

PSHE Curriculum Map KEPS 2025-27

EYFS and Beech Year 1 Year A (25/26)	1. Getting to Know You 2. Why Do We Have Rules 3. The underpants rule NSPCC	Chicken Soup	1. Tongue: The Power of Words 2. The Two Brothers	1. Anna's Monster Lies 2. More than One Friend	1. How Do You Feel Today? 2. Resilience: Bouncing Back	1. Let's Get Active
	☐ To discuss likes and dislikes. ☐ To listen to others. ☐ To think about the ways in which we are similar and different to others. ☐ To think about why it is good to be different. ☐ To understand why rules and laws are made; ☐ To learn about different types of rules and rule makers; ☐ To think about the good and bad points of having rules.	☐ To realise that people and other living things have needs, and that they have responsibilities to meet them. ☐ To know that family and friends should care for one another. ☐ To know how to make simple choices that improve their health and well-being	☐ To know the emotional impact that words can have on themselves and others. ☐ To recognise, name and deal with feelings in a positive way ☐ To recognise choices they make, and recognise the difference between right and wrong ☐ To think about what makes someone a good brother, sister or friend. ☐ To practise working as part of a team.	☐ To recognise what is right and wrong. ☐ To recognise, name and deal with their feelings in a positive way ☐ To recognise, name and deal with their feelings in a positive way. ☐ To realise that people and other living things have needs, and that they have responsibilities to meet them. ☐ To recognise how their behaviour affects other people. ☐ To know that families and friends should care for one another.	☐ To recognise, name and deal with their feelings in a positive way ☐ How to make simple choices that improve their health and wellbeing ☐ To know that family and friends should care for each other ☐ To understand what the word resilience means ☐ To think about different ways they can develop resilience	☐ To understand why it feels good to be active ☐ To think about fun ways to keep active ☐ To learn how activity affects the body

EYFS and Beech Year 1 Year B (26/27)	1. Our Rules 2. Rules: You Can't Do That Here 3. The underpants rule NSPCC	The Power of Giving The Selfish Little Red Hen	1. The Golden Statue	1. Taking Responsibility 2. Looking Out For Others	1. Why Do We Wash Our Hands? 2. Healthy Eating	1. Keeping Safe At Home
	☐ Understand what rules are. ☐ Be able to explain why we need rules. ☐ Suggest a number of rules that should be used in their classroom. ☐ To recognise, name and deal with their feelings in a positive way. ☐ To know rules for, and ways of keeping safe, including basic road safety, and about people who can help them stay safe. ☐ To recognise how their behaviour affects other people.	☐ To understand the idea of generosity; ☐ To think of how we do not need money to be generous; ☐ To think about how generosity can make the world a better place. ☐ To share their opinions on things that matter to them and explain their views. ☐ To recognise choices they make and recognise the difference between right and wrong. ☐ To listen to other people, and play and work co-operatively	☐ To learn about and from the Buddhist faith. ☐ To understand that generosity is based on how we give not what we give. ☐ To think about what is precious to us. ☐ To try activities that can calm and relax us.	☐ Understand what is meant by the word responsibility. ☐ Describe a number of different things that they have responsibility for. ☐ Describe a number of different things that other people have responsibility for. ☐ Explore how it feels when we take responsibility for our actions compared to when we make excuses. ☐ To understand why it is important to look out for your classmates. ☐ To think about the ways that we can make our class a happy community.	☐ To understand why we wash our hands. ☐ To learn how to wash our hands thoroughly. ☐ To understand when we should wash our hands. ☐ To understand the importance of healthy eating; ☐ To learn how to make healthy eating choices.	☐ To spot things that are unsafe in the home ☐ To learn ways to keep safe in the home.

Willow Year 2/3 Year A	Democracy - Our Class - Respect - Rules Pupils will discuss common problems that can arise within the class and playground setting and discuss means of resolution. Pupils will go on to identify the qualities and behaviours that they value in classmates and develop a weekly nominations scheme in which they can celebrate the positive contributions of their peers.	Democracy - What is the law? - What is a vote? - Who runs the country? Pupils will gain a basic understanding of what the law is and how much it affects our lives. Pupils learn what it means to vote by looking at examples in the lives of the fictitious characters, the Go-Givers. They consider why and how votes are held and think about how people might feel if their choice does not win. The unit concludes with an opportunity for pupils to vote in a real-life school situation.	Sustainability and the Environment - Pollution: Expedition to Planet Blue Ball - Protecting Local Habitats - Saving Energy - Plastic Pollution Pupils are introduced to the different types of human pollution and the steps that can be taken to renew damaged environments. Pupils will learn the meaning of the word habitat and have an introduction to different habitats that can be found in the UK. Pupils will examine how living things are suited to their habitats and are thus at risk when habitat is lost.	Sustainability and the Environment - Climate Change Pupils will consider the questions: What is climate change? What are the causes of climate change? What is the impact of climate change? What can we do? Pupils focus on what governments all over the world are doing to tackle climate change and also challenges the class to consider what they can do.	Social Action - Inspirational People - Inspirational people - Gandhi - Mary Seacole and Florence Nightingale - Nelson Mandela Pupils will learn about what it means to be inspirational. They will develop their understanding of the term through looking at real life examples in the media. Pupils will also gain a breadth of language with which to describe the qualities and skills of an inspirational person. They will use this learning to reflect on the qualities and skills of their peers in an exercise designed to promote self-esteem and highlight how everyone has their part to play in taking social action. This range of activities can be run in conjunction with a series of short PowerPoint presentations, each of which tell the story of an inspirational person.	Social Action - Inspirational People - How can I make a difference? Pupils will think about how they can plan a social action project. Pupils will research, plan, prepare and evaluate a social action project.
	■ To resolve differences by looking at alternatives, making decisions and explaining choices. ■ To learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.	■ To explain what a vote is. ■ Identify when a vote might be needed. ■ To explain how to organise a vote. ■ Take part in a vote. ■ To explain what the law is. ■ To describe how the law affects their day to day life	■ To understand environmental issues affecting planet Earth. ■ To understand the term habitat. ■ Identify habitats in the UK and animals which are suited to them. ■ Understand the effects of habitat loss.	■ To Understand the terms greenhouse effect, climate change and fossil fuels; ■ To explore the impact of climate change both locally, nationally and internationally;	■ To explore what it means to be inspirational; ■ To reflect on how you can use your knowledge and skills for good.	■ To work with a team to plan and conduct a social action project; ■ To evaluate the success of a social action project.

	■ To develop relationships through work and play. ■ To understand what the word respect means. ■ To explore how the way they behave and their actions may affect how other people feel. ■ To describe a number of ways they can act respectfully. ■ To understand what rules are. ■ To be able to explain why we need rules. ■ To suggest a number of rules that should be used in their classroom.	■ To describe what role judges, lawyers and MPs play in the Law. ■ To explain what a general election is and describe why they are important. ■ To explain what job an MP does. ■ To explore what issues they think are important to consider when running a country.	■ Know how to get involved in habitat protection. To learn about the uses and sources of energy. ■ To understand the importance of saving energy. ■ Identify ways in which energy can be saved in day to day life. ■ Understand what the term plastic pollution means; ■ Explore the potential consequences of plastic pollution; ■ Consider different ways they can take action against plastic pollution.	■ To explore what the government and other organisations are doing in response to climate change; ■ To explore different ways that they can personally take responsibility for tackling climate change.		
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Willow Year 2/3 Year B	Looking out for others Pupils will think about how they can help and support each other in order to create a happy class community.	Difficult Decisions 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.	How do you feel today? 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.	Anna's Monster Lies 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. Pupils will also think about occasions in which telling the truth could cause harm if the feelings of others are not taken into consideration.	Healthy Eating 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.	Design a Playground 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.
	■ To understand why it is important to look out for your classmates. ■ To think about the ways that we can make our class a happy community.	■ To think carefully about our choices; ■ To talk about what we think is right and wrong.	■ To know who to talk to about unhappy feelings; ■ To learn words that describe feelings; ■ To spot how other people are feeling.	■ To explore some of the problems caused by telling lies; ■ To think about the importance of having trust in others; ■ To think about how our actions and words can make others feel.	■ To understand the importance of healthy eating; ■ To learn how to make healthy eating choices.	■ To consider and plan for the needs of others

Ash Year 4/5 Year A	Cultural Diversity in the UK Pupils will learn about cultural diversity in the UK and some of the historical factors that have contributed to the diversity of the UK population. Pupils will explore a range of cultures through learning activities and personal research.	Migration Pupils will gain an understanding of the term 'migration' and some of the reasons why people migrate. They will consider the benefits of migration for a country and learn about the experiences of migrants from first-hand accounts.	Children's Rights Pupils will learn that there are specific rights for children which are set out in the United Nations Conventions on the Rights of the Child. Pupils will learn about the evolution of these rights through studying the life and works of Eglantyne Jebb. Pupils will then consider how their rights are met at school and how they can contribute to a culture in which children's rights are valued and upheld.	Conflicting Rights Pupils will revisit their knowledge of human rights to consider situations in which people's rights may appear in conflict with one another. Pupils will debate how they would resolve issues arising from conflicting rights in school and think about how they can be more rights respecting.	Democracy (Part 1): What is a General Election? Pupils learn about the role of the Prime Minister, Members of Parliament and political parties, and how a general election works. They consider why it is important for citizens to be well informed before casting their vote, and how they can find out about the views of candidates and parties. Pupils also look at the reasoning behind the secret ballot, and consider the voting age debate.	Democracy (Part 2): Local and Central Government Pupils learn about the function of central and local government and the difference between MPs and councillors.
	■ To understand the term 'cultural diversity.' ■ To research historical events that have contributed to the diverse population of the UK. ■ To appreciate how diversity has enriched British culture. ■ To learn from a range of cultures.	■ To understand the term 'migration.' ■ To consider reasons why people migrate. ■ To think about the benefits of migration to a country. ■ To learn about the experiences of migrants.	■ To understand that there are specific rights for children. ■ To consider why children need special protections. ■ To think about children's rights at school. ■ To learn about individuals and groups that campaign for and support children's rights. ■ To take action in support of children's rights.	■ To understand what is meant by rights being in conflict ■ To think about how we can find resolution when rights are in conflict.	■ Describe what the word 'democracy' means. ■ Identify what we mean by a political party and the role of the Prime Minister and Members of Parliament. ■ Explain how a general election works and the importance of a secret ballot. ■ Explore how we can find out about the views of politicians and why this is important. ■ Analyse the historical and political significance of the Suffragette Movement.	■ Explore the role of central and local government. ■ Describe what happens in Parliament. ■ Identify different ways pupils can make their voices heard by key decision makers in their area.

Ash Year 4/5 Year B	Identities 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.	Challenging Stereotypes Pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and discuss the harm that stereotypes can cause.	Rights and Responsibilities Pupils will develop an understanding of the terms 'rights' and 'responsibilities' and how they balance one another.	Discrimination 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.	Dilemmas 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.	Dilemmas cont.
	■ 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.	

Oak Year 5/6 Year A	Being a citizen Pupils will be encouraged to think of themselves as citizens with the potential to make a positive difference in society. The lesson opens with the traditional tale of 'Stone Soup' which draws out themes of citizenship through illustrating how societies thrive when everyone contributes. Pupils consider what is meant by the terms citizen and citizenship. Pupils examine a child's diary entry and reflect how in an ordinary day the actions of this young person have positively impacted on their family, friends, school and the wider world. Finally pupils interview one another to discover how active they are as a citizen and reflect on opportunities for them to participate more in society	What are Human rights? Pupils will explore what human rights are. They will examine individual human rights and discuss why they are of primary importance to all people and society. Pupils will be given a basic overview of the United Nations Declaration of Human Rights and how the law in the UK protects all citizens' human rights.	Online Opinions Pupils explore why people see different results when searching for information online. Pupils find out about filter bubbles and consider what impact these have on people's thoughts and opinions. They consider why it is important to seek a range of views on an issue before making up their minds and explore a number of strategies for bursting filter bubbles. s.	Who keeps us healthy? Pupils consider what being healthy means and who plays a role in keeping the population healthy. The Coronavirus pandemic is given as an example of populations taking shared responsibility for their health. Pupils are asked to discuss the types of measures that were taken by themselves as well as those in positions of authority. The lesson concludes with a homework challenge asking pupils to contribute something to improve the health of their classmates.	What is philanthropy? Pupils will learn about the meaning of the word philanthropy through looking at real life examples. They will consider why philanthropy is important and what motivates philanthropists.	Using technology for good Pupils will consider the multiple uses of technology and how technology can be used to solve problems. Pupils will be introduced to the example of Trevor Baylis, the inventor of the wind-up radio, who was inspired to help those in the developing world who could not afford communication technology. Inspired by Baylis, pupils will have an opportunity to design and build a model which will help a member of their school. Pupils will also reflect on how inequalities can arise when some people have access to technologies and others do not. They will look at the example of the charity One Laptop Per Child and be encouraged to run
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						a technology intervention with younger pupils at their school.
	■ To develop an understanding of the terms 'citizen' and 'citizenship'; ■ To identify ways to be an active citizen who makes a positive difference.	■ To understand the term 'human rights'. ■ To learn that we all have human rights which are set out in the Universal Declaration of Human Rights. ■ To examine individual human rights and discuss why they are important to all people	■ Describe why people see different results when searching for information online; ■ Explain what a filter bubble is; their bubbles could have on their thoughts and opinions; ■ Explore why it is important to seek a range of views before making decisions.	■ To discuss the benefits of caring for the health of the population; ■ To identify those who play a role in keeping populations healthy; ■ To support healthy lifestyles amongst your class.	■ To understand the meaning of the word philanthropy ■ To consider the importance of philanthropy ■ To examine examples of philanthropy in action	■ To consider the ways in which technology can benefit people; ■ To learn about innovators who have helped others with their inventions; ■ To try to design a technology that will solve problem
Oak Year 5/6 Year B	Being an online citizen 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.	Reacting to conflict 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	Who runs the Country? 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.	Magna carta Pupils will look at the history of the magna carta and consider how it has helped shape the laws we have today.	Respect Pupils will explore the nature of respect. It considers respect for oneself, respect for others, respect in sport and respect for the environment.	Challenging Stereotypes Pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and discuss the harm that stereotypes can cause.

		help pupils improve their self-awareness, equipping them with simple strategies for responding pro-actively to confrontation.				
	Pupils will Identify and describe the rights and responsibilities they have as digital citizens. ■ Explain how social media and online apps can be used as a power for good. ■ Identify and explain some of the laws that govern what people can and cannot do online. 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 ■ To suggest helpful and unhelpful reactions to a conflict ■ 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. 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 peers' and how this is put into practice in today's justice system.	Pupils will understand what the word respect means. ■ Explore how the way they behave and their actions may affect how other people feel. ■ Describe several ways they can act respectfully	Pupils will understand the term stereotype; ■ Identify stereotypes. ■ Consider the negative effects of stereotypes. ■ Challenge stereotypes through research and discussion. ■ Learn from those who have challenged stereotypes. Pupils will focus on campaigns and advertising regulations in the UK that challenge gender stereotypes