

Bramcote Hills Primary School  
'Make the future better for all'



# PHSCE

Curriculum Depth Map

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## Bramcote Hills Primary School 'Make the future better for all' Curriculum Depth Map – PHSCE

### Aims

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This Curriculum Depth Map for PHSCE meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

### **Statutory Relationships and Health Education**

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

*DfE*

*Guidance p.8*

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

*Secretary of State Foreword DfE Guidance 2019 p.4-5*

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

*DfE Guidance p.8*

"All schools must have in place a written policy for Relationships Education and RSE."

*DfE Guidance p.11*

### Intent

At BHPS School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as young people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Our curriculum is led by key concepts, terms and vocabulary providing opportunities to build a shared and consistent understanding. Units are organised to ensure themes are revisited regularly as pupils move through the school. This ensures each unit builds effectively on prior learning and ensures connections are made between different units to help children know more and remember more. Our pupils are able to apply and consolidate understanding as they progress through the school to enable them to become a global citizen in a diverse society and prepare them for the opportunities, responsibilities and experiences for later life.

Teachers use the Jigsaw PSHE programme to equip pupils with an age-appropriate, sound understanding of risk, with the knowledge and skills necessary to make safe and informed decisions and to recognise the importance of their own mental health and well-being. Our PSHE curriculum will incorporate an age-appropriate understanding of RSE, as set out in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

### Conceptual Knowledge

Substantive knowledge in the primary PHSCE curriculum refers to the actual information and content that students are expected to learn in various areas related to personal, social, health, and economic well-being.

This may include information about:

**Personal and social development:** Understanding emotions, building positive relationships, teamwork, and conflict resolution.

**Health and well-being:** Basic information about physical health, nutrition, exercise, and personal hygiene.

**Safety and Risk:** Teaching children about personal safety, road safety, and recognizing and avoiding potential risks.

**Relationship Education:** Developing an understanding of friendships, family relationships, and the importance of respecting differences.

### Procedural Knowledge

Disciplinary knowledge in the primary PHSCE curriculum is the interpretation of themselves and how to support themselves and others through change. Through Jigsaw PHSCE, disciplinary knowledge is underpinned through the following:

**Connect us:** take enjoyment from their learning, to be inclusive learners and to build and maximise social skills. They are encouraged to build positive relationships and take part in collaborative learning.

**Calm me:** gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity.

**Open my mind:** The aim here is to improve concentration and learning by filtering out activity around them.

**Tell me or show me:** Children are encouraged to introduce new information, concepts and skills, using a range of approaches and activities.

**Let me learn:** The ability to manipulate, use and play with new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

**Help me reflect:** By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

**Key Concepts** have been identified to enable children to contextualise, link and understand substantive knowledge. Key concepts are subject specific and build progressively as pupils move through school. Pupils should be able to apply their knowledge of key concepts in the Jigsaw PHSCE curriculum and make connections between their learning and build the schema they need.

### Implementation

Jigsaw 3-11 Programme for Primary PSHE includes statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Puzzles are launched with a whole-school assembly, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year. Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson.

## Impact

An effective PHSCE education forms the preparation for adult life, enabling a child to understand and face the challenges, complexities and questions that arise in a diverse world.

Impact can be measured in a variety of ways. At BHPS, we recognise and celebrate the importance of the child's voice and their individual experience.

The expected impact of following the PHSCE Depth Map is that children will:

- An understanding of our diverse and complex world, and an empathy and respect for the rights of all individuals
- Positive and constructive communication, with highly developed oracy skills
- Resilience and self-regulation, and a keen understanding of their own health and wellbeing, especially supporting their mental and emotional development
- Risk management and balanced decision making, within the context of a changing and challenging world

In addition, the following skills form the basis of a child's wider development and experience:

- The ability to recognise and develop good relationships
- The reinforcement of positive mental and physical health
- Understanding how their body will change and grow
- The development of respect and tolerance for all
- An understanding of society and the role of the individual in a community

PHSCE Curriculum Depth Map – Progression of Skills and Knowledge by **Key Concepts**

Being Me in My World					
'Who am I and how do I fit?'					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand their own rights and responsibilities with their classroom	Understand the rights and responsibilities of class members	Know that the school has a shared set of values	Know their place in the school community	Understand how democracy and having a voice benefits the school community	Know about children's universal rights (United Nations Convention on the Rights of the Child)
Understand that their choices have consequences	Know about rewards and consequences and that these stem from choices	Know why rules are needed and how these relate to choices and consequences	Know what democracy is (applied to pupil voice in school)	Understand how to contribute towards the democratic process	Know about the lives of children in other parts of the world
Understand that their views are important	Know that it is important to listen to other people	Know that actions can affect others' feelings	Know how groups work together to reach a consensus	Know how to face new challenges positively	Know that personal choices can affect others locally and globally
Understand the rights and responsibilities of a member of a class	Understand that their own views are valuable	Know that others may hold different views	Know that having a voice and democracy benefits the school community	Understand the rights and responsibilities associated with being a citizen in the wider community and their country	Understand that their own choices result in different consequences and rewards
Identifying helpful behaviours to make the class a safe place	Know that positive choices impact positively on self-learning and the learning of others	Understand that they are important	Know how individual attitudes and actions make a difference to a class	Understand how to set personal goals	Know how to set goals for the year ahead
Identify what it's like to feel proud of an achievement	Identifying hopes and fears for the year ahead	Know what a personal goal is	Know about the different roles in the school community	Know how an individual's behaviour can affect a group and the consequences of this	Understand what fears and worries are
Recognise feelings associated with positive and negative consequences	Recognise own feelings and know when and where to get help	Understand what a challenge is	Know that their own actions affect themselves and others	Consider their own actions and the effect they have on themselves and others	Understand how democracy and having a voice benefits the school community
	Recognise the feeling of being worried	Recognise feelings of happiness, sadness, worry and fear in themselves and others	Identify the feelings associated with being included or excluded	Be able to identify what they value most about school	Understand how to contribute towards the democratic process
			Recognise the feelings of being motivated or unmotivated	Understand why the school community benefits from a Learning Charter	Be able to compare their life with the lives of those less fortunate

## Celebrating Difference

Respect for similarity and difference. Anti-bullying and being unique.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know what bullying means	Know the difference between a one-off incident and bullying	Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying	Know external forms of support in regard to bullying e.g. Childline	Know that people can hold power over others individually or in a group
Know who to tell if they or someone else is being bullied or is feeling unhappy	Know that sometimes people get bullied because of difference	Know that conflict is a normal part of relationships	Know the reasons why witnesses sometimes join in with bullying and don't tell anyone	Know that bullying can be direct and indirect	Know that power can play a part in a bullying or conflict situation
Know that people are unique and that it is OK to be different	Know that friends can be different and still be friends	Know that some words are used in hurtful ways and that this can have consequences	Know that sometimes people make assumptions about a person because of the way they look or act	Know what racism is and why it is unacceptable Know what culture means	Know that there are different perceptions of 'being normal' and where these might come from
Know skills to make friendships	Know there are stereotypes about boys and girls	Know why families are important	Know there are influences that can affect how we judge a person or situation	Know that differences in culture can sometimes be a source of conflict	Know that difference can be a source of celebration as well as conflict
Know that people have differences and similarities	Know where to get help if being bullied	Know that everybody's family is different	Know what to do if they think bullying is or might be taking place	Know that rumour-spreading is a form of bullying online and offline	Know that being different could affect someone's life Know why some people choose to bully others
Identify what is bullying and what isn't	Know that it is OK not to conform to gender stereotypes	Know that sometimes family members don't get along and some reasons for this	Know that first impressions can change	Know how their life is different from the lives of children in the developing world	Know that people with disabilities can lead amazing lives
Understand how being bullied might feel	Know the difference between right and wrong and the role that choice has to play in this	Be able to recognise, accept and give compliments	Identify influences that make someone feel positively or negatively about a situation	Identify their own culture and different cultures within their class community	Be able to recognise when someone is exerting power negatively in a relationship
Recognise ways in which they are the same as their friends and ways they are different	Know how to stand up for themselves when they need to	Recognise feelings associated with receiving a compliment	Identify reasons why a bystander might join in with bullying	Identify their own attitudes about people from different faith and cultural backgrounds	Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
Know ways to help a person who is being bullied	Understand that everyone's differences make them special and unique			Identify some strategies to encourage children who use bullying behaviours to make other choices	Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
	Recognise that they shouldn't judge people because they are different				Identify different feelings of the bully, bullied and bystanders in a bullying scenario

Dreams and Goals					
Aspirations, how to achieve goals and understanding the emotions that go with this.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to set and achieve a simple goal	Know how to choose a realistic goal and think about how to achieve it	Know that they are responsible for their own learning	Know how to make a new plan and set new goals even if they have been disappointed	Know about a range of jobs that are carried out by people I know	Know their own learning strengths
Know how to identify obstacles which make achieving their goals difficult	Know that it is important to persevere	Know what an obstacle is and how they can hinder achievement	Know how to work as part of a successful group	Know the types of job they might like to do when they are older	Know a variety of problems that the world is facing
Work out how to overcome obstacles and challenges	Know how to recognise what working together well looks like	Know how to take steps to overcome obstacles	Know how to share in the success of a group	Know what their classmates like and admire about them	Know some ways in which they could work with others to make the world a better place
Know when a goal has been achieved	Know what good group-working looks like	Know what dreams and ambitions are important to them	Know what their own hopes and dreams are	Know that young people from different cultures may have different dreams and goals	Know what the learning steps are they need to take to achieve their goal
Know how to work well with a partner	Know how to share success with other people	Know about specific people who have overcome difficult challenges to achieve success	Know that hopes and dreams don't always come true	Know that they will need money to help them to achieve some of their dreams	Know how to set realistic and challenging goals
Know that tackling a challenge can stretch their learning	Recognise how working with others can be helpful	Know how they can best overcome learning challenges	Know that reflecting on positive and happy experiences can help them to counteract disappointment	Reflect on the differences between their own learning goals and those of someone from a different culture	Understand why it is important to stretch the boundaries of their current learning
Recognise their own feelings when faced with a challenge/obstacle	Be able to describe their own achievements and the feelings linked to this	Know what their own strengths are as a learner	Know how to work out the steps they need to take to achieve a goal	Know that communicating with someone from a different culture means that they can learn from them and vice versa	Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
Recognise how they feel when they overcome a challenge/obstacle		Know how to evaluate their own learning progress and identify how it can be better next time	Can talk about their hopes and dreams and the feelings associated with these	Know ways that they can support young people in their own culture and abroad	



Healthy Me					
Aspirations, how to achieve goals and understanding the emotions that go with this.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the difference between being healthy and unhealthy	Know what their body needs to stay healthy	Know how exercise affects their bodies	Know that there are leaders and followers in groups	Know basic emergency procedures, including the recovery position	Know how to take responsibility for their own health
Know some ways to keep healthy	Know what relaxed means	Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	Know the facts about smoking and its effects on health	Know the health risks of smoking	Know what it means to be emotionally well
Know how to make healthy lifestyle choices	Know why healthy snacks are good for their bodies	Know that there are different types of drugs	Know the facts about alcohol and its effects on health, particularly the liver	Know how smoking tobacco affects the lungs, liver and heart	Know how to make choices that benefit their own health and well-being
Know that all household products, including medicines, can be harmful if not used properly	Know which foods given their bodies energy	Know that there are things, places and people that can be dangerous	Know ways to resist when people are putting pressure on them	Know how to get help in emergency situations	Know about different types of drugs and their uses
Know that medicines can help them if they feel poorly	Know that it is important to use medicines safely	Know when something feels safe or unsafe	Know what they think is right and wrong	promotes certain body types	Know how these different types of drugs can affect people's bodies, especially their liver and heart
Know how to keep safe when crossing the road	Know what makes them feel relaxed/stressed	Know why their hearts and lungs are such important organs	Know how different friendship groups are formed and how they fit into them	Know that the media, social media and celebrity culture	Know that stress can be triggered by a range of things
Know how to keep themselves clean and healthy	Know how medicines work in their bodies	Know a range of strategies to keep themselves safe	Know which friends they value most	Know the different roles food can play in people's lives	Know that being stressed can cause drug and alcohol misuse
Know that germs cause disease/illness	Know how to make some healthy snacks	Know that their bodies are complex and need taking care of	Know that they can take on different roles according to the situation	Know that people can develop eating problems/disorders related to body image pressure	Know that some people can be exploited and made to do things that are against the law
Know about people who can keep them safe			Know some of the reasons some people start to smoke	Know some of the risks linked to misusing alcohol, including antisocial behaviour	Know why some people join gangs and the risk that this can involve
			Know some of the reasons some people drink alcohol	Know what makes a healthy lifestyle	

Relationships					
Building positive and healthy relationships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the difference between being healthy and unhealthy	Know what their body needs to stay healthy	Know how exercise affects their bodies	Know that there are leaders and followers in groups	Know basic emergency procedures, including the recovery position	Know how to take responsibility for their own health
Know some ways to keep healthy	Know what relaxed means	Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	Know the facts about smoking and its effects on health	Know the health risks of smoking	Know what it means to be emotionally well
Know how to make healthy lifestyle choices	Know why healthy snacks are good for their bodies	Know that there are different types of drugs	Know the facts about alcohol and its effects on health, particularly the liver	Know how smoking tobacco affects the lungs, liver and heart	Know how to make choices that benefit their own health and well-being
Know that all household products, including medicines, can be harmful if not used properly	Know which foods given their bodies energy	Know that there are things, places and people that can be dangerous	Know ways to resist when people are putting pressure on them	Know how to get help in emergency situations	Know about different types of drugs and their uses
Know that medicines can help them if they feel poorly	Know that it is important to use medicines safely	Know when something feels safe or unsafe	Know what they think is right and wrong	Know that the media, social media and celebrity culture promotes certain body types	Know how these different types of drugs can affect people's bodies, especially their liver and heart
Know how to keep safe when crossing the road	Know what makes them feel relaxed/stressed	Know why their hearts and lungs are such important organs	Know how different friendship groups are formed and how they fit into them	Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure	Know that stress can be triggered by a range of things
Explain how they might feel if they don't get enough sleep					
Know how to keep themselves clean and healthy	Know how medicines work in their bodies	Know a range of strategies to keep themselves safe	Know which friends they value most	Know some of the risks linked to misusing alcohol, including antisocial behaviour	Know that being stressed can cause drug and alcohol misuse
Know that germs cause disease/illness	Know how to make some healthy snacks	Know that their bodies are complex and need taking care of	Know that they can take on different roles according to the situation	Know what makes a healthy lifestyle	Know that some people can be exploited and made to do things that are against the law
Know about people who can keep them safe			Know some of the reasons some people start to smoke		Know why some people join gangs and the risk that this can involve

Changing Me					
Coping positively with change					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know that everyone's family is different	Know that there are lots of forms of physical contact within a family	Know that different family members carry out different roles or have different responsibilities within the family	Know some reasons why people feel jealousy	Know that there are rights and responsibilities in an online community or social network	Know that it is important to take care of their own mental health
Know that families are founded on belonging, love and care	Know how to stay stop if someone is hurting them	Know some of the skills of friendship, e.g. taking turns, being a good listener	Know that loss is a normal part of relationships	Know that there are rights and responsibilities when playing a game online	Know ways that they can take care of their own mental health
Know that physical contact can be used as a greeting	Know there are good secrets and worry secrets and why it is important to share worry secrets	Know some strategies for keeping themselves safe online	Know that negative feelings are a normal part of loss	Know that too much screen time isn't healthy	Know the stages of grief and that there are different types of loss that cause people to grieve
Know how to make a friend	Know what trust is	Know that they and all children have rights (UNCRC)	Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe	Know how to stay safe when using technology to communicate with friends	Know that sometimes people can try to gain power or control them
Know who to ask for help in the school community	Know that everyone's family is different	Know how some of the actions and work of people around the world help and influence my life	Know that jealousy can be damaging to relationships	Know that a personality is made up of many different characteristics, qualities and attributes	Know some of the dangers of being 'online'
Know that there are lots of different types of families	Know that families function well when there is trust, respect, care, love and co-operation	Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc	Know that memories can support us when we lose a special person or animal	Know that belonging to an online community can have positive and negative consequences	Know how to use technology safely and positively to communicate with their friends and family
Know the characteristics of healthy and safe friends	Know some reasons why friends have conflicts	Know the lives of children around the world can be different from their own			
Know about the different people in the school community and how they help	Know that friendships have ups and downs and sometimes change with time				
	Know how to use the Mending Friendships or Solve it together problem-solving methods				

## Half Termly Topic Overview per year group

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes/achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying/overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the Year Rights and responsibilities Rewards and consequences Safe/fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self & others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth/happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Being me in my world								
Opportunities to promote the <b>British Values</b> in the puzzle: Being Me in My World		F2	Y1	Y2	Y3	Y4	Y5	Y6
Democracy	Learning about our rights and responsibilities (UNCRC)	✓	✓	✓	✓	✓	✓	✓
	Making a choice or decision					✓		✓
	Learning about rewards, choices and consequences		✓	✓	✓	✓	✓	✓
	Expressing my viewpoints						✓	✓
	Listening to, valuing and respecting the views of others	✓			✓		✓	✓
Rule of Law	Creating a safe, happy environment to learn	✓		✓		✓	✓	✓
	Understanding rules and why they are important				✓		✓	✓
	Making positive behavioural choices		✓	✓	✓	✓	✓	✓
	Learning about responsibilities	✓	✓	✓	✓		✓	
	Safeguarding and keeping safe	✓						
Individual Liberty	Making informed choices			✓			✓	
	Expressing individual views respectfully		✓					
	Welcoming others and creating a positive learning environment			✓	✓	✓		✓
	Children's rights (UNCRC)		✓	✓	✓		✓	✓
	Personal Development (SMSC)			✓	✓		✓	✓
Individual Liberty	Developing positive relationships with others (peers and adults)		✓	✓	✓	✓		✓
	Making and maintaining friendships		✓			✓		
	Welcoming others and treating others fairly	✓	✓	✓		✓	✓	✓
	Treating others with kindness and respect		✓		✓			✓
	Socialising and including others		✓		✓	✓	✓	✓
	Teamwork and collaboration		✓					
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		✓	✓	✓	✓	✓	✓
	Learning about different faiths, cultures and people who are different to me							✓
	Listening to and showing respect towards other viewpoints		✓		✓		✓	
	Learning about diversity							✓
	Being respectful towards others		✓	✓	✓	✓	✓	✓

## Celebrating Difference

Opportunities to promote the <b>British Values</b> in the puzzle: Celebrating Difference		F2	Y1	Y2	Y3	Y4	Y5	Y6
Democracy	Learning about our rights and responsibilities (UNCRC)			✓				
	Making a choice or decision							
	Learning about rewards, choices and consequences	✓						✓
	Expressing my viewpoints			✓			✓	
	Listening to, valuing and respecting the views of others						✓	✓
Rule of Law	Creating a safe, happy environment to learn	✓		✓	✓	✓	✓	✓
	Understanding rules and why they are important				✓			
	Making positive behavioural choices				✓		✓	✓
	Learning about responsibilities					✓		
	Safeguarding and keeping safe			✓			✓	✓
Individual Liberty	Making informed choices	✓						✓
	Expressing individual views respectfully			✓		✓	✓	✓
	Welcoming others and creating a positive learning environment		✓	✓	✓		✓	✓
	Children's rights (UNCRC)			✓			✓	✓
	Personal Development (SMSC)	✓				✓		
Individual Liberty	Developing positive relationships with others (peers and adults)	✓	✓	✓	✓		✓	✓
	Making and maintaining friendships	✓	✓	✓				
	Welcoming others and treating others fairly	✓	✓	✓	✓	✓	✓	✓
	Treating others with kindness and respect	✓	✓	✓		✓	✓	✓
	Socialising and including others							
	Teamwork and collaboration							
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice		✓	✓	✓	✓	✓	✓
	Belonging and feeling valued	✓	✓		✓		✓	✓
	Learning about different faiths, cultures and people who are different to me		✓	✓	✓	✓	✓	✓
	Listening to and showing respect towards other viewpoints						✓	
	Learning about diversity	✓	✓	✓	✓	✓	✓	✓
	Being respectful towards others					✓		✓

Dreams and goals								
Opportunities to promote the <b>British Values</b> in the puzzle: Dreams and goals		F2	Y1	Y2	Y3	Y4	Y5	Y6
Democracy	Learning about our rights and responsibilities (UNCRC)							
	Making a choice or decision	✓						✓
	Learning about rewards, choices and consequences		✓	✓			✓	✓
	Expressing my viewpoints			✓		✓	✓	
	Listening to, valuing and respecting the views of others		✓	✓			✓	✓
Rule of Law	Creating a safe, happy environment to learn			✓		✓		
	Understanding rules and why they are important							
	Making positive behavioural choices			✓		✓		
	Learning about responsibilities						✓	
	Safeguarding and keeping safe							
Individual Liberty	Making informed choices		✓	✓	✓		✓	✓
	Expressing individual views respectfully				✓	✓		
	Welcoming others and creating a positive learning environment					✓		
	Children's rights (UNCRC)						✓	
	Personal Development (SMSC)	✓	✓	✓	✓		✓	✓
Individual Liberty	Developing positive relationships with others (peers and adults)	✓	✓	✓				✓
	Making and maintaining friendships							
	Welcoming others and treating others fairly	✓			✓	✓		✓
	Treating others with kindness and respect	✓		✓		✓	✓	
	Socialising and including others		✓	✓		✓	✓	
	Teamwork and collaboration	✓	✓	✓	✓		✓	✓
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued	✓	✓		✓			✓
	Learning about different faiths, cultures and people who are different to me						✓	✓
	Listening to and showing respect towards other viewpoints						✓	
	Learning about diversity				✓			✓
	Being respectful towards others	✓	✓	✓	✓		✓	✓



Healthy Me								
Opportunities to promote the <b>British Values</b> in the puzzle: Healthy Me		F2	Y1	Y2	Y3	Y4	Y5	Y6
Democracy	Learning about our rights and responsibilities (UNCRC)					√		
	Making a choice or decision					√		
	Learning about rewards, choices and consequences					√		
	Expressing my viewpoints					√		
	Listening to, valuing and respecting the views of others							
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important		√			√		
	Making positive behavioural choices				√	√		
	Learning about responsibilities				√			√
	Safeguarding and keeping safe	√	√	√			√	√
Individual Liberty	Making informed choices	√	√	√	√	√	√	√
	Expressing individual views respectfully			√		√		
	Welcoming others and creating a positive learning environment				√	√		
	Children's rights (UNCRC)					√		√
	Personal Development (SMSC)	√	√	√	√	√	√	√
Individual Liberty	Developing positive relationships with others (peers and adults)	√		√		√		√
	Making and maintaining friendships			√		√		
	Welcoming others and treating others fairly				√	√		
	Treating others with kindness and respect				√	√	√	
	Socialising and including others					√	√	
	Teamwork and collaboration				√	√		√
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice					√		
	Belonging and feeling valued	√				√		√
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints	√			√	√		√
	Learning about diversity					√		
	Being respectful towards others			√	√		√	√

Relationships								
Opportunities to promote the <b>British Values</b> in the puzzle: Relationship		F2	Y1	Y2	Y3	Y4	Y5	Y6
Democracy	Learning about our rights and responsibilities (UNCRC)				√		√	√
	Making a choice or decision			√				
	Learning about rewards, choices and consequences						√	√
	Expressing my viewpoints			√	√		√	
	Listening to, valuing and respecting the views of others	√	√	√	√			
Rule of Law	Creating a safe, happy environment to learn	√	√		√			
	Understanding rules and why they are important				√		√	√
	Making positive behavioural choices	√	√		√	√		
	Learning about responsibilities						√	
	Safeguarding and keeping safe	√	√	√	√		√	√
Individual Liberty	Making informed choices	√	√				√	√
	Expressing individual views respectfully	√	√	√	√			
	Welcoming others and creating a positive learning environment	√	√	√	√	√		√
	Children's rights (UNCRC)			√	√		√	√
	Personal Development (SMSC)						√	
Individual Liberty	Developing positive relationships with others (peers and adults)	√	√	√	√	√	√	√
	Making and maintaining friendships	√	√			√	√	√
	Welcoming others and treating others fairly	√	√		√		√	√
	Treating others with kindness and respect	√	√		√	√		√
	Socialising and including others	√		√	√		√	√
	Teamwork and collaboration	√			√			
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice	√					√	√
	Belonging and feeling valued	√	√	√	√	√		√
	Learning about different faiths, cultures and people who are different to me	√			√	√		
	Listening to and showing respect towards other viewpoints							
	Learning about diversity		√	√	√		√	
	Being respectful towards others	√	√	√	√	√		√

Changing Me								
Opportunities to promote the <b>British Values</b> in the puzzle: Changing Me		F2	Y1	Y2	Y3	Y4	Y5	Y6
Democracy	Learning about our rights and responsibilities (UNCRC)					√		
	Making a choice or decision							
	Learning about rewards, choices and consequences					√		
	Expressing my viewpoints			√				
	Listening to, valuing and respecting the views of others			√				
Rule of Law	Creating a safe, happy environment to learn							
	Understanding rules and why they are important							
	Making positive behavioural choices							
	Learning about responsibilities							
	Safeguarding and keeping safe		√	√				
Individual Liberty	Making informed choices			√		√	√	√
	Expressing individual views respectfully			√	√	√		√
	Welcoming others and creating a positive learning environment		√					
	Children’s rights (UNCRC)			√			√	
	Personal Development (SMSC)	√	√	√	√	√	√	√
Individual Liberty	Developing positive relationships with others (peers and adults)	√	√	√	√			√
	Making and maintaining friendships					√	√	√
	Welcoming others and treating others fairly	√	√		√		√	√
	Treating others with kindness and respect		√				√	
	Socialising and including others							
	Teamwork and collaboration							
Tolerance of those of different faiths and beliefs	Anti-bullying and prejudice							
	Belonging and feeling valued		√				√	√
	Learning about different faiths, cultures and people who are different to me							
	Listening to and showing respect towards other viewpoints				√			√
	Learning about diversity		√					
	Being respectful towards others	√	√		√	√	√	√

## Protected Characteristic Overview

Opportunities to promote the <b>Protected Characteristics</b>								
Celebrating difference (CD) Dreams and goals (DG) Healthy me (HM) Relationships (R) Changing me (CM)		F2	Y1	Y2	Y3	Y4	Y5	Y6
Age	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-yearolds) or range of ages (for example, 18- to 30-yearolds).					Celebrating Difference		Celebrating Difference
Gender Reassignment	The process of transitioning from one gender to another NB: there is no direct reference to transgender or the concept of transitioning here, but this lesson on breaking down stereotypes may be used to support any discussion about gender diversity			Celebrating Difference				
Being married or in a civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as ‘civil partnerships’. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).		Relationships	Relationships	Celebrating Difference			Celebrating Difference
Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context.	Celebrating Difference			Celebrating Difference		Celebrating Difference	
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities			Celebrating Difference		Celebrating Difference		Celebrating Difference
Race	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins				Celebrating Difference		Celebrating Difference	Celebrating Difference
Religion	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition						Celebrating Difference	Celebrating Difference
Sex	A man or a woman.			Celebrating Difference	Changing me	Celebrating Difference		Celebrating Difference
Sexual Orientation	Whether a person’s sexual attraction is towards their own sex, the opposite sex or to both sexes.			Celebrating Difference	Celebrating Difference	Relationships	Celebrating Difference	Celebrating Difference Changing me

## PHSCE – Key Concepts by theme

YR	Unit	Key Concept	Detail
Foundation – Year 6	Being me in my world	Who am I and how do I fit in?	<p><i>Understanding my place in the class, school and global community as well as devising Learning Charters.</i></p> <p>Help others to feel welcome. Try to make the school community a better place. Respect everyone's right to learn. Care about other people's feelings.</p>
	Celebrating difference	Respect for similarity and difference. Anti-bullying and being unique	<p><i>Anti-bullying (cyber and homophobic bullying included) and diversity work.</i></p> <p>Accept that everyone is different. Include others when playing and working. Know how to help someone who is being bullied. Use kind words. Know how to give and receive compliments.</p>
	Dreams and goals	Aspirations	<p><i>Goal setting, aspirations for yourself and the world and working together</i></p> <p>Keep trying even when it is difficult. Working well with a partner or in a group. Have a positive attitude. Help others to achieve their goals</p>
	Healthy me	Being and keeping safe and healthy	<p><i>Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</i></p> <p>Healthy balanced diet. Being physically active. Keeping safe. Know how to be a good friend and enjoy healthy friendships. Know how to keep calm and deal with difficult situations.</p>
	Relationships	Building positive and healthy relations	<p><i>Understanding friendship, family and other relationships, conflict resolution and communication skills.</i></p> <p>Solve friendship problems. Help others to feel part of a group. Show respect in how they treat others. Know how to help themselves and others when they feel hurt or upset.</p>
	Changing me	Coping positively with change	<p><i>This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</i></p> <p>Express how they feel when change happens. Understand and respect changes in themselves and others. Know who to ask for help if they are worried about change.</p>