in my group to create a product. I know how to share success with other people.	I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I know how to understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can decide which foods to eat to give my body energy.	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.	I can recognise cycles of life in nature. I can tell you the natural process of growing from young to old and understand that this is not in my control. I can recognise how my body has changed since I was a baby. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. I understand there are different types of touch and can tell you which

Personal Social Health Education Curriculum Map



				I can make some healthy snacks and explain why they are good for my body.	I can express my appreciation for the people in my special relationships.	ones I like and don't like. I can identify what I am looking forward to when I am in Year 3.
Interleaved Links	Topics are aligned half termly across the whole school; each year builds upon the previous year's learning for each topic. Entitlement vocabulary is developed each year.					
Learning Tasks	Pupil Voice. Teacher's assessments.					
Entitlement Vocabulary	Worries, hopes, similarities, goal, relaxation, problem solving, life cycle, names of body parts including genitals.					

Personal Social Health Education Curriculum Map



	Autumn 1 (3.1)	Autumn 2 (3.2)	Spring 1 (3.3)	Spring 2 (3.4)	Summer 1 (3.5)	Summer 2 (3.6)
Year 3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I can face new challenges positively, make responsible choices and ask for help when I need it. I understand why rules are needed and how they relate to rights and responsibilities. I understand that my actions affect myself and others and I care about other people's feelings.	I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone's	I can tell you about a person who has faced difficult challenges and achieved success. I can identify a dream/ambition that is important to me. I enjoy facing new challenges and working out the best ways for me to achieve them. I can be motivated and enthusiastic about achieving our new challenge. I can recognise obstacles which might hinder my achievement and take steps to overcome them. I can evaluate my own learning process and	I understand how exercise affects my body and know why my heart and lungs are such important organs. I know that the amount of calories, fat and sugar I put into my body will affect my health. I can tell you my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services.	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know and can use some strategies for keeping myself safe online. I can explain how some of the actions and work of people around the world help and influence my life. I understand how my needs and rights are shared by children	I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby. I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside

Personal Social Health Education Curriculum Map



	I can make responsible choices and take action. I understand my actions affect others and try to see things from their points of view.	feelings and what the consequences were.	identify how it can be better next time.	I can identify when something feels safe or unsafe. I understand how complex my body is and how important it is to take care of it.	around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family.	during this growing up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas about parenting and family roles. I can identify what I am looking forward to when I move to my next class.
Interleaved Links	Topics are aligned half termly across the whole school; each year builds upon the previous year's learning for each topic. Entitlement vocabulary is developed each year.					
Learning Tasks	Pupil Voice. Teacher's assessments.					
Entitlement Vocabulary	Achievements, emotions, connected, conflict, perseverance, ambitions, fitness, solution, birth.					

Personal Social Health Education Curriculum Map



	Autumn 1 (4.1)	Autumn 2 (4.2)	Spring 1 (4.3)	Spring 2 (4.4)	Summer 1 (4.5)	Summer 2 (4.6)
Year 4	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	I know my attitudes and actions make a difference to the class team.	I understand that, sometimes, we make assumptions based on what people look like.	I can tell you about some of my hopes and dreams.	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	I can recognise situations which can cause jealousy in relationships.	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
	I understand who is in my school community, the roles they play and how I fit in.	I understand what influences me to make assumptions based on how people look.	I understand that sometimes hopes and dreams do not come true and that this can hurt.	I understand there are people who take on the roles of leaders or followers in a group and I know the role I take on in different situations.	I can identify someone I love and can express why they are special to me.	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
	I understand how democracy works through the School Council.	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.	I know that reflecting on positive and happy experiences can help me to counteract disappointment.	I understand the facts about smoking and its effects on health and also some of the reasons some people start to smoke.	I can tell you about someone I know that I no longer see.	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.	I know how to make a new plan and set new goals even if I have been disappointed.	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.	I know how the circle of change works and
	I understand how groups come together to make decisions.	I can identify what is special about me and value the ways in which I am unique.	I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group.		I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.	

Personal Social Health Education Curriculum Map



	I understand how democracy and having a voice benefits the school community.	I can tell you a time when my first impression of someone changed when I got to know them.	I can identify the contributions made by myself and others to the group's achievement.	reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right and wrong.	I know how to show love and appreciation to the people and animals who are special to me.	can apply it to changes I want to make in my life. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can identify what I am looking forward to when I move to a new class.
Interleaved Links	Topics are aligned half termly across the whole school; each year builds upon the previous year's learning for each topic. Entitlement vocabulary is developed each year.					
Learning Tasks	Pupil Voice. Teacher's assessments.					
Entitlement Vocabulary	Included, responsibility, character, appearance, resilience, relationships, assertive, unique.					

Personal Social Health Education Curriculum Map



	Autumn 1 (5.1)	Autumn 2 (5.2)	Spring 1 (5.3)	Spring 2 (5.4)	Summer 1 (5.5)	Summer 2 (5.6)
Year 5	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and	I understand that cultural differences sometimes cause conflict. I understand what racism is. I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world. I can understand a different culture from my own.	I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I can describe the dreams and goals of young people in a culture different to mine.	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I know and can put into practise basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I understand how the media, social media and celebrity culture promotes certain body types.	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I understand that belonging to an online community can have positive and negative consequences. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I can recognise when I am spending too much time using devices (screen time).	I am aware of my own self-image and how my body image fits into that. I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how boys' and girls' bodies change during puberty. I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.

Personal Social Health Education Curriculum Map



	know how to participate in this.		I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this e.g. through sponsorship.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	I can explain how to stay safe when using technology to communicate with my friends.	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I can identify what I am looking forward to when I move to my next class.
Interleaved Links	Topics are aligned half termly across the whole school; each year builds upon the previous year's learning for each topic. Entitlement vocabulary is developed each year.					
Learning Tasks	Pupil Voice. Teacher's assessments.					
Entitlement Vocabulary	Choice, community, comparison, culture, motivation, influence, self-esteem, body image.					

Personal Social Health Education Curriculum Map



	Autumn 1 (6.1)	Autumn 2 (6.2)	Spring 1 (6.3)	Spring 2 (6.4)	Summer 1 (6.5)	Summer 2 (6.6)
Year 6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people locally and globally. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.	I understand there are different perceptions about what normal means. I understand that everyone has a right to be who they are. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify problems in the world that concern me and talk to other people about them. I can work with other people to help make the world a better place.	I can take responsibility for my health and make choices that benefit my health and well-being. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I understand that some people can be exploited and made to do things that are against the law. I know why some people join gangs and the risks this involves. I understand what it means to be emotionally well and can explore people's	I know that it is important to take care of my mental health. I know how to take care of my mental health. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful for me. I can use technology positively and safely to	I am aware of my own self-image and how my body image fits into that. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I understand how being physically attracted to someone changes the nature of my relationship and what that might mean about

Personal Social Health Education Curriculum Map



	I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.	and a cause for celebration.	I can describe some ways in which I can work with other people to help make the world a better place. I know what some people in my class like or admire about me and can accept their praise.	attitudes towards mental health/illness. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	communicate with my friends and family.	having a girlfriend/boyfriend. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class.
Interleaved Links	Topics are aligned half termly across the whole school; each year builds upon the previous year's learning for each topic. Entitlement vocabulary is developed each year.					
Learning Tasks	Pupil Voice. Teacher's assessments.					
Entitlement Vocabulary	Consequences, collaboration, disability, perception, global issue, mental health, pressure, stigma, self-image.					