



### Personal, Social, Health and Economic Education Curriculum Map

(Including Relationships Education and Mental Wellbeing statutory curriculums)

The following is a map of how we deliver our PSHE curriculum across the year groups at St Richard's School.

Our Faith ID is the bedrock of our Personal and Social education and spans everything we do in school. Through our Faith ID we are constantly teaching our pupils to forgive others who make mistakes; to make good life choices; to value truth and honesty; to take responsibility for their own actions; to love themselves and value their community

Our main programme is PATHS@ and most of our Relationships education is delivered through this. The programme is a social-cognitive programme progressively covering the following social emotional learning skills in a developmentally appropriate way:

- Emotional understanding
- Self-control
- Social problem solving
- Peer relations and self esteem

The programme is designed to help children:

- develop specific strategies that promote reflective responses and mature thinking skills
- become more self-motivated and enthusiastic about learning
- obtain information necessary for social understanding and pro-social behaviour
- increase their ability to generate creative alternative solutions to problems
- learn to anticipate and evaluate situations, behaviours and consequences

In addition, we have identified other curriculum areas where we can teach aspects of the PSHE education curriculum. These include Science, Maths and our cross curricular Big Pictures. Other aspects of the Relationships and Health education not covered in these subjects are covered using Kapow lesson materials and through using Lovewise resources.

The following Map outlines how each strand of these strands are delivered: **Relationships Education**, **Physical Health and Wellbeing**, **Living in the Wider World**.

## PSHE (including Relationships and Health education) Curriculum Map

Key: U=PATHS/[KAPOW Lessons](#)/[S-Science](#)/ [M- Maths](#)/[Other curriculum areas](#)/[St John's Ambulance](#)

What we want our children to learn	When our children will learn these things						
Relationships Education							
A. Families and the People who care for me	EYFS	Y1	Year 2	Year 3	Year 4	Year 5	Year 6
1. That families are important for children growing up because they can give love, security and stability.	EYFS Topic: We Are Super!	Big Picture: All about me L1 What is family	L1 Families give stability and love	L1 Healthy families		L5 Family life	
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	EYFS Topic: We Are Super!	Big Picture: All about me					
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	EYFS Topic: We Are Super!	Big Picture: All about me L7 Gender stereotypes PC/BV	L2 All families are different (The family book) PC	II	L6 Stereotypes (disability) PC/BV		L4 Challenging stereotypes BV
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	EYFS Topic: We Are Super!	Big Picture: All about me			Big Picture: WWII English		
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		Lovewise BV/PC	Lovewise BV/PC		Lovewise BV/PC		
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	EYFS Topic: We Are Super!	Big Picture: All about me		Lovewise BV/PC		L4 Respecting myself	L2 Respectful Relationships

<b>B. Caring Friendships</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	<b>U2</b> <b>U5</b>	<b>U2</b> <b>U5</b>	<b>U6</b>	<b>U5</b>	<b>U2</b>	<b>U4</b>	
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	<b>U2</b> <b>U5</b>	<b>U2</b> <b>U5</b>	<b>U7:35</b>	<b>U5</b>	<b>U2</b>		
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	<b>U5</b> <b>U6</b>	L6 Healthy friendships BV		<b>U10</b> <b>U7</b>	<b>U2</b>		
4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	<b>U7</b>	<b>U7</b>	<b>U7</b>	<b>U7</b> <b>U5</b>	<b>U2</b>		
5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	<b>U7</b>	<b>U7</b>	<b>U7</b>	<b>U5</b> <b>U7</b> <b>U9</b> <b>U10</b>	<b>U2</b> <b>U3</b>	<b>U2</b> <b>U4</b> <b>U5</b>	<b>U1</b> <b>U2</b>
<b>C. Respectful relationships</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	U1	U1	U7	U6	U2 U4	U5	U4b
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	U7			U5	U3	U4	
3. The conventions of courtesy and manners.			U1 U7 U8	U1 U5	U1		
4. The importance of self-respect and how this links to their own happiness.				L6	L1	L4 Respecting myself	L2 Respectful Relationships

				Respecting differences in others BV/PC	Respect and Manners BV		
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.			L5 An introduction to manners and courtesy		U4	U5	U4b
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Anti bullying week assemblies and work/regular assemblies						
				U10 Big picture: Stay Safe	L4 Bullying	L6 Bullying	
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.		L7 Gender Stereotypes  PC	L7 Gender stereotypes Careers and jobs PC	L7 Gender stereotypes PC	L7 Stereotypes disability	U5 L8 Stereotypes Race and religion BV/PC	L4 Challenging Stereotypes BV/PC
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.							Big Picture: Transition
<b>D. Online relationships</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. That people sometimes behave differently online, including by pretending to be someone they are not.			L2 Communicating online	Big Picture: Stay Safe	Computing	L1 Online friendships	Big Picture: esafety
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.				Big Picture: Stay Safe	Computing	Big Picture: Crime and Punishment	Big Picture: esafety
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.				Big Picture: Stay Safe L4 Cyberbullying	Computing L1 Internet safety, Age restrictions	Big Picture: Crime and Punishment	Big Picture: esafety

4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.				Big Picture: Stay Safe	Computing	Big Picture: Crime and Punishment L2 Staying safe online	Big Picture: esafety
5. How information and data is shared and used online.				Big Picture: Stay Safe	L2 Share Aware	Big Picture: Crime and Punishment	Big Picture: safety L3 Social Media
<b>E. Being Safe</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				Big Picture: Stay Safe	L4 Privacy and security	L1 Online Friendships	Big Picture: Current Affairs/esafety
2. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				Big Picture: Stay Safe			Big Picture: Current Affairs/esafety
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.			L4/5 Appropriate contact	Big Picture: Stay Safe			Big Picture: Current Affairs/esafety
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		L1/L2 Adults in school/ Adults outside school		Big Picture: Stay Safe		L2 Staying safe online	Big Picture: Current Affairs/esafety
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.		See above		Big Picture: Stay Safe	Computing		Big Picture: Current Affairs/esafety
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard	NSPCC assemblies and workshops/Promotion of Childline/Pants rule etc/speak out workshops						
				Big Picture: Stay Safe	Computing		Big picture: Current Affairs/esafety
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Esafety Workshops						
				Big Picture: Stay Safe	Computing		Big picture: Current Affairs/esafety

8. Where to get advice e.g. Family, school and/or other sources.	PHSE/Regular NSPCC assemblies/Promotion of Childline/Pants rule etc./Stuent notice board						
<b>Physical Health and Mental Wellbeing</b>							
<b>F. Mental Wellbeing</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.							
2. That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	U5	U2 U3 U6 U7 U8	U2 U3 U5 U6 U8	U2 U3 U4 U5 U6	U2	U1 U4	U1
3. How to recognise and talk about their emotions, including having a varied vocabulary	U2-9	U2-9	U2 U5 U6 U8	U2 U9	U2 U4	U1	U1
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	U4	U4	U8	U5			
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness		Forest School	Forest School			U5	U4b
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	U4	U4 L5 Healthy body/healthy brain Ready for Bed	U3	U2	U4	L2 The importance of rest	U1
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.			U6	U5			U5
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing				U1			L4 The impact of technology on health
9. Where and how to seek support (including recognising the triggers for seeking support),					Lesson 7		

including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).					Mental Health		
10. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					Lesson 7 Mental Health		L4 The impact of technology on health
<b>G. Internet safety and harms</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. That for most people the internet is an integral part of life and has many benefits.		Computing	Computing L1 Introduction to the internet		Computing	Computing	Computing
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		Computing	L2 communicating online	Computing	Computing	Computing	Computing
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.		Computing		Computing	Computing	Computing L2 Staying safe online	Computing
4. Why social media, some computer games and online gaming, for example, are age restricted.		Computing		Computing	Computing L1 Internet safety age restrictions	Computing	Computing
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.		Computing	L1 Introduction to the internet	Computing L4 Cyberbullying	Computing	Computing	Computing The impact of technology on health L4
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.		Computing		Computing	Computing	Computing	Computing L3 social Media

7. Where and how to report concerns and get support with issues online.		Computing	Computing	Computing	Computing	Computing	Computing
<b>H. Physical health and fitness</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. The characteristics and mental and physical benefits of an active lifestyle.	EYFS topic: Let it Grow	P.E.	P.E.	P.E.L1/£ Health and Wellbeing	P.E.	P.E.	P.E. L3 Taking responsibility for my health
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		P.E.	P.E.	P.E.	P.E.	P.E. Daily Mile	P.E.
3. The risks associated with an inactive lifestyle (including obesity).			L6 Healthy diet/lifestyle		Science		
4. How and when to seek support including which adults to speak to in school if they are worried about their health.							L8 physical health concerns
<b>I. Healthy Eating</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. What constitutes a healthy diet (including understanding calories and other nutritional content).		DT: Cooking and Nutrition	Big Picture: Amazing animals L6 Healthy diet	Sc: Animals	S: Living Things DT: Cooking and Nutrition	DT: Cooking and Nutrition L6 Healthy Meals	DT: Cooking and Nutrition
2. The principles of planning and preparing a range of healthy meals.		DT: Cooking and Nutrition		Sc: Animals	DT: Cooking and Nutrition	DT: Cooking and Nutrition	DT: Cooking and Nutrition
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health).	Visit from schools dental team.	DT: Cooking and Nutrition	L7 TEETH	Sc: Animals L6 diet and dental health	DT: Cooking and Nutrition L1 looking after our teeth	DT: Cooking and Nutrition	Big picture: Transition Sc: effects of alcohol, drugs etc
<b>J. Drugs, alcohol and tobacco</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.					Science L8 Tobacco	L7 Alcohol, drugs and tobacco	Big Picture: Transition Sc: effects of alcohol, drugs etc

						making decisions	Substance Misuse Workshop – Schools Policing team L1 Alcohol
<b>K. Health and prevention</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
2. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							Sc: impact of life choices on body
3. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Annual assembly regarding Sun Safety in summer term L6 Sun safety						
4. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.						L2 The importance of rest	Sc: impact of life choices on body
5. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Annual assembly by Oral Health Team SEE YEAR GROUP ORAL HEALTH ABOVE						
6. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Settling in routines at the start of each year and repeatedly throughout	L5 handwashing and personal hygiene	Sc: importance of Hygiene and basic needs of living things	Science			L6 Immunisation And allergies
7. The facts and science relating to allergies, immunisation and vaccination		L7 Allergies					Sc: impact of life choices on body
<b>L. Basic First aid</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
1. How to make a clear and efficient call to emergency services if necessary.	Visit from local Policeman/vi sit to the firestation	L4 making an emergency phonecall Emergencies and calling for help	Emergencies and calling for help	Emergencies and calling for help L1 first aid emergencies and calling for help		Emergencies and calling for help	First Aid Training form Red Cross Training

2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.			<b>L8 Staying safe with medicine</b>	Bites & Stings	Asthma + Head injuries	Bleeding L6 First Aid Bleeding	Choking + Basic Life support L8 basic life support	
<b>M. Changing adolescent body</b>	<b>EYFS</b>	<b>Y1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	EYFS topics; Let it Grow & We are Super!	Sc: name body parts	Sc: name body parts	Sc: name body parts	Sc: name body parts	Sc: Life processes L3 Puberty	Big Picture: Transition L4 Physical and emotional changes of Puberty	
2. About menstrual wellbeing including the key facts about the menstrual cycle.						<b>L4 Menstruation</b>	Big Picture: Transition	
<b>Living in the wider world</b>								
<b>N. Responsibilities</b>								
1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws	Child Centred learning and play	L1 Rules	L1 Rules beyond School	L1 Rights of the Child	L1 What are human rights	L1 Breaking the law	L1 Human Rights	
2. To recognise there are human rights, that are there to protect everyone						L6 Parliament	L6 National democracy	
3. About the relationship between rights and responsibilities						BV		
4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others						School life/Faith ID/Behaviour Policy/Collective Worship/Rejoice		
5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)						Food matters scheme, walk to school scheme,		
<b>O. Communities</b>								
1. To understand that different groups that make up their community; what living in a community means	U7			U5	U3	U4		

					L5 Diverse communities PC		
2. To value the different contributions that people and groups make to the community experience	School life/Faith ID/Behaviour Policy/Collective Worship/Rejoice						
3. Understand and celebrate diversity: what it means; the benefits of living in a diverse community	U1	U1	U7	U6	U2 U4	U5	U4b
4. To understand the problems with stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes			PC  See ABOVE FOR LESSONS ON STEREO TYPES School life/Faith ID/Behaviour Policy/Collective Worship/Rejoice				
5 To understand the problems with prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed							
<b>P. Economic wellbeing: Money</b>							
1. Coin recognition	Role-play M	M	M	M	M	M	M
2. The exchange of money/coins	Role-play M	M	M	M	M	M	M Enterprise projects
3. Where money comes from/goes	Role-play M	Big Picture: Toy Story		Big Picture: Roman Britain	Big Picture: My local area then and now L2 Keeping Track of Money	L2 Income and Expenditure	Big Picture: Transition
4. Financial competence (keeping money safe, spending, budgeting, cost of replacing lost item, insurance and interest)	Role-play M	Big Picture: Knight& Castles L2 saving and Spending Money		L1 Ways of paying	Big Picture: WWII		Big Picture: Transition
5. Financial responsibility (Life choices, debt, assessing value for money)		L1 Introducti	L3 Wants and Needs		Big Picture: WWII	L3 Risks with Money	Big Picture: Transition

		on to Money					
6. Implications of finance (Inflation/ethical financial decisions)					Big Picture: WWII		Big Picture: Transition
<b>Q. Economic Wellbeing: Aspirations</b>							
1. That working for a living provides money for the things we need to live and some jobs pay more than others	Through role play and child initiated learning opportunities		Big Picture – I can change the world	L3 Jobs and careers-	L4 Influences on career choices	L5 Stereotype in the workplace	L4 What jobs are available
2. That there are lots of different ways to make a living							
3. What else influences people’s choice of career apart from money							
3. About the strengths and interests someone might need to do different jobs							
4. About the different routes into careers							
5. About stereotypes in the workplace and that a person’s aspirations should not be limited by them				Big Picture- Meet the Artists/ Researchers	Big Pictures – Meet the Sculptors – Artists- Designers/My Local area	Big Pictures – Great St Richard’s Bake off/Race for Space/Here come the Artists	Big Pictures – computing/Art through Music/Orchestra Unwrapped/Current Affairs/Transition