



Otterbourne CE Primary School - PSHE and Citizenship

Curriculum Map, Progression and Golden Threads

Curriculum Map

	Autumn Term		Spring Term		Summer Term	
Year R						
Year 1/2 Cycle A	Aiming High	Safety First	Digital Wellbeing	TEAM	Think Positive	Diverse Britain
Year 1/2 Cycle B	VIPs	Be yourself	It's my body	One World	Money Matters	Growing Up
Year 3/4 Cycle A	Aiming High	Safety First	Digital Wellbeing	TEAM	Think Positive	Diverse Britain
Year 3/4 Cycle B	VIPs	Be yourself	It's my body	One World	Money Matters	Growing Up
Year 5/6 Cycle A	Aiming High	Safety First	Digital Wellbeing	TEAM	Think Positive	Diverse Britain
Year 5/6 Cycle B	VIPs	Be yourself	It's my body	One World	Money Matters	Growing Up

Golden Thread and Progression

	Relationships (Diversity and Equality)	Health and Wellbeing (Aspiration and Wellbeing)	Living in the Wider World (Sustainability and Change)
<u>Impact</u>			
<u>Year 1/2 Cycle A</u>	<p>Digital Wellbeing (Sp1) -</p> <ul style="list-style-type: none"> • identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true. <p>TEAM (Sp2) -</p> <p>show the teams they belong to through cutting out appropriate images; • follow instructions and create a tower by applying good listening; • use key vocabulary and the Acts of Kindness Poster to think of ways to show kindness</p>	<p>Safety First (Au2) -</p> <p><i>identify some everyday dangers. • understand some basic rules that help keep people safe. • know what to do if they feel in danger. • identify some dangers in the home. • identify some dangers outside. • identify which information they should never share on the Internet. • know that their private body parts are private. • recall the number to call in an emergency. • list some people who can help them stay safe.</i></p> <p>Think Positive (Su1) -</p> <ul style="list-style-type: none"> • identify and discuss feelings and emotions, using simple terms. • describe things that make them feel happy and unhappy. • understand that they have a choice about how to react to things that happen. • talk about personal achievements and goals. • describe difficult feelings and what might cause 	<p>Aiming High (Au1) -</p> <ul style="list-style-type: none"> • discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year. <p>Diverse Britain (Su2) -</p> <ul style="list-style-type: none"> • identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.

	<p>to others; • work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary.; • work as a group to sort thoughts given into helpful and not-so-helpful categories; • sort images of behaviours into good and not-so-good choices.</p>	<p>these feelings. • discuss things for which they are thankful. • focus on an activity, remaining calm and still</p>	
<p><u>Year 1/2 Cycle B</u></p>	<p>VIPs (Au1)</p> <ul style="list-style-type: none"> • explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others that they care. <p>Be Yourself (Au2)</p> <ul style="list-style-type: none"> • discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year. 	<p>It's My Body (Sp1)</p> <ul style="list-style-type: none"> • <i>explain how much sleep they need;</i> • <i>discuss why exercise is good for them;</i> • <i>understand they can choose what happens to their bodies;</i> • <i>list healthy snacks;</i> • <i>know to ask a trusted adult if uncertain about whether something is safe to eat or drink;</i> • <i>demonstrate hygienic ways to look after their bodies.</i> <p>Growing Up (Su2)</p> <ul style="list-style-type: none"> • <i>use the scientific names introduced to name male and female body parts.</i> • <i>identify some differences between males and females.</i> • <i>identify the body parts that we keep private.</i> • <i>understand the words 'no' and 'stop'.</i> • <i>understand that people's bodies and feelings can be hurt.</i> • <i>talk about their own likes and dislikes.</i> • <i>understand that different people like different things.</i> • <i>understand that girls and boys can like different things, or the same things.</i> • <i>describe how they have changed since they were a baby.</i> • <i>understand that peoples' needs change as they grow older.</i> • <i>talk about things they would like to do when they are older.</i> • <i>discuss some changes that people might go through in life.</i> • <i>talk</i> 	<p>One World (Sp2)</p> <p>talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared.</p> <p>Money Matters (Su1)</p> <p>discuss things they can buy in the shops. • talk about different sources that money can come from. • identify things they want. • identify things they need. • talk about ways we can keep track of what we spend. • discuss ways they can keep money safe. • discuss some methods of payment.</p>

		<i>about their family and ask others questions about their family.</i>	
<u>Year 3/4 Cycle A</u>	<p>Digital Wellbeing (Sp1) identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use.</p> <p>TEAM (Sp2) • use pictures to express their thoughts, feelings and worries; • plan and create a role play about a team scenario; • with support, read clues and work as a team to solve a crime; • with support, identify a feeling and how it is being expressed; • show the resolution to a dispute through pictures and with the key words given; • use a word mat to create a list of good deeds they can contribute.</p>	<p>Think Positive (Su1) • understand that it is important to look after our mental health. • recognise and describe a range of positive and negative emotions. • discuss changes people may experience in their lives and how they might make them feel. • talk about things that make them happy and help them to stay calm. • identify uncomfortable emotions and what can cause them. • discuss the characteristics of a good learner.</p> <p>Safety First (Au2) • <i>discuss things they can do independently that they used to need help with.</i> • <i>describe what a dare is and identify situations involving peer pressure.</i> • <i>know when to seek help in risky or dangerous situations.</i> <i>identify and discuss some school rules for staying safe and healthy.</i> • <i>list some of the dangers we face when we are using roads, water or railways.</i> • <i>describe drugs, cigarettes and alcohol in basic terms.</i> • <i>identify some common injuries and know they can be treated with first aid.</i> • <i>recognise hazards and dangers in an emergency situation.</i> • <i>state 999 as the emergency number to call</i></p>	<p>Aiming High (Au1) discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.</p> <p>Diverse Britain (Su2) • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them.</p>
<u>Year 3/4 Cycle B</u>	<p>VIPs (Au1) with support, discuss how the impact of our attitudes affects us when trying to</p>	<p>It's My Body (Sp1) • <i>understand the importance of sleep, exercise and healthy eating.</i> • <i>discuss</i></p>	<p>One World (Sp2) describe similarities and differences between people's lives. • identify</p>

	<p>make new friendships; • with support, plan out how they will be an anonymous friend over the week; • use a support sheet to discuss the dares within a story; • use a support sheet to create a role play about positive resolution techniques;</p> <p>Be Yourself (Au2)</p> <ul style="list-style-type: none"> • list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow. 	<p><i>what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health.</i></p> <p>Growing Up (Su2)</p> <ul style="list-style-type: none"> • name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of family; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they are born. • identify someone they could talk to if they are worried 	<p>opinions that are different from their own. • express their own opinions. • recognise that their actions impact on people in different countries. • know what climate change is. • know there are organisations working to help people in challenging situations in other communities.</p> <p>Money Matters (Su1)</p> <ul style="list-style-type: none"> • discuss where money comes from; • talk about reasons people go to work; • discuss payment resources we can use to spend money; • consider why and how people might borrow money; • discuss the choices we have about how to spend our money; • explain ways we can keep track of what we spend.
<p><u>Year 5/6 Cycle A</u></p>	<p>Digital Wellbeing (Sp1)</p> <p>identify the benefits and risks of the Internet; • understand it is important to look after their digital wellbeing; • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it</p>	<p>Think Positive (Su1)</p> <p>talk about their thoughts, feelings and behaviours; • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to</p>	<p>Aiming High (Au1)</p> <ul style="list-style-type: none"> • discuss their personal achievements and skills; • discuss different learning styles; • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees; • work

	<p>stop; • explain that not all online information is true.</p> <p>TEAM (Sp2)</p> <ul style="list-style-type: none"> • understand what successful teamwork skills are; • express opinions respectfully; • explain what collaborative working is; • discuss what a compromise is; • discuss different types of unkind behaviour; • identify ways of showing care to others in their team; • list shared responsibilities within the class team. 	<p>make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner.</p> <p>Safety First (Au2)</p> <p><i>describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code.</i></p>	<p>with others in a team; • discuss the skills everyone needs to succeed.</p> <p>Diverse Britain (Su2)</p> <ul style="list-style-type: none"> • talk about the range of faiths and ethnicities in Britain; • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; • talk about the role of charities and voluntary groups in the community.
<p><u>Year 5/6 Cycle B</u></p>	<p>VIPs (Au1)</p> <p>share ideas for ways we can care for our VIPs; • discuss how a disagreement could be handled with support; • explain ways to resist pressure with support; • identify which secrets are OK to keep and which need to be shared with support; • identify some aspects of healthy and unhealthy relationships; • identify different types of relationships.</p> <p>Be Yourself (Au2)</p> <p>discuss scenarios where children are torn between 'fitting in' and being true to themselves; • explain how to communicate their feelings in different situations; • create a role play to show different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and</p>	<p>It's My Body (Sp1)</p> <p><i>understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.</i></p> <p>Please note: This unit includes information on FGM (Female Genital Mutilation).</p>	<p>One World (Sp2)</p> <p>explain what a global citizen is; • say what global warming is; • understand that human energy use can harm the environment; • understand the importance of not wasting water; • understand what biodiversity is; • understand that their choices can have far reaching consequences.</p> <p>Money Matters (Su1)</p> <p>talk about what financial risk is. • discuss the ways advertisers try to influence consumers. • identify what it means to be a 'critical consumer'. • describe what 'value for money' means. • talk about what it means to budget. • discuss how money can affect people's emotions. • talk about ethical spending. • talk about what tax is.</p>

why; • create resolutions to different tricky situations;

Growing Up (Su2)

- *name physical changes young people will experience during puberty.*
- *describe emotional changes young people might experience during puberty.*
- *appreciate that there is no such thing as a perfect body.*
- *list things that all loving relationships have in common.*
- *explain what a sexual relationship is.*
- *understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.*
- *explain how babies are conceived and how they are born.*
- *identify someone they*

Please note: Parents will be invited to view the material before it is delivered to the children. Contact will be made regarding this in the first part of the Summer term.