

PSHE Curriculum Map Lower KS2 St Helen's Church of England (VA) Primary School

NC14	NC Links	PSHE Association PoS HW = Health and Wellbeing R = Relationships LWW = Living in the Wider World	Personal Development	Safeguarding/Key Priorities	Key Questions	Links to SCARF resources	Links to St Helens Curriculum
English: Spoken Language Statutory requirements	Listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge articulate and justify answers arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing	LWW1. To research, discuss and debate topical issues, problems and events and offer their recommendations to appropriate people	Talk about doubts and fears Express feelings in uncomfortable situations Begin to push past fears (with encouragement) Listen to people who try to help Begin to understand why some activities feel uncomfortable. Show a willingness to overcome fears. Push past fears and reflect upon the emotions felt afterwards. Begin to take encouragement and advice from others. Keep trying after a first attempt. Manage my distractions Persevere when I am stuck Notice significant detail by examining closely Use what I already know Ask questions Imagine possible scenarios Make links Talk about strengths and weaknesses in my learning Plan to carry out a task Manage my feelings when working with a partner or group Talk about the rules for group work I can listen and understand when others	CSE Online bullying PANTS Families Homophobia Belonging	How can we show that we are listening carefully to others? How can we speak so that people want to listen? How can we put across our viewpoint? What solutions could you find to that problem? What are the main areas/issues/topics surrounding the issue or problem we have seen/heard about? What solutions could you find to that problem? What are the main areas/issues/topics surrounding the issue or problem we have seen/heard about?	3.3 Help or harm? 3.5 Friends are special 3.4 Body team work 3.6 Top Talents	Is it right to fight?



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	<p>command of Standard English maintain attention and participate actively in collaborative conversations , staying on topic and initiating and responding to comments participate in discussions, presentations, performances , role play, improvisation s and debates consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		<p>are speaking I can demonstrate I am listening using verbal and non-verbal cues and can pick up on the non-verbal cues of others I notice how others approach tasks and imitate this</p>				
<p>Maths</p>	<p>Add and subtract amounts of money to give change. Using £ and p in practical contexts Estimate, compare and calculate money in pounds and pence Statistics: interpret and present data</p>	<p>LWW13. About the role money plays in their own and others' lives LWW14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) LWW16. About enterprise and the skills that make someone 'enterprising' LWW15. That resources can be allocated in different ways and that</p>		<p>British Value Economic well-being</p>	<p>When do we use money? How do we make money? Why do we need money? Why is being able to do maths with money so important and useful? What does the word enterprise mean? What different ways can people make money?</p>		<p>Fair Trade</p>



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		these economic choices affect individuals, communities and the sustainability of the environment					
Science	Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food Non-stat guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty Practical scientific enquiry that should happen across LKS2	HW3. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet HW18. How their body will, and emotions may, change as they approach and move through puberty HW9. To differentiate between the terms 'risk', 'danger' and 'hazard' HW17. Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety HW16. What is meant by the term 'habit' and why habits can be hard to change HW12. That bacteria and viruses can affect health and that following simple routines can reduce their spread		Drugs/Alcohol etc norm referencing CSE Online bullying Homophobia Families Relationships	What do we mean by the phrase 'balanced diet?' Why should we eat a balanced diet? What foods do we need to eat and why? What are the five different food groups? Do need the same amount of each type of food? What in your experiment is a risk? What is a danger? What is a hazard? What are the different organs in our digestive system? What role does the oesophagus/stomach/small intestine/ play? Can the small intestine stop unhealthy food from going into the blood stream and round the body? What impact does smoking have on a person's body? Is it possible for people who smoke to quit? How can we stop the spread of bacteria and viruses? How does medication help us to fight bacteria and viruses? Are medicines always safe? When might a medicine cause harm? How do we keep safe with medicines?	3:3 Help or Harm? 4.5 Diversity World Hotel 4.6 Medicines – Check the Label 3.1 Getting on with your nerves 3.4 Body team work 3.2 Alcohol and Cigarettes: the Facts 4.4 Tell Mark II 4.6 Medicines – Check the Label 3.3 Help or harm? 4.6 Medicines – Check the Labe	Incredible Me Banquet Buried Treasure
Computing	Pupils should be taught to use technology safely, respectfully and responsibly;	HW21. Online safety (including social media, the responsible use of ICT and mobile phones) HW22. The importance of protecting personal information, including passwords, addresses and		CSE Online safety Future proofing your online presence	What are our e-safety rules? How do we keep safe online? What information is it safe to give online? Why shouldn't we give out		Blogs



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	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	images LWW6. The impact and consequences of cyber bullying LWW17.To explore and critique how the media present information			personal information online? Who can help us if we have a worry about this?		
Geography		HW 10. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding 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 HW21. Ways to keep physically safe including road safety		stranger danger road safety	How do we cross the road? What different ways to cross the road are there in our local area?		All trips out Extreme Environments Raging Rivers
History							Buried Treasure
PE	The Physical Education programmes of study purpose of study states: A high-quality physical education curriculum... should provide opportunities for pupils to become physically confident in a way which supports their health and	HW1. What positively and negatively affects their physical, mental and emotional health			What can we do to keep physically healthy? Why is exercise good for our physical health? What does it mean to be physically healthy? How much exercise should we have [NHS online guidance is that children between 5 and 18 yrs of age should have at least 1 hour of exercise each day click here for details: NHS guidance for young people's exercise	3.4 Body team work	Incredible Me



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	<p>fitness. Under Aims, it states that it should ensure that all pupils lead healthy, active lives. These aspects of the Physical Education curriculum can be included in any P.E. lesson.</p>						
RE	<p>At key stage 2 children investigate and consider the impact of religion and belief locally, nationally and globally. They make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their</p>			<p>healthy lifestyles</p>	<p>How are the different world religions similar to each other? How are they different? What does a community look like? How do religious beliefs affect the community?</p> <p>What is important to me? Why do religious books and teachings matter? What does it mean to belong to a religion? Why are some journeys and places special? How do we make moral choices? How and why do people express their beliefs in different ways? What do people believe about life? How should we live and who can inspire us? What does it mean to belong to a religion/belief system?</p>	<p>4.1 Diversity World 4.3 Can you Sort it?</p>	<p>Banquet Incredible Me Fair Trade Edukid/Harbour links Is it right to fight?</p>



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	<p>meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in</p>						
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	religious education. At key stage 2 children study, in a more systematic way Christianity, Hinduism, Judaism and Islam and non-religious worldviews such as Humanism.						
PSHE	The current status of PSHE Note: this section includes the PSHE Association Programmes of Study Learning Outcomes that do not readily map to other curriculum subjects or will benefit from being covered in more depth through discrete PSHE timetabled lessons. Section 2.5 of the 2014 National Curriculum states that: "All schools should make provision for personal,	R13. That differences and similarities between people arise from a number of factors including religious diversity LWW11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom LWW12. To think about the lives of people living in other places, and people with different values and customs LWW9. What being part of a community means, and about the varied institutions that support communities locally and nationally HW8. About change including loss, bereavement, divorce HW10. To deepen their understanding of risk by recognising, predicting and assessing risks and deciding how to manage them responsibly HW11. to recognise their		Radicalisation Extremism Homophobia FGM CSE Online safety Future proofing online identities Economic well-being Aspiration	What makes you feel happy or sad? What can we do to help ourselves if we are sad? Who can we turn to for help? How can physical activity help us if we are unhappy? What are you good at and why? How could you transfer this success to help you achieve in other subjects? What feelings make you feel good? What feelings make you feel not so good? What do your emotions tell you? When is it right to let your emotions change your decision? Can you think of a time when you have lost something or someone? How did it make you feel? Why did you feel like that? How did you deal with that situation? What does the word risk	4.3 Can you Sort it? 4.4 Tell Mark II 4.1 Diversity World 4.2 Conformation Control 3.5 Friends are special	Banquet Incredible Me Fair Trade Edukid/Harbour links Is it right to fight? Raging Rivers Buried Treasure



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	<p>social, health and economic education (PSHE), drawing on good practice.” DfE Guidance on PSHE states: “Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice. This expectation is outlined in the introduction to the new national curriculum.” Schools are required to publish their PSHE curriculum alongside other subjects. The DfE also states that schools can use the PSHE association Programmes of Study or are free to develop their</p>	<p>increasing independence brings increased responsibility to keep themselves and others safe            HW 13. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know            R1. To recognise and respond appropriately to a wider range of feelings in others            R2. To recognise what constitutes a positive, healthy relationship            LWW6 &amp; R14. To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviour            LWW7. Different kinds of responsibilities, rights and duties at home and at school            HW18. How their body will, and emotions may, change as they approach and move through puberty            HW22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others            HW23. About people who are responsible for helping them stay healthy and safe and ways that they can help these people            R3. to recognise ways in which a relationship can</p>			<p>mean?            What risks do we face?            How can we manage risks to stay safe?            What can we do to prevent risks from causing us hurt, pain or sadness?            When someone is sad, how can we help them?            When someone is very excited, how can we join in and not get jealous? What qualities does a good friend have? How should we treat our friends? How should we expect our friends to treat us? What’s the difference between someone teasing or being unkind and someone bullying?            What does discrimination mean?            What does aggressive behaviour mean? How does it make the other person feel?            What jobs do you do at home? What roles do we have at school? What are you responsible for at school?</p>		
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	own.	<p>be unhealthy and who to talk to if they need support</p> <p>LWW2. Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>R4. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families</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 we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R16. To recognise and manage stereotypes</p>					
Across and within ALL subjects		<p>HW5. To reflect on and celebrate their achievements, identify their strengths, areas for improvements, high aspirations and goals</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</p>			<p>What have you done well? What could you do better ? What do you want to do in your life? In order to achieve that what do you need to do? How do we set goals? How do we show someone that we are listening to them? How do we show respect to everyone when we are</p>	<p>3.6 Top Talents 4.1 Diversity World 4.3 Can you Sort it?</p>	Incredible Me



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		<p>other people's points of view  R11. To work collaboratively towards shared goals</p>			<p>listening to them? Do we always agree with one another? How can we work together as a team? What are the benefits to working together? What happens if we don't work together?</p>		
Daily Routines	<p>This section includes objectives which are covered naturally as part of day to day teaching</p>	<p>HW2. How to make informed choices and to begin to understand the concept of a 'balanced lifestyle'  HW3. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet  HW5. To reflect on and celebrate their achievements, identify their strengths, areas for improvements, high aspirations and goals  HW8. About change including transition  HW9. To differentiate between the terms 'risk', 'danger' and 'hazard'  HW15. School rules about health and safety, where and how to get help  R7. That their actions affect themselves and others  LWW8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices  R12. To learn strategies to resolve conflict</p>			<p>You have learnt already about a balanced diet- what do you think we mean by the term 'balanced lifestyle'? How can we make sure that we have a balanced lifestyle? What impact does school and homework have on our lifestyle? When can you choose what to eat? Why is it important to make healthy choices? What is a healthy choice? What have you done well? What could you do better at? What do you want to do in your life? In order to achieve that what do you need to do? When we move from one class to another class, how do we feel? What in our life is a risk, danger or hazard? How do we manage these things? What are our school rules? How do they help us keep safe? What other rules do</p>	<p>4.2 Conformation Control  4.5 Diversity World Hotel  4.1 Diversity World  4.4 Tell Mark II  4.3 Can you Sort it?  4.1 Diversity World  4.2 Conformation Control  4.3 Can you Sort it?</p>	



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					<p>we know of that help us to stay safe? How can someone's behaviour and actions affect another person? If we fall out, how can we still be friends? How can we help two people to make friends again? Why might we fall out?</p>		
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