

St. Anthony's Catholic Primary School PSHCE Curriculum Map

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Families and Friendships	<p>To talk about their families and begin to form positive friendships</p>	<p>To know about people who care for them and make them feel safe and how these family units can be different.</p> <p>The role these different people play in their lives and how they care for them.</p> <p>Recognise the importance of telling someone if they are worried about something in their family.</p>	<p>To know how to be a good friend, e.g. kindness, listening, honesty and about different ways that people meet and make friends</p> <p>Identify strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>Learn how to positively resolve arguments between friends and how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p>	<p>To recognise and respect that there are different types of families and that being part of a family provides support, stability and love</p> <p>To know about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>What to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p>Identify the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>Know strategies to build positive friendships and how to seek support with relationships if they feel lonely or excluded</p> <p>Know how to communicate respectfully with friends when using digital devices</p> <p>Understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</p> <p>What to do or whom to tell if they are worried about any contact online</p>	<p>Know what makes a healthy friendship, how they make people feel included and strategies to help someone feel included</p> <p>Learn about peer influence and how it can make people feel or behave</p> <p>Know the impact of the need for peer approval in different situations, including online</p> <p>Identify strategies to manage peer influence and the need for peer approval</p> <p>Know that it is common for friendships to experience challenges and strategies to positively resolve disputes and reconcile differences in friendships</p> <p>Understand that friendships can change over time and the benefits of having new and different types of friends</p> <p>How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p>	<p>Know what it means to be attracted to someone and different kinds of loving relationships</p> <p>Recognise that people who love each other can be of any gender, ethnicity or faith</p> <p>Learn about the qualities of healthy relationships that help individuals flourish</p> <p>Recognise ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</p> <p>Know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal</p>
	Safe Relationships	<p>To know people who make us feel safe.</p> <p>To recognise how our bodies might feel when we are unsafe</p>	<p>Identify situations when someone's body or feelings might be hurt and how to get help.</p> <p>Learn about what it means to keep something private, including parts of the body</p> <p>Learn how to respond if being touched makes them feel unsafe and how to ask for and give/ not give permission.</p> <p>Recognise and identify how their body might feel when they are unsafe.</p>	<p>To recognise hurtful behaviour, including online</p> <p>Identify what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>Learn about what bullying is and different types of bullying and how someone may feel if they are being bullied</p> <p>Learn about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p>	<p>Recognise what is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>Learn what privacy and personal boundaries are, including online</p> <p>Identify basic strategies to help keep themselves safe online</p> <p>Know bullying and hurtful behaviour is unacceptable in any situation and the effects and consequences of bullying for the people involved</p> <p>Learn about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p>To differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>Know how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>When it is right to keep or break a confidence or share a secret</p> <p>How to recognise risks online such as harmful content or contact and how people may behave differently online including pretending to be someone they are not.</p> <p>How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p>	<p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>How to ask for, give and not give permission for physical contact</p> <p>How it feels in a person's mind and body when they are uncomfortable</p> <p>To learn that it is never someone's fault if they have experienced unacceptable contact</p> <p>How to respond to unwanted or unacceptable physical contact</p> <p>To understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p>To know who to tell if they are concerned about unwanted physical contact</p>	<p>To compare the features of a healthy and unhealthy friendship</p> <p>Know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>Identify strategies to respond to pressure from friends including online</p> <p>How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>How to get advice and report concerns about personal safety, including online</p> <p>Know what consent means and how to seek and give/not give permission in different situations</p>

Respecting ourselves and others	Children learn how to play co-operatively, taking turns with others.	What kind and unkind behaviour mean in and out of school and how that can make people feel.	Identify things they have in common with their friends, classmates, and other people	Recognise respectful behaviours e.g. helping or including others, being responsible	To recognise differences between people such as gender, race, faith	To recognise that everyone should be treated equally	Understand the link between values and behaviour and how to be a positive role model
	Children learn how to show sensitivity to others needs and feelings.	Learn about class rules, being polite to others, sharing and taking turns.	Recognise how friends can have both similarities and differences	Know how to model respectful behaviour in different situations e.g. at home, at school, online	To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations	Learn why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	Learn how to discuss issues respectfully
			Know how to play and work cooperatively in different groups and situations	Understand the importance of self-respect and their right to be treated respectfully by others	Know about the importance of respecting the differences and similarities between people	Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia	Know how to listen to and respect other points of view
			Learn how to share their ideas and listen to others, take part in discussions, and give reasons for their views	What it means to treat others, and be treated, politely		To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	Learn how to constructively challenge points of view they disagree with
				Know the ways in which people show respect and courtesy in different cultures and in wider society		The impact of discrimination on individuals, groups and wider society and ways to safely challenge discrimination	Recognise ways to participate effectively in discussions online and manage conflict or disagreements

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Living in the Wider World	Belonging to a community	To learn about similarities and differences between themselves and others and among families, communities and traditions	Know about examples of rules in different situations, e.g. class rules, rules at home, rules outside	Learn about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups	Know the reasons for rules and laws in wider society	Know the meaning and benefits of living in a community	Know the importance of protecting the environment and how everyday actions can either support or damage it	Know what prejudice means
			Recognise how we care for people, animals and other living things in different ways	Know about different rights and responsibilities that they have in school and the wider community	Understand the importance of abiding by the law and what might happen if rules and laws are broken	To recognise that they belong to different communities as well as the school community	To recognise that they belong to different communities as well as the school community	To differentiate between prejudice and discrimination
		Identify ways they can look after the environment, e.g. recycling	Recognise how a community can help people from different groups to feel included	Know about the different groups that make up and contribute to a community	Know about the different groups that make up and contribute to a community	Know about the different groups that make up and contribute to a community	How to show compassion for the environment, animals and other living things	How to recognise acts of discrimination
			To recognise that they are all equal, and ways in which they are the same and different to others in their community	Know what human rights are and how they protect people	To recognise that they belong to different communities as well as the school community	Recognise the individuals and groups that help the local community, including through volunteering and work	Know about the way that money is spent and how it affects the environment	Identify strategies to safely respond to and challenge discrimination
				To identify basic examples of human rights including the rights of children	Know about the different groups that make up and contribute to a community	Recognise the individuals and groups that help the local community, including through volunteering and work	To express their own opinion about their responsibility towards the environment	How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
				Learn about how they have rights and also responsibilities	Know what human rights are and how they protect people	Known how to show compassion towards others in need and the shared responsibilities of caring for them		How stereotypes are perpetuated and how to challenge this

Media literacy and digital resilience	<p>Children to recognise that a range of technology is used at home and in school.</p> <p>Children begin to select and use for a purpose.</p>	<p>Know how and why people use the internet</p> <p>Understand the benefits of using the internet and digital devices</p> <p>Know how people find things out and communicate safely with others online</p>	<p>Identify the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>Know that information online might not always be true</p> <p>To recognise that some content on the internet is factual and some is for entertainment</p>	<p>Know how the internet can be used positively for leisure, for school and for work</p> <p>To recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>Know strategies to recognise whether something they see online is true or accurate</p> <p>To evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>To make safe, reliable choices from search results</p> <p>How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p>	<p>Know that organisations can use personal information to encourage people to buy things</p> <p>To recognise what online adverts look like</p> <p>To compare content shared for factual purposes and for advertising</p> <p>Understand why people might choose to buy or not buy something online e.g. from seeing an advert</p>	<p>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>Know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>Understand that some media and online content promote stereotypes</p> <p>Know how to assess which search results are more reliable than others</p> <p>To recognise unsafe or suspicious content online</p>	<p>Learn about the benefits of safe internet use e.g. learning, connecting and communicating</p> <p>How and why images online might be manipulated, altered, or faked</p> <p>How to recognise when images might have been altered</p> <p>Know why people choose to communicate through social media and some of the risks and challenges of doing so</p> <p>That social media sites have age restrictions and regulations for use</p> <p>Know the reasons why some media and online content is not appropriate for children</p> <p>Understand how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>Know about sharing things online, including rules and laws relating to this</p> <p>How to recognise what is appropriate to share online</p> <p>How to report inappropriate online content or contact</p>
	Money and Work	<p>Children learn what money is and things they can be when they grow up</p>	<p>Learn about people whose job it is to help us in the community</p> <p>Learn about different jobs and the work people do</p>	<p>To understand what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>Know money can be kept and looked after</p> <p>Know that people are paid money for the job they do</p> <p>How to recognise the difference between needs and wants</p> <p>How people make choices about spending money, including thinking about needs and wants</p>	<p>Know about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>about common myths and gender stereotypes related to work</p> <p>to challenge stereotypes through examples of role models in different fields of work e.g women in STEM</p> <p>To recognise their interests, skills and achievements and how these might link to future jobs</p> <p>Identify how to set goals that they would like to achieve this year e.g. learn a new hobby</p>	<p>Know how people make different spending decisions based on their budget, values and needs</p> <p>How to keep track of money and why it is important to know how much is being spent</p> <p>Know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> <p>Understand that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>	<p>To identify jobs that they might like to do in the future</p> <p>Learn about the role ambition can play in achieving a future career</p> <p>Know how or why someone might choose a certain career</p> <p>Learn about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p>The importance of diversity and inclusion to promote people's career opportunities</p> <p>Know that there is a variety of routes into work e.g. college, apprenticeships, university, Training</p>

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Health and Wellbeing	Physical health and Mental Wellbeing	Chn can talk about ways to keep themselves healthy	Know what it means to be healthy and why it is important	Know about routines and habits for maintaining good physical and mental health	Learn about the choices that people make in daily life that could affect their health	To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally	Know how sleep contributes to a healthy lifestyle	Know that mental health is just as important as physical health and that both need looking after
		Chn are learning to manage their own basic hygiene	Identify ways to take care of themselves on a daily basis and about basic hygiene routines, e.g. hand washing Learn about healthy and unhealthy foods, including sugar intake Learn about physical activity and how it keeps people healthy Identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors Know how to keep safe in the sun	Understand why sleep and rest are important for growing and keeping healthy Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies Know the importance of, and routines for, brushing teeth and visiting the dentist Identify food and drink that affect dental health Know how to describe and share a range of feelings Know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others Know how to manage big feelings including those associated with change, loss and bereavement Know when and how to ask for help, and how to help others, with their feelings	To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) Identify what can help people to make healthy choices and what might negatively influence them Know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle Know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health Learn about the things that affect feelings both positively and negatively Know strategies to identify and talk about their feelings Learn about some of the different ways people express feelings e.g. words, actions, body language To recognise how feelings can change overtime and become more or less powerful	Know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary Know how to maintain oral hygiene and dental health, including how to brush and floss correctly Know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	Learn about healthy sleep strategies and how to maintain them Know about the benefits of being outdoors and in the sun for physical and mental health Learn how to manage risk in relation to sun exposure, including skin damage and heat stroke Know how medicines can contribute to health and how allergies can be managed Understand that some diseases can be prevented by vaccinations and immunisations Know that bacteria and viruses can affect health Learn how they can prevent the spread of bacteria and viruses with everyday hygiene routines To recognise the shared responsibility of keeping a clean environment	To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support Know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing Learn positive strategies for managing feelings Know that there are situations when someone may experience mixed or conflicting feelings Learn how feelings can often be helpful, whilst recognising that they sometimes need to be overcome Identify where they and others can ask for help and support with mental wellbeing in and outside school Know the importance of asking for support from a trusted adult Know about the changes that may occur in life including death, and how these can cause conflicting feelings Understand that changes can mean people experience feelings of loss or grief Learn about strategies that can help someone cope with the feelings associated with change or loss Identify how to ask for help and support with loss, grief or other aspects of change Know what to do and whom to tell if they are frightened or worried about something they have seen online

Growing and Changing

Children begin to see the change in themselves from baby to child.

To identify parts of their body

To recognise what makes them special and unique including their likes, dislikes and what they are good at

Know how to manage and whom to tell when finding things difficult, or when things go wrong

Learn about different kinds of feelings

Know how to recognise feelings in themselves and others how feelings can affect how people behave

Learn about the human life cycle and how people grow from young to old

Know how our needs and bodies change as we grow up

To identify and name the main parts of the body including external genitalia

Know about change as people grow up, including new opportunities and responsibilities

Know that everyone is an individual and has unique and valuable contributions to make

To recognise how strengths and interests form part of a person's identity

How to identify their own personal strengths and interests and what they're proud of (in school, out of school)

To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues

Identify basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant

Know how to discuss the challenges of puberty with a trusted adult

Know how to get information, help and advice about puberty

Know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes

Learn how to recognise, respect and express their individuality and personal qualities

Know ways to boost their mood and improve emotional wellbeing

Know about the link between participating in interests, hobbies and community groups and mental wellbeing

Know how to identify external genitalia and reproductive organs

Learn about the physical and emotional changes during puberty

Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams

Identify strategies to manage the changes during puberty including menstruation

To recognise some of the changes as they grow up e.g. increasing independence

Know about what being more independent might be like, including how it may feel

Learn about the transition to secondary school and how this may affect their feelings

Understand how relationships may change as they grow up or move to secondary school

Know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school

Keeping Safe

To learn to keep safe in our environment

To begin to learn about fire safety through Forest School experiences

Know how rules can help to keep us safe

Understand basic rules for keeping safe online and who to tell if they see something online that makes them feel unhappy, worried, or scared

Learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines

Know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'

To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger

Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products

Know how to respond if there is an accident and someone is hurt
Learn about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Know how to identify typical hazards at home and in school

Know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen

Learn about fire safety at home including the need for smoke alarms

Know the importance of following safety rules from parents and other adults

Know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Know the importance of taking medicines correctly and using household products safely

To recognise what is meant by a 'drug'

Know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing

To identify some of the risks associated with drugs common to everyday life

Know that for some people using drugs can become a habit which is difficult to break

Know how to ask for help or advice

To identify when situations are becoming risky, unsafe or an emergency

To identify occasions where they can help take responsibility for their own safety

To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour

Know how to deal with common injuries using basic first aid techniques

Know how to respond in an emergency, including when and how to contact different emergency services

Know how to protect personal information online

To identify potential risks of personal information being misused

Learn strategies for dealing with requests for personal information or images of themselves

To identify types of images that are appropriate to share with others and those which might not be appropriate

Understand that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be

Know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others

Know how to report the misuse of personal information or sharing of upsetting content/ images online

Know about the different age rating systems for social media, T.V, films, games and online Gaming

Know why age restrictions are important and how they help people make safe decisions about what to watch, use or play

Understand the risks and effects of different drugs

Know about the laws relating to drugs common to everyday life and illegal drugs

To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs

Know how to ask for help if they have concerns about drug use