PSHE Road Map

EYFS			
	Autumn	Spring	Summer
Cycle A/B	Myself and My Relationships	Citizenship	Healthy and Safeer Lifestyles
	Beginning and Belonging How can I play and work well with others? How can I show I am listening to an adult? What can help me to follow instructions?	**Identities and Diversity** Who are the people in my class and how are we similar and different from each other? What are some of the similarities and differences in the way people live their lives? What is life like in other countries?	**My Body and Growing** How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with?
	Family and Friends Who are special people and why are they special to me? What is a friend and how can I be a good one? How can I make up with friends when I have fallen out with them? How does what I do affect others?	**Me and My World** Who are the people who help to look after me and my school? Where do I live and what are the different places and features in my neighbourhood?	**Healthy Lifestyles** What can I do to help keep my body healthy? Why are food and drink good for us? How can I make healthier choices about food?
	My Emotions Can I recognise and talk about my feelings? Can I recognise emotions in other people and say how they might be feeling? Do I know what might cause different emotions in myself and others?		**Healthy and Safer Lifestyles** **Drug Education** Covered through visit from Life Education Bus

PSHE Road Map

Key Stage 1				
		Autumn	Spring	Summer
Cycle A		Myself and My Relationships	Citizenship	Healthy and Safer Lifestyles
		My Emotions What am I good at and what is special about me? How might we describe different feelings? Can I describe situations in which I might experience different feelings? How might I recognise feelings which others are experiencing? How do I manage some of my emotions? Who might I talk to about my feelings?	**Rights, Rules and Responsibilities** Who looks after me and what are their responsibilities? How do rules help me feel happy and safe? How do I take part in making rules? Can I listen to other people, share my views and take turns?	**Relationships and Sex Ed (RS1)** What are the names of the main parts of the body? How has my body changed since I was little? When am I in charge of my actions? How can I keep my body clean? How can I avoid spreading common illnesses and diseased? **Relationships and Sex Ed (RS2)** How do babies change and grow? What are my responsibilities now I'm growing up? What do babies and children need from their families? Which stable caring relationships are at the heart of families I know?
		Myself and My Relationships	Healthy and Safer Lifestyles	Healthy and Safer Lifestyles
	Anti-bullying Week	**Anti-bullying** Why might people fall out with their friends? Can I describe what bullying is? Why is bullying never acceptable? How can I be assertive? What does my school do to prevent bullying?	**Digital Lifestyles** What are some examples of ways in which I use technology and the internet and what are the benefits? What is meant by identity and how might someone's identity online be different from their identity in the physical world? What are some examples of online consent or contact which might mean I feel unsafe, worried or upset?	**Being Safe** Can I identify different feelings and tell others how I feel? Which school/classroom rules are about helping people feel safe? Can I name my own Early Warning Signs? Who could I talk with if I had a worry? What could I do if a friend or someone in my family isn't kind to me?

PSHE Road Map

Cycle B	Citizenship	Myself and My Relationships	Healthy and Safer Lifestyles
	Diversity and Communities What makes me 'me' and what makes you 'you'? Do all boys and girls like the same things? What is my family like and how are families different? What is a stereotype and can I give examples? What does my community mean and how does it feel to belong to it?	**Friends and Family** Can I describe what a good friend is and how it feels to be friends? Why is telling the truth important? What skills can I use to make and build friendships? How might communicating with friends be hard and how might we feel?	**Relationships and Sex Ed (RS1)** What are the names of the main parts of the body? How has my body changed since I was little? When am I in charge of my actions? How can I keep my body clean? How can I avoid spreading common illnesses and diseased? **Relationships and Sex Ed (RS2)** How do babies change and grow? What are my responsibilities now I'm growing up? What do babies and children need from their families? Which stable caring relationships are at the heart of families I know?
	Myself and My Relationships	Myself and My Relationships	Healthy and Safer Lifestyles
	Anti-bullying Week **Anti-Bullying** Can I describe what bullying is? Why is bullying never acceptable? How can I be assertive? What does my school do to prevent bullying?	**Family and Friends** How can I try to mend friendships if they have become difficult? What is my personal space and how do I talk to people about it? Who are my special people, why are they special and how do they support me?	**Managing Safety and Risk** What is my name, address and hone number and when might I need to give them? What is an emergency and who can help? What are the benefits and risks for me when walking near the road and how can I stay safer? What are the risks for me if I am lost and how can I get help?
			Healthy and Safer Lifestyles

PSHE Road Map

				Drug Education Covered through visit from Life Education Bus

Managing Change (MC 1/2) Transition work in preparation for end of year
Digital Lifestyles (DL 1/2) Computing curriculum
Managing Safety and Risk (MSR 1/2) Assemblies to cover safety sun, road, rail and water safety
My Emotions (ME/1/2) Children's Mental Health Day

PSHE Road Map

Lower Key Stage 2			
	Autumn	Spring	Summer
	Citizenship	Myself and My Relationships	Healthy and Safer Lifestyles
Cycle A	**Rights, Rules and Responsibilities** What do we mean by rights and responsibilities? What does it mean to be treated with respect and to treat others the same way? Why do we need rules at home and at school? What part can I play in making and changing rules?	**My Emotions** Why is it important to accept and feel proud of who we are? What does the word 'unique' mean and what do I feel proud of? Why is mental wellbeing as important as physical wellbeing? How can I look after my own mental wellbeing? How can I communicate my emotions? Can I describe some simple ways to manage uncomfortable emotions? Who can I talk to when I am worried?	**Relationships and Sex Education (RS3)** How are male and female bodies different and wat are the different parts called? When do we talk about our bodies, how do they change and who do we talk to? Why is it important to keep myself clean? What can I do for myself to stay clean and how will this change in the future? What can I do for myself to stay clean and how will this change in the future? **Relationship and Sex Education (RS4)** What are the main stages of the human life cycle? How did I begin? What does it mean to be grown up? What am I responsible for now and how will this change? How do different families care for their children physically and emotionally?

PSHE Road Map

	Myself and My Relationships		**Healthy and Safer Lifestyles**
	Anti-bullying Week **Anti-bulling** How are falling out and bullying different? Where are the characteristics of different types of bullying? How do people try to use power when they bully others? What re the differences between direct and indirect bullying?		**Healthy Lifestyles** What does healthy eating and a balanced diet mean? What is an active lifestyle and how it help me to be healthier What is mental wellbeing and how is it affected by my physical health? How much sleep do I need and what happens f I don't
Cycle B	Myself and My Relationships	Healthy and Safer Lifestyles	Healthy and Safer Lifestyles
	Friends and Family How do good friends behave on and offline? What can I do when I feel left out? What is a healthy friendship and how does trust play an essential part? What is 'give and take' in a friendship? How can I help to resolve disagreements positively by listening and compromising? How can I empathise with other people in a disagreement?	**Digital Lifestyles** How does my own and other' online identity affect my decisions about communicating? Can I explain the difference between "liking" and "trusting" someone online? When looking at online content online content, what is the difference between opinions, beliefs and facts? Why is it important to ration the time we spend using technology and/or online?	**Relationships and Sex Education (RS3)** How are male and female bodies different and wat are the different parts called? When do we talk about our bodies, how do they change and who do we talk to? Why is it important to keep myself clean? What can I do for myself to stay clean and how will this change in the future? What can I do for myself to stay clean and how will this change in the future? **Relationship and Sex Education (RS4)** What are the main stages of the human life cycle? How did I begin? What does it mean to be grown up? What am I responsible for now and how will this change? How do different families care for their children physically and emotionally?
	Myself and My Relationship	Citizenship	**Healthy and Safer Lifestyles**

PSHE Road Map

	Anti-bullying Week	**Anti-bullying** Do I understand that bullying might affect how people feel for a long time? What are bystanders and followers and how might they feel? How can I support people who are being bullied by assertiveness? What skills do I need to develop to be an 'upstander and seek help?	**Diversity and Communities** What have we got in common and how are we different? How are our families the same and different? Do people who live in my locality have different traditions, cultures and beliefs? How does valuing diversity benefit everyone?	**Managing Safety and Risk** How do I feel in risky situations and how might my body react? When might I meet adults I don't know and how can I respond safely? What actions could I take in an emergency or accident? What are the benefits of using roads and being near water and how can I reduce risk? How is fire risky and how can I reduce risk? **Healthy and Safer Lifestyles** **Drug Education** Covered through visit from Life Education Bus

Managing Change (MC 3/4) Transition work in preparation for end of year.
Digital Lifestyles (DL 3/4) Computing curriculum
Managing Safety and Risk (MSR 3/4) Assemblies to cover sun, road, rail and water safety
My Emotions (ME/3/4) Children's Mental Health Day

PSHE Road Map

Upper Key Stage 2			
	Autumn	Spring	Summer
	Citizenship	Citizenship	Healthy and Safer Lifestyles
Cycle A	**Rights, Rules and Responsibilities** What are the basic rights of children and adults? How can I show and expect respect online and offline? How do I take part in debate, respectfully listening to other people's views?	**Diversity and Communities** How do other people's perceptions, views and stereotypes influence my sense of identity? How do people's views of how boys and girls should behave affect my identity, friendships and behaviours and choices? What are people's different identity's locally and in the UK? How can show respect to those in different lifestyles, beliefs and traditions? Who cares for the wider environment and what is my contribution?	**Relationships and Sex Education (RS5)** What are male and female sexual parts called and what are their functions How can I talk about sexual body parts comfortably, confidently and appropriately? What happens to different bodies during puberty? What might influence my view of my body? How can I keep my growing and changing body clean? How can I reduce the spread of a wider range of viruses and bacteria? **Relationship and Sex Education (RS6)** What are the different ways babies are conceived and born? What effects might puberty have on feelings and emotions? When can I take responsibility for how others feel? What should adults think about before they have children? Why might people get married or become civil partners? What are different families like?

PSHE Road Map

	Myself and My Relationships		**Healthy and Safer Lifestyles**
	Anti-bullying Week **Anti-bulling** Can I explain how people who bully might use exclusion or manipulation? Can I define the characteristics and different forms of bullying, on and offline? What does indirect bullying look like within groups and how can I respond? How might prejudice sometimes lead people to bully others?		**Being Safe** How do I recognise my own feelings and consider how my actions may affect the feelings of others? Can I use my Early Warning Signs to judge how safe I am feeling? How do I judge who is a trusted adult or friend? How can I seek help or advice from someone on my network of support? How could I report a concern? Can I identify appropriate and inappropriate o unsafe physical contact? How do I judge when it is safe to keep a secret and what action I could take? How can I recognise risks online and report concerns?
Cycle B	Myself and My Relationships	Myself and My Relationships	Healthy and Safer Lifestyles
	Friends and Family What are the characteristics of healthy friendships on or offline and how do they benefit me? How can I be a good friendship role model? How do trust and loyalty feature in my relationships on and offline? What skills do I use to make and develop friendships online? What do I do and say when friendships break down? How can I check that my friends give consent on and offline?	**My Emotions** How do I manage strong emotions? How can I judge if my own feelings and behaviours are appropriate and proportionate? How do I recognise how other people fell and respond to them? What is mental ill health and how might I recognise it and respond appropriately? What selfcare techniques are there and which work well for me? How and from whom could I get support?	**Relationships and Sex Education (RS5)** What are male and female sexual parts called and what are their functions How can I talk about sexual body parts comfortably, confidently and appropriately? What happens to different bodies during puberty? What might influence my view of my body? How can I keep my growing and changing body clean? How can I reduce the spread of a wider range of viruses and bacteria? **Relationship and Sex Education (RS6)** What are the different ways babies are conceived and born?

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How does physical activity help me and what might be the risks of not engaging in it?
What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?
What are the different aspects of a healthy lifestyle and how could I become healthier?</td><td>Financial Capability
What different ways are there to gain money?
What sort of things do adults need to pay for?
How can I afford the things I want or need?
How can I make sure I get ‘value for money’?
Why don’t people get all the money they earn?
How is money used to benefit the community and wider world?</td></tr>
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Managing Change (MC 5/6) Transition work in preparation for Secondary
Digital Lifestyles (DL 5/6) Computing curriculum
Managing Safety and Risk (MSR 5/6) Basic first aid training and assemblies to cover sun, road, rail and water safety
My Emotions (ME/5/6) Children’s Mental Health Day