

Key Stage 2 PSHE Curriculum Map - Years 3 and 4 (being edited please bear with!)

	Autumn Term - Living in the Wider World	Spring Term - Relationships	Summer Term - Health and Wellbeing
	<p>Ongoing throughout the year (to inc. Black History Month etc.)</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>	<p>Ongoing throughout the year (to inc. Black History Month etc.)</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>	<p>Ongoing throughout the year (to inc. Black History Month etc.)</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>
<p>Week 1</p> <p>10 a Day focus: Talk about your feelings</p>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why rules are needed in different situations and how to take part in making rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>We Eat Elephants: Meet the children</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>We Eat Elephants: Meet the Children - revisit and revise what you remember about the children.</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>We Eat Elephants: Meet the Children - revisit and revise what you remember about the children.</p>
<p>Week 2</p> <p>10 a Day focus: Do something you enjoy and are good at</p>	<p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p>	<p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>We Eat Elephants: Chloe keeps failing</p>

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	<p>We Eat Elephants: Adam's Grandpa is unwell</p>	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>We Eat Elephants: Beth isn't on social media</p>	
<p>Week 3 10 a Day focus: Keep yourself hydrated</p>	<p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>We Eat Elephants: Adam's Grandpa is unwell - Adam's circle and bad thought spotter</p>	<p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>We Eat Elephants Beth isn't on social media - Adam's circle and bad thought spotter</p>	<p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>We Eat Elephants: Chloe keeps failing - Chloe's circle and bad thought spotter</p>
<p>Week 4 10 a Day focus: Eat well</p>	<p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>We Eat Elephants: Adam 's Grandpa is unwell - change it and E4SP</p>	<p>R7. that their actions affect themselves and others</p> <p>We Eat Elephants: Beth isn't on social media- change it and E4SP</p>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>We Eat Elephants: Chloe keep failing - change it and E4SP</p>

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<p>Week 5 10 a Day focus: Keep active in body and mind</p>	<p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>We Eat Elephants: Create a scenario like Adam's and follow it through in the same way.</p>	<p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>We Eat Elephants: Create a scenario like Beth's and follow it through in the same way.</p>	<p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>We Eat Elephants: My bad thoughts</p>
<p>Week 6 10 a Day focus: Take a break</p>	<p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>We Eat Elephants: Circle and bad thought spotter for your scenario</p>	<p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>We Eat Elephants: Circle and bad thought spotter for your scenario</p>	<p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>We Eat Elephants: Apply the mood scale to a scenario</p>
<p>Week 7 10 a Day focus: Stay connected to those you care about</p>	<p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>We Eat Elephants: Change it and E4SP for your scenario</p>	<p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>We Eat Elephants: Deepak is invited to a swimming party</p>

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		<p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>We Eat Elephants: Change it and E4SP for your scenario</p>	
<p>Week 8 10 a Day focus: Ask for help</p>	<p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>We Eat Elephants: Create a scenario like Adam's and follow it through in the same way.</p>	<p>R15. to recognise and manage 'dares'</p> <p>We Eat Elephants: Create a scenario like Beth's and follow it through in the same way.</p>	<p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>We Eat Elephants: Tension control</p>
<p>Week 9 10 a Day focus: Be proud of your very being</p>	<p>L17. to explore and critique how the media present information</p> <p>We Eat Elephants: Circle and bad thought spotter for your scenario</p>	<p>R16. to recognise and challenge stereotypes</p> <p>We Eat Elephants: Circle and bad thought spotter for your scenario</p>	<p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>We Eat Elephants: Tension control</p>

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<p>Week 10 plus 10 a Day focus: Actively care for others</p>	<p>Review Week</p> <p>We Eat Elephants: Change it and E4SP for your scenario</p>	<p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>We Eat Elephants: Change it and E4SP for your scenario</p>	<p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact;</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>IN CONJUNCTION WITH SRE PROGRAMME</p>