Caldecote Primary School PSHE and RSE Curriculum Map (PSHE Association)

	Autumn		Spring		Summer	
Year R	ELG - Self-Regulation: Children at the expected level of development will: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Managing Self: Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG - Building Relationships: Children at the expected level of development will: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					
Year 1	**Making friends: playing and learning together** This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.	**Mental health and wellbeing** This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	**Celebrating me, you and our families** This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	**Safety at home** This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	**Being healthy** This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety	**Showing kindness to ourselves and others** This unit revisits learning about feelings, and explores the importance of kindness.
Year 2	**Mental health and wellbeing** This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).	**Keeping safe online** This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).	**Money and work** This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	**Safety outside the home** This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.	**Looking back and moving on** This unit is to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. An opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.	**Me, my body and staying safe** This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.
Year 3	**Me, my friends and belonging** This unit explores themes of friendship and respect. Pupils learn about healthy friendships and ways to make others feel included.	**Mental health and wellbeing** Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.	**Building healthy habits** This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	**Making choices online** This unit explores how to protect information online and make choices about online content, including understanding age ratings.	**Keeping safe out and about** This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.	**Looking out for each other** This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.
Year 4	**Mental health and wellbeing** Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.	**Exploring ways to manage risk** This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	**Forming respectful relationships** This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of respect.	**Money matters and news literacy** This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	**Families and growing together** This unit supports pupils' understanding of diverse family structures, and how families can change.	**Me, my body and growing up** This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.
Year 5	**Friendships, stereotypes and bullying** This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.	**Mental health and wellbeing** This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	**Positively engaging with our world** This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.	**Safe connections online** This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.	**Embedding healthy habits and learning first aid** This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.	**Respecting boundaries** This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.
Year 6	**Mental health and wellbeing** This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.	**Managing money and online spending** This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	**Drug education: assessing risk and managing influences** This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	**Developing our understanding of AI** This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	**Looking to the future** This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.	**Changes in puberty (+ sex education)** This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.

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	Autumn		Spring		Summer	
Year R	I can separate from my familiar adults. I can recognise when I feel happy or sad. I can notice how others might be feeling. I am beginning to follow simple instructions and rules with support. I can choose activities with support. I can ask for help when I need it.	I am becoming more responsible. I am beginning to manage more of my own needs with support. I am starting to try new activities with encouragement. I am beginning to seek out others to share experiences. I play with one or more children and converse with them to extend play.	I am following the rules of my school with reminders. I can express my preferences and begin to speak in familiar groups. I am starting to take turns with support and understand simple rules in play. I am beginning to find solutions to conflicts I am having.	I am showing resilience in the face of challenges. I follow rules without reminders. I am managing my own needs more frequently. I am showing more confidence when talking to new people. I am becoming more confident in joining in with others' play and beginning to develop my own friendships in school.	I am confident when trying new activities. I can explain the reasons for why we have rules. I am developing in confidence, independence, resilience and perseverance. I know people should listen to me just as I should listen to them. I have formed positive adult and peer friendships.	I know right from wrong and I try to behave accordingly. I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. I show confidence when playing and talking to adults and friendship peers. I work and play co-operatively, including turn taking, with others. I show sensitivity to my own needs. I show sensitivity to others needs.
Year 1	**Making friends: playing and learning together** Ground rules, rule! Learning and playing together Friendship and bullying Consent	**Mental health and wellbeing** Noticing feelings Distraction Paying attention to pleasant feelings Helpful and unhelpful thoughts Reacting	**Celebrating me, you and our families** All different, all special Sameness and difference What makes a family? Different families	**Safety at home** Keeping safe Drug education Keeping healthy Medicines and household products	**Being healthy** Keeping safe in the sun Ready for sleep Keeping healthy with food and drink Looking after our teeth The importance of handwashing Moving our bodies	**Showing kindness to ourselves and others** Emotions Kindness Self-care 5 a day
Year 2	**Mental health and wellbeing** Noticing and naming feelings Different distractions Changing thoughts and feelings Managing unhelpful thoughts Reactions and responses What happens when things change?	**Keeping safe online** Watching videos Sharing pictures Playing games Helping to make good viewing choices Keeping viewing choices safe	**Money and work** Strengths and interests Different jobs What is money? Money choices	**Safety outside the home** Crossing the road Keeping safe around railways Getting help in an emergency Water safety Caring for the environment	**Looking back and moving on** Revisit the extension and embedding activities in year 2 lessons from Autumn 1 Embracing change and new challenges	**Me, my body and staying safe** My special people Growing up – the human life cycle Everybody's body NSPCC: Talk PANTS – ages 5-7 L1: PANTS power L2: More PANTS power
Year 3	**Me, my friends and belonging** Ground rules and meeting - Our Class Friendship's change When should you keep a secret and what makes a good friendship? Making new friendships Recognising healthy and unhealthy friendships	**Mental health and wellbeing** Exploring emotions Understanding distraction Managing thoughts and emotions Managing worries Managing responses	**Building healthy habits** Healthier eating and drinking habits Healthier eating – choices and influences Ready, set, cook! Exploring dental health Physical activity	**Making choices online** Creating and managing passwords Protecting your devices What can we watch? Can we choose what to watch? Paying to play	**Keeping safe out and about** Managing risk in the sun Road and rail safety Water safety Canals and rivers Flood alert!	**Looking out for each other** Allergies Bites and stings Calling for help
Year 4	**Mental health and wellbeing** Describing emotions Understanding internal and external distractions Exploring different thinking habits Different ways to manage worries Strategies for calm How do people manage change and loss?	**Exploring ways to manage risk** Firework safety Keeping safe at home Road and rail safety Independently crossing the road Exploring risk in relation to gambling Medicines and household products Smoking, vaping and alcohol	**Forming respectful relationships** Personal identity Valuing friendships Friendship challenges What is bullying Belonging to a community	**Money matters and news literacy** How money is used Making decisions about money How news affects feelings Fake or real news? Questioning images in the news	**Families and growing together** Family relationships Diverse families Family changes Marriage and partnership	**Me, my body and growing up** Changing bodies Menstruation and wet dreams Personal hygiene Privacy Managing emotional changes NSPCC: Talk PANTS – ages 7-9 L1: Building confidence
Year 5	**Friendships, stereotypes and bullying** Including others Positive and respectful friendships Bullying and its impact Challenging stereotypes Addressing extremism	**Mental health and wellbeing** Noticing and naming emotions Directing attention and managing distractions Changing thinking habits Rumination and worry Managing reactivity	**Positively engaging with our world** Managing feelings about the news Spotting fake news Understanding that news is targeted Climate change Connecting with nature	**Safe connections online** CEOP: Play, like, share CEOP: Connect – Y5-6 City of London Police: Cyber Detectives What is online fraud? Where can online fraud occur?	**Embedding healthy habits and learning first aid** Sun safety Confident mover Team player Goal setter Asthma Head injuries	**Respecting boundaries** Giving and seeking permission Personal boundaries Appropriate and inappropriate touch NSPCC: Talk PANTS – ages 9-11 L6: How can the PANTS rule help us? FGM – Y5-6* L1: Keeping safe – FGM
Year 6	**Mental health and wellbeing** Regulating emotions Managing distraction Developing positive thinking habits Managing rumination and worry Managing stress How do people manage loss and support each other?	**Managing money and online spending** Money and emotional wellbeing Being a critical consumer Exploring risk in relation to gambling Online financial harms	**Drug education: assessing risk and managing influences** Medicines Legal and illegal drugs Influences and pressure Tobacco, vaping and alcohol in the media	**Developing our understanding of AI** What is AI? How does AI affect our rights? What is an AI chatbot? Career routes Understanding deepfakes The impact of generative AI The ethics of AI images	**Looking to the future** Job skills Choosing a career Career routes Embracing change and new challenges Moving to secondary school	**Changes in puberty (+ sex education)** Puberty recap Positive, healthy relationships Developing romantic feelings How a baby is made* Getting a good night's sleep

*The parental right to withdraw applies to sex education.