



West Leigh Junior School – PSHE Statutory Curriculum Map 2022-23

Key:	Relationships and Feelings		Living in the Wider World		Health and Wellbeing	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Why are friendships important?</b></p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>		<p><b>Why is family life important?</b></p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>marriage and civil partnership</li> </ul>	<p><b>How can we keep our bodies healthy?</b></p> <ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p><b>How can I show respect?</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>age</li> <li>disability</li> <li>race</li> <li>religion or belief</li> </ul>	<p><b>What jobs would we like?</b></p> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>age</li> <li>sex</li> <li>disability</li> </ul>
Year 4	<p><b>How can I eat well?</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p><b>What is bullying and what can we do about it?</b></p> <ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>age</li> <li>disability</li> <li>race</li> <li>religion or belief</li> </ul>	<p><b>What is the same and different about us?</b></p> <ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>age</li> <li>disability</li> <li>race</li> <li>religion or belief</li> <li>sex</li> </ul>	<p><b>How can I look after my body? (RSE)</b></p> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<p><b>How can I describe and manage my emotions?</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<p><b>How can I manage my money?</b></p>
Year 5	<p><b>What does discrimination mean?</b></p> <ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p><b>How can I make decisions to keep myself and others safe?</b></p>	<p><b>Who runs our country?</b></p>	<p><b>Which choices affect my health?</b></p>	<p><b>How do we grow and change? (RSE)</b></p>	<p><b>How should I respond in an emergency?</b></p>



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	<p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>• age</li> <li>• disability</li> <li>• race</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> <li>• gender reassignment</li> </ul>	<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>		<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p><b>Year 6</b></p>	<p><b>How can we manage risk?</b></p>	<p><b>What do I need to know about drugs, alcohol and tobacco?</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<p><b>How can we look after and improve our mental wellbeing?</b></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support</li> </ul>	<p><b>What are my rights and responsibilities?</b></p>	<p><b>What makes a healthy and happy relationship? (RSE)</b></p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul> <p><b>Protected characteristics:</b></p> <ul style="list-style-type: none"> <li>• marriage and civil partnership</li> <li>• pregnancy and maternity</li> <li>• sexual orientation</li> <li>• gender reassignment</li> </ul>	



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			<p>is made available, especially if accessed early enough.</p> <ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul>		
<b>Underlying objectives – Thriving Online</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>				

**Protected Characteristics (Equality Act) required to teach:**

Characteristic	Taught within:
age	Y3 Summer 1, Y3 Summer 2, Y4 Autumn 2, Y4 Spring 1, Y5 Autumn 1
disability	Y3 Summer 1, Y3 Summer 2, Y4 Autumn 2, Y4 Spring 1, Y5 Autumn 1
gender reassignment	Y5 Autumn 1, Y6 Summer 2
marriage and civil partnership	Y3 Spring 1, Y6 Summer
pregnancy and maternity	Y6 Summer
race	Y3 Summer 1, Y4 Autumn 2, Y4 Spring 1, Y5 Autumn 1
religion or belief	Y3 Summer 1, Y4 Autumn 2, Y4 Spring 1, Y5 Autumn 1
sex	Y3 Summer 2, Y4 Spring 1, Y5 Autumn 1
sexual orientation	Y5 Autumn 1, Y6 Summer