

## PSHE Curriculum Map KEPS 2024-25

| EYFS and Beech Year 1 | 1. Getting to Know You<br>2. Why Do We Have Rules<br>3. Our Rules<br>4. Rules: You Can't Do That Here<br>5. The underpants rule<br>NSPCC (Added by me! – Can we keep this every year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1. Chicken Soup<br>2. The Power of Giving<br>3. The Selfish Little Red Hen                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1. Tongue: The Power of Words<br>2. The Two Brothers<br>3. The Golden Statue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1. Anna's Monster Lies<br>2. More than One Friend<br>3. Taking Responsibility<br>4. Looking Out For Others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1. How Do You Feel Today?<br>2. Resilience: Bouncing Back<br>3. Why Do We Wash Our Hands?<br>4. Healthy Eating<br>5. Let's Get Active                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1. Keeping Safe At Home                                                                                                                                                                         |
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|                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> To discuss likes and dislikes.</li> <li><input type="checkbox"/> To listen to others.</li> <li><input type="checkbox"/> To think about the ways in which we are similar and different to others.</li> <li><input type="checkbox"/> To think about why it is good to be different.</li> <li><input type="checkbox"/> To understand why rules and laws are made;</li> <li><input type="checkbox"/> To learn about different types of rules and rule makers;</li> <li><input type="checkbox"/> To think about the good and bad points of having rules.</li> <li><input type="checkbox"/> Understand what rules are.</li> <li><input type="checkbox"/> Be able to explain why we need rules.</li> <li><input type="checkbox"/> Suggest a number of rules that should be used in their classroom.</li> <li><input type="checkbox"/> To recognise, name and deal with their feelings in a positive way.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> To realise that people and other living things have needs, and that they have responsibilities to meet them.</li> <li><input type="checkbox"/> To know that family and friends should care for one another.</li> <li><input type="checkbox"/> To know how to make simple choices that improve their health and well-being</li> <li><input type="checkbox"/> To understand the idea of generosity;</li> <li><input type="checkbox"/> To think of how we do not need money to be generous;</li> <li><input type="checkbox"/> To think about how generosity can make the world a better place.</li> <li><input type="checkbox"/> To share their opinions on things that matter to them and explain their views.</li> <li><input type="checkbox"/> To recognise choices they make and recognise the difference between right and wrong.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> To know the emotional impact that words can have on themselves and others.</li> <li><input type="checkbox"/> To recognise, name and deal with feelings in a positive way</li> <li><input type="checkbox"/> To recognise choices they make, and recognise the difference between right and wrong</li> <li><input type="checkbox"/> To think about what makes someone a good brother, sister or friend.</li> <li><input type="checkbox"/> To practise working as part of a team.</li> <li><input type="checkbox"/> To learn about and from the Buddhist faith.</li> <li><input type="checkbox"/> To understand that generosity is based on how we give not what we give.</li> <li><input type="checkbox"/> To think about what is precious to us.</li> <li><input type="checkbox"/> To try activities that can calm and relax us.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> To recognise what is right and wrong.</li> <li><input type="checkbox"/> To recognise, name and deal with their feelings in a positive way</li> <li><input type="checkbox"/> To recognise, name and deal with their feelings in a positive way.</li> <li><input type="checkbox"/> To realise that people and other living things have needs, and that they have responsibilities to meet them.</li> <li><input type="checkbox"/> To recognise how their behaviour affects other people.</li> <li><input type="checkbox"/> To know that families and friends should care for one another.</li> <li><input type="checkbox"/> Understand what is meant by the word responsibility.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> To recognise, name and deal with their feelings in a positive way</li> <li><input type="checkbox"/> How to make simple choices that improve their health and wellbeing</li> <li><input type="checkbox"/> To know that family and friends should care for each other</li> <li><input type="checkbox"/> To understand what the word resilience means</li> <li><input type="checkbox"/> To think about different ways they can develop resilience</li> <li><input type="checkbox"/> To understand why we wash our hands.</li> <li><input type="checkbox"/> To learn how to wash our hands thoroughly.</li> <li><input type="checkbox"/> To understand when we should wash our hands.</li> <li><input type="checkbox"/> To understand the importance of healthy eating;</li> <li><input type="checkbox"/> To learn how to make healthy eating choices.</li> <li><input type="checkbox"/> To understand why it feels good to be active</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> To spot things that are unsafe in the home</li> <li><input type="checkbox"/> To learn ways to keep safe in the home.</li> </ul> |

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|               | <input type="checkbox"/> To know rules for, and ways of keeping safe, including basic road safety, and about people who can help them stay safe.<br><input type="checkbox"/> To recognise how their behaviour affects other people. | <input type="checkbox"/> To listen to other people, and play and work co-operatively                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> Describe a number of different things that they have responsibility for.<br><input type="checkbox"/> Describe a number of different things that other people have responsibility for.<br><input type="checkbox"/> Explore how it feels when we take responsibility for our actions compared to when we make excuses.<br><input type="checkbox"/> To understand why it is important to look out for your classmates.<br><input type="checkbox"/> To think about the ways that we can make our class a happy community. | <input type="checkbox"/> To think about fun ways to keep active<br><input type="checkbox"/> To learn how activity affects the body                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                         |
| <b>Year 2</b> | <b>Looking out for others</b><br>Pupils will think about how they can help and support each other in order to create a happy class community.                                                                                       | <b>Difficult Decisions</b><br>Over a series of short sessions, pupils will have the opportunity to consider simple social and moral dilemmas which may arise in day to day life. Pupils will be encouraged to make decisions by first considering their options before exploring the consequences of different actions through participating in group role plays. | <b>How do you feel today?</b><br>Pupils will read about Mitali and his concerns for his friend Anna, who appears to be withdrawn and unhappy. Pupils will consider what can make people feel unhappy and how they can spot when their friends are feeling low. Pupils will identify trusted adults in their lives who can support them and look at the language of emotions so that they can better express how they are feeling. | <b>Anna's Monster Lies</b><br>Pupils will read the story of Anna who tells lies to avoid getting into trouble. As she lies a monster (her conscience) starts to follow her, growing bigger and bigger with each untruth. The story provides a stimulus for pupils to discuss the problems caused by dishonest behaviour and how they can rebuild trust in a relationship.                                                                                                                                                                      | <b>Healthy Eating</b><br>Pupils will learn about the importance of eating the right amounts of different food groups as part of a healthy lifestyle. Pupils will have the opportunity to design their own healthy meal and will identify foods they should eat plenty of, some of and small amounts of in their day to day lives. | <b>Design a Playground</b><br>Pupils will consider the varying needs and interests of the Go-Giver characters and design a playground that matches these requirements. They will work in groups to present their ideas and agree rules that will keep the Go-Givers safe and happy in their playground. |

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|                    |                                                                                                                                                                                                         |                                                                                                                                                      |                                                                                                                                                                                                       | Pupils will also think about occasions in which telling the truth could cause harm if the feelings of others are not taken into consideration.                                                                                                            |                                                                                                                                                                   |                                                                                                        |
|                    | <ul style="list-style-type: none"> <li>■ To understand why it is important to look out for your classmates.</li> <li>■ To think about the ways that we can make our class a happy community.</li> </ul> | <ul style="list-style-type: none"> <li>■ To think carefully about our choices;</li> <li>■ To talk about what we think is right and wrong.</li> </ul> | <ul style="list-style-type: none"> <li>■ To know who to talk to about unhappy feelings;</li> <li>■ To learn words that describe feelings;</li> <li>■ To spot how other people are feeling.</li> </ul> | <ul style="list-style-type: none"> <li>■ To explore some of the problems caused by telling lies;</li> <li>■ To think about the importance of having trust in others;</li> <li>■ To think about how our actions and words can make others feel.</li> </ul> | <ul style="list-style-type: none"> <li>■ To understand the importance of healthy eating;</li> <li>■ To learn how to make healthy eating choices.</li> </ul>       | <ul style="list-style-type: none"> <li>■ To consider and plan for the needs of others</li> </ul>       |
| Elm<br>Year<br>3/4 | Our class<br><br>Respect<br><br>Rules                                                                                                                                                                   | Inspirational people<br><br>Floella Benjamin<br><br>Edith Cavell                                                                                     | Money – wants and needs                                                                                                                                                                               | The Value of Trees                                                                                                                                                                                                                                        | How should we farm                                                                                                                                                | Protecting local habitats<br><br>The pants rule<br><br>Itt's my body Y3.<br>Growing up Y4              |
|                    | Learn more about my classmates.<br>Suggest solutions to problems in the class.<br>Identify the qualities of a good classmate                                                                            | To explore what it means to be inspirational; ■<br>To reflect on how you can use your knowledge and skills for good.                                 | To consider the difference between wants and needs and discuss how our wants and needs can influence how we spend money.<br>Pupils will then think about different sources of money                   | Explain the role that trees play in supporting life on Earth; ■ Explain the importance of trees to human lives; ■ Research                                                                                                                                | Understand the term free range<br>■ Understand the term intensive farming<br>■ Understand the term organic farming ■ Consider the advantages and disadvantages of | To understand the term habitat.<br>■ Identify habitats in the UK and animals which are suited to them. |

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|                     | Understand what the word respect means; ■ Explore how the way they behave and their actions may affect how other people feel; ■ Describe a number of ways they can act respectfully                                                                                              |                                                                                                                                                                                                                                     | and debate whether money is best spent or saved. Lesson Objectives ■ To analyse the difference between wants and needs; ■ To identify where money comes from; ■ To examine why people save money                              | deforestation and its effect on the world                                                                                                                                                                                                                                                                                                 | different farming methods ■ Identify labels that indicate farming methods                                                                                                                                                                                                                                                                                                                             | ■ Understand the effects of habitat loss.<br>■ Know how to get involved in habitat protection. |
| <b>Ash Year 4/5</b> | <b>Identities</b><br><br>Pupils will develop an understanding of what is meant by the term 'identity.' They will explore their own sense of identity and share this with others, appreciating the diversity of identities that make up their class and community.                | <b>Challenging Stereotypes</b><br><br>Pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and discuss the harm that stereotypes can cause.                                   | <b>Rights and Responsibilities</b><br><br>Pupils will develop an understanding of the terms 'rights' and 'responsibilities' and how they balance one another.                                                                 | <b>Discrimination</b><br><br>Pupils will develop their understanding of the term 'discrimination'. Pupils will consider what makes them unique and learn which characteristics are protected under the Equality Act. Pupils will examine different acts of discrimination and discuss how these acts impact upon individuals and society. | <b>Dilemmas</b><br><br>Pupils will have the opportunity to consider ethical dilemmas which may arise in day to day life. Pupils will be encouraged make decisions by first considering all their options and the consequences of taking each potential action. In group discussions, pupils will be able to practise articulating their views and respond to views that are in contrast to their own. | <b>Dilemmas cont.</b>                                                                          |
|                     | ■ To understand the term identity; ■ To explore our sense of identity; ■ To develop self-esteem through sharing our sense of identity; ■ To creatively express aspects of our identity; ■ To gain an appreciation and respect for the diversity of identities within a community | To understand the term stereotype; ■ To identify stereotypes; ■ To consider the negative effects of stereotypes; ■ To challenge stereotypes through research and discussion; ■ To learn from those who have challenged stereotypes. | ■ To understand the terms 'rights' and responsibilities; ■ To appreciate how rights are balanced against responsibilities; ■ To prepare and agree to a class charter that reflects my rights and responsibilities as a pupil. | ■ To understand the term discrimination; ■ To be able to describe and identify examples of discrimination; ■ To explore the impact of discrimination on individuals and society; ■ To learn about the Equality Act and its protections.                                                                                                   | ■ To consider the consequences of actions. ■ To develop reasoning skills. ■ To take part in a discussion.                                                                                                                                                                                                                                                                                             |                                                                                                |

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| <b>Year 6</b> | <b>Being an online citizen</b><br><br>Pupils will consider their rights and responsibilities as digital citizens, focusing on how the online world can be used as a force for good. Pupils consider what skills, attitudes and attributes citizens need in order to make a positive contribution to their communities and how this can be applied online.                                     | <b>Reacting to conflict</b><br><br>Pupils will take part in discussions relating to situations of conflict. Pupils will consider actions which provoke conflict and actions which can help to calm conflict. They will reflect on their own responses to conflict and identify their personal areas for development. Activities are designed to help pupils improve their self-awareness, equipping them with simple strategies for responding pro-actively to confrontation. | <b>Who runs the Country?</b><br><br>Pupils explore who runs the country and how they are picked. They learn about the important role that MPs play and how they can make their voices heard.                                                                                                                                                                                           | <b>Magna carta</b><br><br>Pupils will look at the history of the magna carta and consider how it has helped shape the laws we have today.                                                                                                                                                                                                                                         | <b>Respect</b><br><br>Pupils will explore the nature of respect. It considers respect for oneself, respect for others, respect in sport and respect for the environment.                          | <b>Challenging Stereotypes</b><br><br>Pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and discuss the harm that stereotypes can cause.                                                                                              |
|               | Pupils will identify and describe the rights and responsibilities they have as digital citizens.<br>■ Explain how social media and online apps can be used as a power for good.<br>■ Identify and explain some of the laws that govern what people can and cannot do online.<br>The lesson concludes by challenging pupils to consider how the law is applied in a range of online scenarios. | Pupils will be able to explain the term conflict<br>■ To suggest helpful and unhelpful reactions to a conflict<br>■ To reflect on whether their reactions to conflict are helpful or unhelpful and how their responses to conflict could be improved.                                                                                                                                                                                                                         | Pupils explore who runs the country and how they are elected. Pupils will learn about the important role that MPs play in representing the people who live in their constituencies.<br><br>The unit concludes by challenging pupils to consider what issues they think are most important in society and what promises they would look to make if they were to form a political party. | Pupils consider what 'fairness' and 'justice' mean by taking on the role of head teacher at a new school, deciding what rules the school should have. The lesson concludes with pupils exploring what is meant by the following clause from the Magna Carta, 'no free man shall be imprisoned, or stripped of his rights or possessions ... except by the lawful judgement of his | Pupils will understand what the word respect means.<br>■ Explore how the way they behave and their actions may affect how other people feel.<br>■ Describe several ways they can act respectfully | Pupils will understand the term stereotype;<br>■ Identify stereotypes.<br>■ Consider the negative effects of stereotypes.<br>■ Challenge stereotypes through research and discussion.<br>■ Learn from those who have challenged stereotypes.<br>Pupils will focus on campaigns and advertising |

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|  |  |  |  | peers' and how this is put into practice in today's justice system. |  | regulations in the UK that challenge gender stereotypes |
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