

Simon Balle All-Through Curriculum Map for PSHE

	PSHE education is delivered during a dedicated slot on the timetable. The curriculum follows the national guidance from the Department for Education's statutory relationships education (RSE) and health education. This develops as a spiral curriculum leading from EY and key stage 1 through to key stage 5. This follows four core themes: Physical wellbeing; Mental wellbeing; Wider World and Relationships. The progression occurs in a vertical fashion through each key stage, and students will build on knowledge they have acquired in the previous year.			
	Physical Wellbeing	Mental Wellbeing	Wider World	Relationships
EYFS	Early Learning Goals: Self-regulation • 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 Managing Self • 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. Building Relationships • 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 • For a termly breakdown, see the PSED curriculum map.			
Year 1	Keeping our bodies healthy: Healthy eating and the importance of exercise. To begin to develop an understanding of what 'health' is and what we can do to remain healthy. Keeping safe at home and within the environment. To explore the concept of feeling safe and to identify the situations where the children may feel unsafe. To recognise that there are risks that may impact safety at home and within the environment.	Recognising, naming and regulating feelings and asking for help. To begin to equip children with the vocabulary to explore and articulate their feelings as well as the skills to regulate and ask for help. Individual strengths, our actions, opinions and respect for others. To explore the ways in which everyone is special and unique. To explore how to listen and play cooperatively and respectfully and the importance of this.	People that help us. To provide children with the knowledge about who can help if we are feeling unsafe, including at school and at home. Earning money. To begin to develop money sense by exploring what money is, how it can be earned and how we can look after it. Keeping safe online. To begin to build an understanding of the importance of privacy, and when information should and should not be	Safe and healthy family relationships, including trust and secrets. To begin to explore the varying dynamics of family life, and the importance of feeling cared for. Positive friendships and hurtful behaviour. To begin to develop key friendship skills and ways of managing hurtful behaviour to prepare children for interactions in and outside of school. Changes over time and transition. To prepare children for the changes that they may experience as they

			shared, both offline and online.	move classes.
Year 2	Sun safety, germs and medicines. To begin to develop an understanding of simple hygiene routines to prevent germs from spreading and how medicines can impact our body. To introduce the importance of sun safety. Asking for help in emergencies or accidents. To equip children with the skills and knowledge they need to keep safe in a range of environments and to explore who and how they can ask for help. Identifying body parts. To equip the children with the correct, scientific terminology when referring to parts of their body.	Recognising, naming and regulating feelings, asking for help and change and loss. To further extend children's knowledge and vocabulary when recognising feelings as well as building skills to regulate their own and others feelings. Personal information, privacy and how restrictions keep us safe. To begin to continue to build an understanding of the importance of privacy, and when information should and should not be shared, both offline and online.	Caring for and looking after the environment. To begin to develop an understanding of how the needs of living things can vary, and how we can apply the values of responsibility and respect to our environment. Using the internet safely and recognising that not everything we see is true. To continue to reinforce the ways in which the internet is a powerful tool but also has risks associated with unsafe use. To begin to develop critical thinking in relation to the content we see online. Money, saving and spending To continue to develop money sense, equipping children with the understanding that financial circumstances may mean they cannot always have what they want.	Pants are private To develop a key awareness of privacy and respect for themselves and their peers, exploring ways that they can respond if they are feeling uncomfortable or unsafe. Safe and positive relationships and friendships (online and offline). To develop the children's emotional awareness for themselves and others, continuing to develop skills for managing conflict. To explore what constitutes a healthy relationship with peers and family.
Year 3	Healthy and balanced lifestyles, wise choices and sun safety. To further explore what constitutes a healthy, balanced and safe lifestyle and how the choices we make can impact this. Keeping safe at home, outside and in an emergency. To equip children with the skills and	Identity, individuality and self-worth. To explore the importance of individuality and identity and how our skills and interests contribute to self-worth. Managing failure. To help students to recognise that perceived 'failure' is key to building resilience and furthering learning and	Economic well being. To explore the ways in which financial spending can be influenced and to begin to explore how money can be won, lost or stolen. Rights, laws and responsibilities. To recognise that rights and laws are there to protect us and the reasons for adhering to these.	Families and Close Positive Relationships. To further explore varying family structures, including same sex parents, single parents and blended families, identifying the shared characteristics of a safe and loving family. Healthy friendships.

	knowledge they need to keep safe in a range of environments, reinforcing when and how they must ask for help.	to begin to explore ways to manage this. Online risks and implications of online behaviour. To further explore the importance of privacy and e-safety. To explore the ways in which the internet and social media can be both positive and negative and how information is ranked and targeted. Emotional wellbeing and support. To introduce children to the concept of 'mental health' and the importance of taking care of it, as they would their physical health.		To continue to develop and identify the features of safe and positive friendships, recognising the ways in which they are similar and different from their peers.
Year 4	Hygiene, germs and illness (including dental health) and first aid. To extend the children's knowledge of hygiene and germs, allowing the children to recognise early signs of ill health and to identify who they can raise their concerns to. Growing and changing. To begin to explore the changes that happen through puberty in order to encourage the children to make wise choices with regard to hygiene routines.	Strategies and behaviour to support mental health. To continue to build an understanding of mental health, exploring that anyone can be affected by mental ill health and how and who by this can be supported. Media Literacy and Digital Resilience To further develop the understanding that not everything online is reliable and trustworthy and to equip children with the skills they need to identify when this may be the case.	Diverse communities. To explore the importance and value of diverse communities and the different contributions people can make. Prejudice, stereotypes and discrimination. To explore prejudice, stereotypes and discrimination and the importance of treating all with respect. To equip children with the skills to be able to identify and respond to this. Economic well being, including budgeting. To explore the ways in which money can be managed, the ways in which	Friendship both online and offline. To continue to develop the emotional regulation and literacy of the children, encouraging ways to independently manage conflict and reinforcing when they must ask for help. Types of relationships and diverse families. To begin to explore the concepts of romantic, emotional and sexual attraction, and the way these can vary in dynamics. To develop an understanding of marriage and the laws surrounding this. Feeling safe and cared for. To continue to develop and identify

			choices are made and the ways in which money can influence emotional wellbeing.	the features of safe and positive friendships and relationships.
Year 5	Healthy lifestyles and the importance of managing time online. To encourage and prepare students to make wise, independent choices to maintain a healthy and balanced lifestyle, providing rationale for their choices. Substances common to everyday life and the rules surrounding these. To identify the risks and effects of drugs associated with everyday life, the laws that surround these and the importance of adhering to these.	Taking care of mental health and seeking support. To reinforce the ways in which children can recognise warning signs of 'mental ill health' and the avenues from which they can seek support. Families, relationships and feeling cared for. To continue to explore the concepts of romantic, emotional and sexual attraction, and the way these can vary in dynamics. To reinforce the ways they can feel safe and cared for and the support available if they do not.	Career types and challenging stereotypes. To build upon the knowledge of prejudice, stereotypes and discrimination and reinforce that career choices should not be limited by these. Media literacy, age appropriate content and safety. To continue to develop the children's understanding of e-safety as they gain increasing responsibility with age.	Respect and bullying. To develop an understanding of the types of bullying and the way these may present. To reinforce that their opinions and beliefs may differ from others, providing ways in which they can constructively challenge these. Puberty and reproduction. To continue to explore the ways in which bodies change as they develop, both physically and emotionally, including menstruation, erections and wet dreams.
Year 6	Informed choices surrounding health, lifestyles and hygiene. To extend the children's understanding of healthy choices, exploring the risks associated with some choices. Puberty and reproduction. To provide the children with an understanding of conception, contraception and where to seek advice should they need more information.	Personal identity, strengths, goals and interests. To explore what contributes to who we are and how to manage difficulties and develop resilience. Managing change, including grief and loss. To begin exploring the concepts of change and loss in order to equip children with the skills to ask for help and manage this.	Skills, career choices and what may influence a person's choice. To continue to develop the children's awareness of their skills and interests and explore the way that these, along with other influences may determine a career choice. Media literacy, age appropriate content and safety. To continue to develop the children's understanding of e-safety as they gain increasing responsibility with age.	Respect and bullying. To continue to develop an understanding of prejudice, stereotypes and discrimination and the importance of treating all with respect. To explore the consequences of hurtful or unlawful behaviour. Boundaries, permission seeking and consent. To support the children in developing their understanding of why consent is important and ensuring they understand and have appropriate boundaries to keep themselves safe.
Year 7	Importance of physical health	Wellbeing, values and resilience	Online safety	Puberty.

	To prepare and support students with managing work-life balance and building resilience including strategies to develop their physical activity to support physical and mental wellbeing as well as maintaining good sleep habits, dental health and personal hygiene, Smoking (including vaping) and alcohol. To help students to gain an understanding of the dangers of alcohol, tobacco, vaping and the effects. Including dealing with social pressures from peers. Students will also learn about the benefits and drawbacks of antibiotics.	To help students to develop a strong foundation of mental wellbeing through the establishing of values, the ability to reframe thought processes and to be aware of the role of peer pressure in wellbeing. Relationships, Loss and change To prepare and support students in facing a variety of relationships. To show positive relationships and to help deal with the breakdown of relationships and loss.	To equip and support students as they use more devices as part of their everyday life. Students will explore cyber crime and online scams and learn how to effectively manage their devices. Safety To inform students of how to stay safe in a variety of situations e.g. road safety. Students will also learn about county lines, gangs and knife crime and how to keep themselves safe.	To support students in understanding where they can go to get support and how they can provide support to their peers when facing the challenges of growing up including puberty. To ensure students understand the impact of peer pressure and risk taking. Healthy relationships To understand the impact of social and online pressure including sending images and sharing content. Students can understand the impact and consequence of what they do online. Students understand how form and maintain positive relationships in life and online
Year 8	Drugs, peer pressure To ensure students have healthy relationships with and know the risks associated with drugs, tobacco and alcohol. Dangerous behaviours surrounding peer pressure, including violence, drugs and alcohol. Students will learn about the law and drugs and how to manage influences.	Digital resilience, self esteem and anger Students will learn how to build digital resilience, boost self-esteem, and manage anger in a healthy way to navigate online and offline challenges.	Online safety Students will learn about online safety, covering topics like fraud and scams, protecting their digital footprint and personal data, and the risks of piracy and illegal downloads British Values Students will learn about British values, including an introduction to politics, democracy, law,	Equality, diversity and relationships Students will learn about diversity and inclusion, exploring gender identity, sexual orientation, LGBTQIA+ topics, hurtful behaviours, protected characteristics, and the power of words. Harmful social behaviours, bullying Students will learn what bullying is, how to support those being bullied, and about the support available to prevent and address bullying.

			communities, and the importance of mutual respect and tolerance	
Year 9	Sexual and physical health To guide students to make positive choices that will keep them healthy and avoid and have an awareness of the associated risks.	Coping Strategies Students will learn about healthy and unhealthy coping strategies, the connection between mental health and exercise, reframing negative thoughts, and managing stress effectively.	Financial awareness, exploitation and risks To help students understand the importance of managing money and supporting them to make good financial decisions, as well as understanding the risks and dangers associated with this. Future pathways and careers To equip students with the knowledge they need to make informed choices about their future pathways.	Online and offline safety and the role of the media To equip young people to make good choices and support others in doing this, so that they can keep themselves safe when facing social challenges and peer pressure. Healthy and committed relationships Students explore what makes a healthy relationship and the characteristics of different committed relationships that exist.
KS4 PSHE is taught in a timetabled standalone one hour lesson within the school day.				
KS4	● Vaping ● Sleep and NHS services ● First aid ● Drugs and Alcohol ● Drugs and Alcohol ● Blood and Organ donation ● Immunisation ● Self examination: breast and testicular cancer	● Exploring mental health ● Promoting emotional wellbeing ● Promoting emotional wellbeing ● Stress management ● Emotional wellbeing and the media ● Grief and loss	● Labour Market Information (LMI) ● Keeping data safe ● Targeted advertising ● Critical thinking and fake news ● Gambling ● Extremism and radicalisation ● Personal branding ● Employment rights ● County Lines Citizenship: ● Parliament and Elections	● Marriage and long term relationships ● Equality Act ● Forming and maintaining relationships ● Consent ● Consent ● Porn and its impacts ● Sharing nude images ● Pregnancy options, fertility and routes to parenthood ● Abusive relationships ● Forced Marriage/ FGM

			• Human rights and Laws • Finance	
Year 12	Managing the risk of alcohol and drugs and personal health To ensure students know the immediate and long term impact of alcohol and drugs and the risk that both can bring. To inform students on how to perform a self examination. Are able to make informed decisions on immunisations and having a healthy lifestyle.	Recognising and managing mental health To educate students on how to recognise the signs of changing mental health and wellbeing in themselves and others. They will also develop an understanding of how to identify certain mental health conditions and manage mental health and wellbeing.	Career planning and driving safety To ensure students have a usable and effective CV building on their knowledge from careers guidance in the other years so that this can be used for their next steps after sixth form and securing part time employment. To develop students' understanding of how they can keep themselves safe when driving or being a passenger in a car. Managing money To ensure students know how to manage their own subject and understand common financial contracts. Students will also learn how to read payslips.	Consent, relationships and contraception To ensure students understand what consent is and to be able to recognise sexual abuse. Students know the different methods of contraception and pregnancy options. Students will also learn about factors that affect fertility.

Year 13	Safety Students will learn about body modifications, basic first aid, accessing NHS services, freshers' flu, and staying safe at festivals.	Promoting mental well-being Students will learn about the science of learning, promoting emotional well-being, the effects of technology on sleep, managing anxiety, and the impact of gambling on mental health.	Financial literacy and the wider world Students will learn about managing debt, the role of insurance, understanding payslips, the purpose of trade unions, and developing critical thinking to identify fake news Careers and personal safety Students will learn about personal branding, employment rights, understanding taxes in the UK, and staying safe in adulthood.	Online dangers and long term relationships Students will learn about online blackmail and sextortion, sexual harassment, supporting each other, and navigating long-term relationships. Sexual Health Students learn about the importance of sexual health, various methods of contraception, and understanding fertility.
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