

# Cunningham Hill PSHCE Curriculum Map

Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 3 SEAL Theme	<b>SEAL</b> <b>New Beginnings</b> <b>Rules and Expectations</b>	<b>SEAL</b> <b>Getting on and falling out.</b>  <b>Say no to bullying</b>	<b>SEAL</b> <b>Going for Goals</b> <b>including future life skill planning</b>	<b>SEAL</b> <b>Good to be me</b> <b>Understand difference and how each person has special qualities.</b>	<b>SEAL</b> <b>Relationships</b> <b>Explore feelings of guilt and responsibility for actions taken.</b>	<b>SEAL</b> <b>Changes</b> <b>(including environment and sustainability)</b>
<b>Expectation</b>	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices  Understand, with support, the nature and consequences of bullying, and ways of responding to it.  Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.	Set targets for themselves and explore learning styles.  They begin to take more responsibility for their learning (BLP link).  Name a range of jobs, understand that they will need to develop skills to work in the future.	Children recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges.  Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society.	Identify, with support, some factors that affect how people think and feel.  Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others.  Identify different types of relationships and, with support, show ways to maintain good relationships	With support, research, discuss and debate topical issues, problems and events including events in their own lives, such as transition to new class/school.
Year 3 PSHE Topic	<b>Protective Behaviours</b> Express simple ideas, with support, about how to develop healthy lifestyles. They can talk about how to keep 'safe' and recognise situations that may be harmful for their well being.	<b>eSafety</b> <b>Create safe passwords</b> <b>Know how to communicate safely and respectfully on line</b> <b>Recognise how media may present information on line that may affect them.</b>	<b>Choices – Drug, alcohol, tobacco</b> <b>Making choices</b> <b>When you might say 'No'</b> <b>Medicines and illegal drugs</b> With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being.		<b>Sex and relationship education</b> <b>Differences between boys and girls bodies</b> <b>Personal space and the right to say what they like and dislike</b> <b>Family differences and who they can talk to</b> Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way	
<b>Citizenship opportunities</b>	School Council – meetings Inter-house competitions CHILL OUT Buddy with yr 6. Having own say-voting opportunities.	School Council – meetings Job roles (eco-ambassadors, house captains and learning ambassadors) Career Assemblies CHILL OUT Buddy with yr 6. Anti-bullying week events. Having own say-voting opportunities.	School Council – meetings Inter-house competitions CHILL OUT Buddy with yr 6. Having own say-voting opportunities. Job roles (eco-ambassadors, house captains and learning ambassadors)	School Council – meetings Charity Fundraising Day Career Assemblies Buddy with yr 6. CHILL OUT Job roles (eco-ambassadors, house captains and learning ambassadors)	School Council – meetings Inter-house competitions CHILL OUT Buddy with yr 6. Well-being week events Job roles (eco-ambassadors, house captains and learning ambassadors)	School Council – meetings Career Assemblies CHILL OUT In school camp out Buddy with yr 6. Job roles (eco-ambassadors, h.captains+ learning ambassadors)

Year 4 SEAL Theme	<b>SEAL</b> <b>New beginnings</b> Resolutions, classroom rules and expected behaviours <b>Looking after my money</b>	<b>SEAL</b> <b>Getting on and falling out</b> Conflict and resolution, peaceful problem solving <b>Say no to bullying</b>	<b>SEAL</b> <b>Going for goals</b> Setting personal long and short term goals, including future life skill planning.	<b>SEAL</b> <b>Good to be me</b>	<b>SEAL</b> <b>Relationships</b> What influences our relationships, taking responsibility for our actions	<b>SEAL</b> <b>Changes</b> (including environment and sustainability)
Expectation	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules  Children, with support, demonstrate how to look after and save money (history link to making money containers)	Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices  Describe the nature and consequences of bullying, and express ways of responding to it	Children recognise some of their barriers to learning (link to Building Learning Power) and how overcoming these can help them reach their goals.  Understand some basic facts about democracy and about some of the institutions that support it locally and nationally (history link)	Explore, with support, how the media present information (History/literacy link to persuasion) and the importance of making an informed choice.  Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges	Identify different types of relationships and show ways to maintain good relationships.  Chdn will be able to talk about what influences their relationships and recognise the importance of taking responsibility for their actions.	Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.  Children can reflect on what they have we learnt and the skills that they can take forward in creating their next steps.
Year 4 PSHE Topic	<b>Protective Behaviours</b>  They can talk about how to keep 'safe' and recognise situations that may be harmful for their well being.	<b>eSafety</b> Being responsible and respectful online Protecting your personal information Cyber bullying Safer searches Plagiarism	<b>Choices – Drug, alcohol, tobacco</b> Making an informed choice (how media may affect you) consequences, drug education: focus on smoking Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being.		<b>Sex and relationship education</b> Growing and changing Puberty changes Focus on: understanding that children change into adults so that they are able to reproduce. Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way	
Citizenship opportunities	School Council – meetings Inter-house competitions CHILL OUT Metro-Bank support in saving money, visit to bank. Having own say-voting opportunities. Job roles (eco-ambassadors, house captains and learning ambassadors)	School Council – meetings Career Assemblies CHILL OUT Sustainability challenges Having own say-voting opportunities. Anti-bullying week events. Job roles (eco-ambassadors, house captains and learning ambassadors)	School Council – meetings Inter-house competitions CHILL OUT One night residential-teambuilding and survival outdoors. Sustainability challenges Having own say-voting opportunities. Job roles (eco-ambassadors, house captains and learning ambassadors)	School Council – meetings Charity Fundraising Day Career Assemblies CHILL OUT Having own say-voting opportunities. Job roles (eco-ambassadors, house captains and learning ambassadors)	School Council – meetings Inter-house competitions CHILL OUT Career Assemblies Sustainability challenges Having own say-voting opportunities. Well-being week events Job roles (eco-ambassadors, house captains and learning ambassadors)	School Council – meetings Career Assemblies CHILL OUT Having own say-voting opportunities. Job roles (eco-ambassadors, house captains and learning ambassadors)

Year group	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 5 SEAL Theme	<b>SEAL</b> <b>New beginnings</b> Resolutions, unleashing potential, losing negative thoughts, sticking to rules	<b>SEAL</b> <b>Getting on and falling out</b> Valuing friendship, realising qualities of a good friend, peaceful conflict resolution <b>Say no to bullying</b> Recognising bullying tactics, Understanding why people bully, knowing what we can do to stop bullying, resisting peer pressure	<b>SEAL</b> <b>Going for goals</b> Reviewing last resolutions New years resolutions	<b>SEAL</b> <b>Good to be me</b> Recognising personal potential Celebrating being unique  Issue arising from overnight stays away-team building, being away from home and conquering fears.	<b>SEAL</b> <b>Relationships</b>	<b>SEAL</b> <b>Changes</b> (including environment and sustainability)
	Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules  Understand what democracy is, and about the basic institutions that support it locally and nationally (History link to look at how the rules, law and order of a place, are created.)	Express their views confidently, and listen to and show respect for the views of others  Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so	Children can begin to realise life goals and start breaking these down into attainable steps.  Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money.	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.  Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society (RE link)	Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships	Research, discuss and debate topical issues, problems and events  Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
Year 5 PSHE Topic	<b>Protective Behaviours</b> Identify some factors that affect emotional health and wellbeing. They can talk about confidently about how to keep 'safe' and recognise many situations that may be harmful for their wellbeing.  Make choices about how to develop healthy lifestyles.	<b>eSafety</b> Using Strong passwords Positive online communication How to cite a site Recognising and dealing with spam and misleading online information	<b>Choices – Drug, alcohol, tobacco</b> Making an informed choice (how drugs may affect you) consequences, drug education: focus on alcohol List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations Explore how the media present information.		<b>Sex and relationship education</b> Male and female body changes Managing physical and emotional changes of puberty Recognising how puberty affects the reproductive organs Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way	
Citizenship opportunities	School Council – meetings Inter-house competitions Having own say-voting opportunities. Job roles (eco-ambassadors,	School Council – meetings Career Assemblies Having own say-voting opportunities. Inter-house competitions	School Council - meetings Bread Topic Economic Wellbeing (Creating Companies) Inter-house competitions	School Council - meetings Residential 2 nights School Council – meetings Charity Fundraising Day Career Assemblies	School Council – meetings Inter-house competitions Having own say-voting opportunities. Inter-house competitions	School Council – meetings Career Assemblies Having own say-voting opportunities. Inter-house competitions

	<p>house captains and learning ambassadors)</p>	<p>Metro-Bank support in saving money. Sustainability challenges Anti-bullying week events. Job roles (eco-ambassadors, house captains and learning ambassadors)</p>	<p>Having own say-voting opportunities. Inter-house competitions Job roles (eco-ambassadors, house captains and learning ambassadors)</p>	<p>Having own say-voting opportunities. Inter-house competitions Sustainability challenges Job roles (eco-ambassadors, house captains and learning ambassadors)</p>	<p>Having own say-voting opportunities. Well-being week events Job roles (eco-ambassadors, house captains and learning ambassadors)</p>	<p>Sustainability challenges Job roles (eco-ambassadors, house captains and learning ambassadors)</p>
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<b>Year 6</b> SEAL Theme	<u>SEAL</u> <b>New beginnings</b> Resolutions, unleashing potential, losing negative thoughts, sticking to rules	<u>SEAL</u> <b>Getting on and falling out</b> Valuing friendship, realising qualities of a good friend, peaceful conflict resolution <b>Say no to bullying</b> Recognising bullying tactics, understanding why people bully, knowing what we can do to stop bullying, resisting peer pressure	<u>SEAL</u> <b>Going for goals</b>	<u>SEAL</u> <b>Good to be me</b> Recognising personal potential Celebrating being unique	<u>SEAL</u> <b>Relationships</b>	<u>SEAL</u> <b>Changes (including environment and sustainability)</b>
<b>Expectation</b>	<p>Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules.</p> <p>Understand and describe what democracy is, institutions that support it locally and nationally and how it happens. (Link to History WW2 theme)</p>	<p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices</p> <p>Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so</p>	<p>They can talk and write about how they can take inspiration from others and be inspiring themselves.</p> <p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money</p>	<p>Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society</p> <p>Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>	<p>Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships</p> <p>Express their views confidently, and show how their views can develop in the light of listening to others.</p>	<p>Take a lead role in researching, discussing and debating topical issues, problems and events.</p> <p>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges.</p> <p>Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment</p>
<b>Year 6</b> PSHE Topic	<u>Protective Behaviours</u> Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being. Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles.	<u>eSafety</u> <b>How to keep safe using social media and how it may affect you/shape opinions. Discuss the law surrounding websites and ways to protect yourself online.</b>	<u>Distractions</u> <b>Children recognise, the different risks in different situations and then how to behave responsibly, including sensible road use.</b>		<u>Sex and relationship education</u> <b>Explore the process of conception and pregnancy. Look at physical and emotional relationships Talk about reproduction and puberty with confidence. HIV</b>	<u>Choices – Drug, alcohol, tobacco</u> <b>Drugs education Looking at types of drugs and their harmful side effects</b> List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and



	Identify and explain some factors that affect emotional health and well being, and strategies for coping.					explain how to manage the risks in different familiar situations Explore and comment on how the media present information
<b>Citizenship opportunities</b>	<p>School Council meetings</p> <p>Inter-house competitions</p> <p>CHILL OUT</p> <p>Job roles-taking more responsibilities (eco-ambassadors/play leaders/office and library jobs)</p> <p>Having own say-voting opportunities.</p> <p>Buddy roles with yr 3.</p> <p>Sustainability challenges.</p> <p>Chdn support at infant school.</p>	<p>School Council – meetings</p> <p>Inter-house competitions</p> <p>Career Assemblies</p> <p>CHILL OUT</p> <p>Job roles-taking more responsibilities (eco-ambassadors/play leaders/office and library jobs)</p> <p>Running own clubs</p> <p>Having own say-voting opportunities.</p> <p>Buddy roles with yr 3.</p> <p>Anti-bullying week events.</p> <p>Chdn support at infant school.</p>	<p>School Council – meetings</p> <p>Inter-house competitions</p> <p>Career Assemblies</p> <p>CHILL OUT</p> <p>Job roles-taking more responsibilities (eco-ambassadors/play leaders/office and library jobs)</p> <p>Running own clubs</p> <p>Having own say-voting opportunities.</p> <p>Buddy roles with yr 3.</p> <p>Sustainability challenges.</p> <p>Chdn support at infant school.</p>	<p>School Council – meetings</p> <p>Charity Fundraising Day</p> <p>Career Assemblies</p> <p>CHILL OUT</p> <p>Job roles-taking more responsibilities (eco-ambassadors/play leaders/office and library jobs)</p> <p>Running own clubs</p> <p>Having own say-voting opportunities.</p> <p>Buddy roles with yr 3.</p> <p>Crucial Crew safety sessions at local fire centre (risk management).</p> <p>Chdn support at infant school.</p>	<p>Financial capability and charities- Enterprise week.</p> <p>Inter-house competitions</p> <p>CHILL OUT</p> <p>Job roles-taking more responsibilities (eco-ambassadors/play leaders/office and library jobs)</p> <p>Running own clubs</p> <p>Having own say-voting opportunities.</p> <p>Buddy roles with yr 3.</p> <p>Sustainability challenges</p> <p>Well-being week events.</p> <p>Chdn support at infant school.</p>	<p>Residential-sustainability focus</p> <p>Career Assemblies</p> <p>CHILL OUT</p> <p>Job roles-taking more responsibilities (eco-ambassadors/play leaders/office and library jobs)</p> <p>Running own clubs</p> <p>Having own say-voting opportunities.</p> <p>Buddy roles with yr 3.</p> <p>Chdn support at infant school.</p>