



The New Forest Primary School
Curriculum Map for PSHE

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	All About Me	We're going on a journey	Let me tell you a story	All creatures great and small	Around the world	The Deep Blue Sea
	Making friends Sharing and taking turns My 5 senses Learning classroom routines Knowing about ourselves, what we can do and how we can learn new skills.	SEAL - Getting on and falling out Working together	Sharing personal experiences Thinking about how we behave in school Developing respect for each other and listening to each other's ideas Talking about feelings and developing emotional vocabulary	SEAL – Going for Goals	Respect for our world, caring for plants and animals Recycling	SEAL – moving on, transition , next steps
Year 1	Who am I?	Let's Celebrate!	Castles	Water World	Insects and Flowers	People Who Help Us
	Citizenship 5 Rights, Rules & Responsibilities Name responsibilities they have in class & towards family and friends. Name adults in school & their responsibilities.	Myself and My Relationships 5 My Emotions Be able to describe how they are feeling and say how strong that feeling is. Recognise feelings in others.	Healthy lifestyles 4 Managing Risk Introducing the concept of risk and understanding ways in which it can be reduced & people who can be turned to for help.	Healthy and safer life styles 10 SRE 2 Recognise babies, children & adults and put them in order. Describe main physical developments & changes in responsibilities in early childhood. Understand how a baby is dependent on its parents.	Myself and My Relationships Enrichment- Lost and Found Based on 'Lost & Found' Oliver Jeffers. Qualities of friendship & strategies for coping with friendship problems	Healthy and Safer Lifestyles 7 Healthy Lifestyles Develop awareness, knowledge & understanding of the importance of being healthy.
Year 2	Titanic	We Are What We Eat	Explorers	I'm Alive	Hurrah! Let's go on holiday	Our Wonderful World (related to World Cup or Olympics)
	. Myself and my relationships 4 Beginnings and Belongings Developing classroom ground rules and building positive relationships in class. Coping with new situations.	Citizenship 3 Working Together Name their own strengths and skills & identify a new skill they would like to develop. Practise group work skills; discussion, negotiation and co-operation, use within group tasks & evaluate	Healthy lifestyles 5 Safety Contexts Reflect on their understanding of keeping safe and consider elements of road safety as pedestrians and passengers. Consider ways to stay safe in sun & near water & the best action to take if they are lost.	Healthy and safer life styles 6 SRE 1 Name main external parts of the body. Consider the amazing nature of their bodies & develop respect for themselves. Consider simple hygiene practices & their responsibilities for carrying out these.	Healthy and Safer lifestyles: Drug Education Safety around medicines and household substances. Positive uses of medicines & the role carers & health professionals have in helping us. Broaden children's understanding of risky situations so they are better able to keep themselves safe.	Myself and my relationship – Family and friends Develop children's understanding of their own emotions and those of others. How emotions effect how we think, feel & behave.

Year 3	People of the past – Early Man in the Stone Age, Bronze Age and Iron Age.		Incredible India		Chocolate	
	Citizenship 8: Rights, rules and responsibilities - Economic Well Being 2: Financial capability		Healthy and safer lifestyles 14: Healthier lifestyles Managing Risk (standalone)		Myself and my relationships 10: My emotions Sex Education (from RE Perspective 'Love and Relationships' book)	
Year 4	Inventors and Innovators		Grubs Up! –food and medicine from the rainforest to our cupboards		Ancient mysteries	
	. Myself and my relationships: Beginning and belonging unit 15 Children help to develop class rules and developing ideas for a happy classroom. Children will learn to cope in new situations and identify their support networks. Healthier and safer lifestyles: E-safety unit 12 Children continue to learn about their own safety when using the internet, and begin identifying their use of the internet and the risks involved.		Healthier and Safer lifestyles: Drug education unit 9 Children will develop their understanding of medicine use and the roles of health professionals. Children will also explore the safety rules associated with medicines. Children will learn about nicotine and alcohol in greater depth considering the effects of use. Citizenship: Working Together unit 1 Children develop skills to help them be part of a team and learning to work collaboratively. Children identify strengths and areas for improvement of skills and choose skills that they would like to develop		Citizenship: Diversity and communities unit 2 Children will explore what makes up their identity and what makes up others identities. Children will learn about different communities and their lifestyles, views and beliefs that they might have. Sex Education: (from RE perspective 'Love and Relationships' book)	
Year 5	Sensational Me and Local Study unit	Glorious Greeks	Mission to Space		Forceful Fairgrounds	Veni, Vidi, Vici – Y5-6 transition unit
	Citizenship 11 - Rights, Rules and relationships - United Nation Convention on Rights of Child and how it impacts on class code of conduct Healthy and safer lifestyles 20 - Sex and relationships - Body image and body changes, puberty.	Myself and My Relationships 17 – Anti bullying – reviewing school policy and Calm Corner display. Myself and My Relationships 15 – my emotions – being able to describe feelings in myself and others.	E-safety – Safer Internet Day (NSPCC Workshops) developing a website page for the school Safety contexts – Fire safety visit. Part of Healthy and Safer Lifestyles 23 ongoing study	Citizenship 9 – Working Together – being able to discuss skills they would like to develop for the future. Link with space unit and also discussion in English (opinions and values)	Family and Friends	Personal safety Part of Healthy and Safer Lifestyles 23 ongoing study – Bikeability – developing safety section of school website
Year 6	Veni, Vidi, Vici – Y5/6 transition unit	Incredible Invaders and Settlers	Evolution – Survival of the fittest!		From the source to the sea – rivers of the world	It is a matter of perspective.
	British Values – Democracy – school/eco council, house captain elections – representatives of the pupil voice. British Values – rule of law - prefect responsibilities as representatives of authority. E-safety – security online and responsibilities as Y6. UKS2 ongoing unit 23 Healthy and safer lifestyles personal safety. Healthy and safer lifestyles 22 drug education as medical, non-medical, legal and illegal; physical and psychological effects and risk management and social pressure / Life Education Decisions	British Values – mutual respect in RE unit 1 British Values – Rule of law – criminal age of responsibility (police visit) Healthy and safer lifestyles 18 managing risk - positive and negative consequence of understand and use the 'Stop, Decide, Do' strategy; Trusted adult concept; emergency first aid	E-safety – Safer Internet Day (NSPCC Workshops) developing a website page for the school. UKS2 ongoing unit 23 Healthy and safer lifestyles personal safety. Safewise visit - workshops vary depending on needs of cohort – compatible with Healthy and safer lifestyles unit 19 Safety Contexts	Myself and my relationships unit 18 – managing change N/B 2019 onwards – not appropriate for 2017-18 cohort In 2018 do Diversity and Communities not covered in Year 5	Mental health well-being activities Mindfulness and 5 A Day Calming activities and Yoga	British Values – mutual respect in RE British Values – individual liberty Healthy and safer lifestyles unit 26 – Puberty emotional impact, relationships and how a baby is made. School nurse visit. Economic Wellbeing – Financial Capabilities unit 3 have a broad view of what money is, including history, trade and currencies. Occupations require different skills and allow for different earnings, the deductions from which support others in the community. Manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget