

Beaconhill Primary School PSHE

A child with exceptional Personal Development at Beaconhill Primary School should have:

- An understanding of their **identity** and know it is their right to be, and express themselves so long as they respect the rights of other individuals.
- A **fascination** in the world around them, shown through an inquisitive mind that wants to find out more and asks questions both in and out of the classroom.
- **Respect** for themselves, other people, animals and their environments .
- An understanding of and sense of belonging to the **communities** to which they belong, including a desire to improve and maintain their communities.
- **Resilience** shown through a perseverance to learn, improve and try new experiences and the ability to support their own wellbeing through understanding and managing their emotions.
- An understanding of **diversity**, they value the similarities and differences that make our communities, and they demonstrate a sensitivity towards other peoples' beliefs, cultures and values.
- An appreciation of the value of their education as a foundation for their future **career** path, which, as they grow older, will help them achieve aspirational career goals.
- The knowledge that they, and all children have **rights**,

"We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way. These rights belong to everybody, whatever our differences."

(The Universal Declaration of Human Rights in Pictures, Amnesty International, 2008)

- An understanding that **power** can be used for good or bad. They endeavour to use the power they have for good reasons and know how to seek help if they feel power is being used inappropriately or for the wrong reasons.
- An ability to **reflect** on their short and long term learning, feelings and behaviours with an increasing ability to use their reflection to make improvements or adaptations to their lives and wellbeing.
- An appreciation that **change** is necessary; that it is sometimes good or sometimes bad. They develop an increasing understanding that their choices, when change occurs, can impact on outcomes for them and others.
- An appreciation that **growth** is an essential part of their development and that this reaches beyond their physical growth to include mental and spiritual growth.





PSHE Overview

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

| | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Whole school SMSC themes | Identity - September Fascination - October Respect – November Community – December | | | Resilience - January Diversity – February Career - March Rights - April | | | Power - May Reflection - June Change - July Growth - August |
| Year 1 | Being Me in My World Safe & happy classroom | Celebrating Difference – Including Anti-Bullying Similarities & Differences | Dreams & Goals My Internal Treasure Chest | Healthy Me My Amazing Body | Relationships My Family & Friends | Relationships My Family & Friends | Changing Me (Including RSE) Growing from a baby to a child |
| Year 2 | Being Me in My World My actions and behaviour | Celebrating Difference – Including Anti-Bullying Gender Stereotypes | Dreams & Goals Team Players | Healthy Me Healthy Choices | Relationships Feeling Safe | Relationships Feeling Safe | Changing Me (Including RSE) Privacy and my body. |
| Year 3 | Being Me in My World School Rules | Celebrating Difference – Including Anti-Bullying (Falling out) | Dreams & Goals Improving Me | Healthy Me Keeping Safe | Relationships My Impact on the World | Relationships My Impact on the World | Changing Me (Including RSE) Our changing bodies. |
| Year 4 | Being Me in My World Fairness & democracy in school | Celebrating Difference – Including Anti-Bullying First Impressions & Being Unique | Dreams & Goals Getting Back on My Feet. | Healthy Me Peer Pressure | Relationships Loss | Relationships Loss | Changing Me (Including RSE) Puberty |
| Year 5 | Being Me in My World Fairness & democracy in the UK | Celebrating Difference – Including Anti-Bullying Racism & Discrimination | Dreams & Goals Hopes and Dreams Around The World. | Healthy Me Body Image | Relationships Technology & Relationships | Relationships Technology & Relationships | Changing Me (Including RSE) Managing Puberty |
| Year 6 | Being Me in My World My role in the local community | Celebrating Difference – Including Anti-Bullying Conflict & Celebration | Dreams & Goals Making The World a Better Place. | Healthy Me Substance Misuse and Mental Wellbeing | Relationships Loss, Power & Control | Relationships Loss, Power & Control | Changing Me (Including RSE) Human Reproduction – The Science. |

| | Autumn term | Spring term | Summer term |
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| Year 1 | <ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. | <ul style="list-style-type: none"> I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. | <ul style="list-style-type: none"> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, urethra, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others. |
| Year 2 | <ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. | <ul style="list-style-type: none"> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. | <ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. I can use the correct terms to describe penis, testicles, anus, urethra, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel |

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| | | | differently to me. |
| Year 3 | <ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help. | <ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels. | <ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. |
| Year 4 | <ul style="list-style-type: none"> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are. | <ul style="list-style-type: none"> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. | <ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. |
| Year 5 | <ul style="list-style-type: none"> I can compare my life with other people in | <ul style="list-style-type: none"> I can compare my hopes and dreams | <ul style="list-style-type: none"> I can compare different types of |

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| | <p>my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <ul style="list-style-type: none"> I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. | <p>with those of young people from different cultures.</p> <ul style="list-style-type: none"> I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. | <p>friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <ul style="list-style-type: none"> I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. |
| Year 6 | <ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. | <ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. | <ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. |

Skills Progression: PSHE Including RSE

(Jigsaw.)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Being Me in My World | Children can: explain why their class is a happy and safe place to learn. give different examples where they or others make their class happy and safe. | Children can: explain why their behaviour can impact on other people in their class. compare their own and their friends' choices and can express why some choices are better than others. | Children can: explain how their behaviour can affect how others feel and behave. explain why it is important to have rules and how that helps them and others in my class learn. explain why it is important to feel valued. | Children can: explain why being listened to and listening to others is important in their school community. explain why being democratic is important and can help them and others feel valued. | Children can: compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. explain how the actions of one person can affect another and can give examples of this from school and a wider community context. | Children can: explain how their choices can have an impact on people in their immediate community and globally. empathise with others in their community and globally and explain how this can influence the choices they make. |
| Celebrating Difference. | Children can: tell you some ways that they are different and similar to other people in their class, and why this makes us all special. explain what bullying is and how being bullied might make somebody feel. | Children can: can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. explain how it feels to have a friend and be a friend. explain why it is OK to be different from my friends. | Children can: describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve it together or asking for help. | Children can: tell you a time when their first impression of someone changed as they got to know them. also explain why bullying might be difficult to spot and what to do about it if they are not sure. explain why it is good to accept themselves and others for who we are. | Children can: explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation. explain why racism and other forms of discrimination are unkind. They can express how they feel about discriminatory behaviour. | Children can: explain ways in which difference can be a source of conflict or a cause for celebration. show empathy with people in situations where their difference is a source of conflict or a cause for celebration. |

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| Dreams & Goals | <p>Children can:</p> <p>explain how they feel when they are successful and how this can be celebrated positively.</p> <p>say why their internal treasure chest is an important place to store positive feelings.</p> | <p>Children can:</p> <p>explain how they played their part in a group and the parts other people played to create an end product.</p> <p>explain how their groups skills complemented each other.</p> <p>explain how it felt to be part of a group and can identify a range of feelings about group work.</p> | <p>Children can:</p> <p>explain the different ways that help me learn and what they need to do to improve.</p> <p>be confident and positive when they share their success with others.</p> <p>explain how these feelings can be stored in my internal treasure chest and why this is important.</p> | <p>Children can:</p> <p>plan and set new goals even after a disappointment.</p> <p>explain what it means to be resilient and to have a positive attitude.</p> | <p>Children can:</p> <p>compare their hopes and dreams with those of young people from different cultures.</p> <p>reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p> | <p>Children can:</p> <p>explain different ways to work with others to help make the world a better place.</p> <p>explain what motivates them to make the world a better place.</p> |
| Healthy Me | <p>Children can:</p> <p>explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>give examples of when being healthy can help them feel happy.</p> | <p>Children can:</p> <p>explain why foods and medicines can be good for their body comparing their ideas with less healthy/ unsafe choices.</p> <p>compare their own and their friends' choices and can express how it feels to make healthy and safe choices.</p> | <p>Children can:</p> <p>identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themself safe and healthy including who to go to for help.</p> <p>express how being anxious/ scared and unwell feels.</p> | <p>Children can:</p> <p>recognise when people are putting them under pressure and can explain ways to resist this when they want to.</p> <p>identify feelings of anxiety and fear associated with peer pressure.</p> | <p>Children can:</p> <p>explain different roles that food and substances can play in people's lives. They can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>summarise different ways that they respect and value their body.</p> | <p>Children can:</p> <p>explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.</p> |
| Relationships | <p>Children can:</p> <p>explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves.</p> <p>explain how their qualities help these relationships.</p> <p>give examples of behaviour in other people that they appreciate and behaviours that they don't like.</p> | <p>Children can:</p> <p>explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special.</p> <p>give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships.</p> | <p>Children can:</p> <p>explain how their life is influenced positively by people they know and also by people from other countries.</p> <p>explain why their choices might affect their family, friendships and people around the world who I don't know.</p> | <p>Children can:</p> <p>recognise how people are feeling when they miss a special person or animal.</p> <p>give ways that might help them manage their feelings when missing a special person or animal.</p> | <p>Children can:</p> <p>compare different types of friendships and the feelings associated with them. They can also explain how to stay safe when using technology to communicate with their friends, including how to stand up for themselves, negotiate and to resist peer pressure.</p> <p>apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or others.</p> | <p>Children can:</p> <p>identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and their friends in real or online situations.</p> <p>offer strategies to help them manage these feelings and situations.</p> |

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| Changing Me | <p>Children can:</p> <p>compare how they are now to when they were a baby and explain some of the changes that will happen to them as they get older.</p> <p>use the correct names for penis, testicles, anus, urethra, vulva, and give reasons why they are private.</p> <p>explain why some changes they might experience might feel better than others.</p> | <p>Children can:</p> <p>use the correct terms to describe penis, testicles, anus, urethra, vulva and explain why they are private.</p> <p>can explain why some types of touches feel OK and others don't.</p> <p>tell you what they like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to them.</p> | <p>Children can:</p> <p>explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>recognise how they feel about these changes happening to them and can suggest some ideas to cope with these feelings.</p> | <p>Children can:</p> <p>summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>explain some of the choices they might make in the future and some of the choices that they have no control over.</p> <p>offer some suggestions about how they might manage their feelings when changes happen.</p> | <p>Children can:</p> <p>explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. They can also summarise the process of conception scientifically.</p> <p>express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends.</p> | <p>Children can:</p> <p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby.</p> |
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