



Manorfield PSHE Curriculum Map



PSHE	R	1	2	3	4	5	6
Being me in my world	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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
Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy

Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	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	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends	Self-recognition and self-worth Building self-esteem Safer online communities Rights and	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control

		<p>us Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>Showing appreciation to people and animals</p>	<p>responsibilities online. Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMART internet safety rules</p>	<p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>
Changing Me	<p>Bodies Respecting my body</p> <p>Growing up</p> <p>Growth and change</p> <p>Fun and fears</p> <p>Celebrations</p>	<p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p> <p><i>Lesson 2 – science link to humans – identify parts using correct terminology</i></p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p> <p><i>Lesson 2 – growing from young to old</i></p> <p><i>Teach offspring, adults, lifecycle</i></p>	<p>How babies grow</p> <p>Understanding a baby’s needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p> <p><i>Omit lesson 2 – having a baby.</i></p> <p><i>Simplify lesson 3 girls and puberty (They do not need to be separated)</i></p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p> <p><i>Usually taught as Year 5 and 6 together.</i></p> <p><i>Lesson 2 – Gender split, use year 5 unit to guide lesson.</i></p> <p><i>Lesson 3 – Gender split – Q + A</i></p> <p><i>Lesson 4 – Omit ending - tell me show me/ Let me Learn/ Reflection</i></p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>

Zones of Regulation <i>Additional unit taught alongside Being me in my world (Aut 1) that focuses upon emotional regulation</i>	Identify their feelings Be aware of what zone they are in Start to use tools and strategies to be in the appropriate zone for the moment	Identify their feelings Be aware of what zone they are in Start to use tools and strategies to be in the appropriate zone for the moment	Identify their feelings Be aware of what zone they are in Start to use tools and strategies to be in the appropriate zone for the moment	Identify their feelings Be aware of what zone they are in Start to use tools and strategies to be in the appropriate zone for the moment	Identify their feelings Be aware of what zone they are in Start to use tools and strategies to be in the appropriate zone for the moment	Identify their feelings Be aware of what zone they are in Start to use tools and strategies to be in the appropriate zone for the moment	Identify their feelings Be aware of what zone they are in Start to use tools and strategies to be in the appropriate zone for the moment
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