

PSHE Curriculum Map 2021/21

<p>*Introduce Bible story</p> <p>*Diwali</p> <p>*World's Children Day</p> <p>*Remembrance Service</p> <p>*Anti-bullying week</p> <p>*Human rights day (10th Dec)</p> <p>*Energy saving-switch off fortnight</p> <p>*Unicef links</p>	<p>Relationships and Sex Education (RSE)</p>		<p>Anti- bullying week lessons on Friendship</p>	<p>Zippy's Friends – Module 2 (Communication)</p>	<p>Apple's Friends-Communication</p>	<p>*Friendship and Anti-bullying week – what it means to be a good friend.</p>	<p>Anti-bullying week – ways to stop bullying</p>	<p>Anti-bullying week – ways to stop bullying</p>
	<p>Drugs Education</p>						<p>Drugs and medicines</p>	
	<p>E-Safety</p>	<p>November Online Bullying</p>	<p>November Online Bullying</p>	<p>November Online Bullying</p>	<p>November Online Bullying</p>	<p>November Online Bullying</p>	<p>November Online Bullying</p>	<p>November Online Bullying</p>
	<p>Other subjects (topic)</p>		<p>Road safety lesson</p> <p>Outright Campaign</p> <p>Growing up and changing needs</p>	<p>*Anti-bullying week/English – Katie Morag and the Tiresome Ted</p>	<p>Egyptians – hierarchy of society</p> <p>Religious Beliefs</p>	<p>Unicef Right to protection from harm and exploitation</p> <p>Veni, Vidi, Vici topic, Explain the spread of the Roman Empire and recall key facts about the invasion of Britain. Focus on legacy of Roman invasion and eventual time of peace and civilisation.</p> <p>RE and BV - Tolerance of different faiths, mutual respect. Study and comparison of Christianity, Hinduism and Islam.</p>	<p>UNICEF Right to safety</p> <p>Importance of love and friendship in different forms- Study of Way Home text</p> <p>RE and BV - Tolerance of different faiths, mutual respect. Study of Hinduism and Islam</p>	<p>UNICEF Right to safety – evacuation in WW2</p> <p>Enterprise activity – Christmas Fayre</p>

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Term 3	Collective Worship	Subject/Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	19/20 and 21/22 – Courage 20/21 and 22/23 – Perseverance	Whole school	*Safer Internet Day/Week *One Day Creative Workshops *Waste Week	*Safer Internet Day/Week *One Day Creative Workshops *Waste Week	*Safer Internet Day/Week *One Day Creative Workshops *Waste Week	*Safer Internet Day/Week *One Day Creative Workshops *Waste Week	*Safer Internet Day/Week *One Day Creative Workshops *Waste Week	*Safer Internet Day/Week *One Day Creative Workshops *Waste Week	*Safer Internet Day/Week *One Day Creative Workshops *Waste Week
	*Introduce new Bible story	Relationships and Sex Education (RSE)			Zippy's Friends – Module 3 and 4 (Friendship and conflict)	Apples' Friends - Friendships		Friendships- Text study. Boy in a Girl's bathroom.	
	*Martin Luther King Day	Drugs Education							
	* New Year-goals *St Days	E-Safety	January Online relationships February Safer Internet Day	January Online relationships February Safer Internet Day	January Online relationships February Safer Internet Day	January Online relationships February Safer Internet Day	January Online relationships February Safer Internet Day	January Online relationships February Safer Internet Day	January Online relationships February Safer Internet Day
	*Chinese New Year *Safer Internet Day *Unicef links	Other subjects (topic)		Target setting- Setting our own goals for the New Year	Great Fire of London – Fire Safety and spreading of diseases *English/E-Safety – Penguin pig	Stranger danger – keeping safe Caring for the environment – littering – Badger Story	Home Sweet Home topic – Ernest Shackleton, importance of resilience and a sense of belonging.	BV- Mutual Respect and Tolerance. Unicef best they can be and safe from harm. Text study Boy in a Girl's Bathroom	Rainforest/Mayans – Global Goals – sustainability – effects of deforestation. Racial segregation /inequality – Holes text

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	*Unicef links	Other subjects (topic)		Circle time including friendships/relationships	Lighthouse Keeper's Lunch – Healthy eating		Home Sweet Home – Window – Eco/sustainability/renewable energy in house building and design, courageous advocacy DT – design an Eco housing development, link to increased local building development in Elsea Park.	Global Citizenship Fairtrade Fortnight (comparing a region in the UK with one from South America) Sustainability. Saving water-geography Anglian Water workshop Study of climate change Unicef campaign	Fairtrade Evolution v Creation- BV - Tolerance of different faiths/ Freedom of Speech Transition support for key children
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Term 5	Collective Worship	Subject	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	19/20 and 21/22 – Hope 20/21 and 22/23 – Trust *Introduce new Bible story	Whole school	UNICEF Day for Change Sports Days	UNICEF Day for Change Sports Days Healthy week	UNICEF Day for Change Sports Days	UNICEF Day for Change Sports Days	UNICEF Day for Change Sports days	UNICEF Day for Change Sports days	UNICEF Day for Change Sports days
		Relationships and Sex Education (RSE)				Apples' Friends - Conflict	Friendship and Trust – trust building activities, using Nemo to learn and explore about Trust.	Cambridgeshire Primary Personal Develop programme- Sex and Relationship Education 5 Section A – Body Knowledge 5 Section B – Body functions and changes	

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	<p>*Ramadan</p> <p>*Unicef links</p>							<p>5 Section C – Body Awareness and Image</p> <p>5 Section D – Personal Hygiene</p> <p>5 Section E - Illness/Disease prevention</p> <p>And ?????? scheme</p> <p><u>Growing and changing</u></p> <p>- Changes in the human body from baby to adult</p> <p>- Puberty</p> <p>- Keeping clean</p>	
		<p>Drugs Education</p>		<p>Cambridgeshire Primary Personal Develop programme- Drug Education- Section A-Drug types and effects</p> <p>Section B- medicines</p> <p>Section C- Other Substances</p>					<p>Cambridgeshire Primary Personal Develop programme- Drugs Education</p> <p>5 / 6 Section C – Other substances</p> <p>5 / 6 Section D – Risks, influences and support</p> <p>DARE Resource</p> <ul style="list-style-type: none"> •categorise drugs as medical, non-medical, legal and illegal. • physical and psychological effects of drugs •distinguish between the reality of drug use and media representations. • understand some of the laws relating to drugs. •identify risk and risk management and support. •peer pressure and relate to the media.

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		E-Safety	April/May Managing online information	April/May Managing online information	April/May Managing online information	April/May Managing online information	April/May Managing online information	April/May Managing online information	April/May Managing online information
		Other subjects (topic)		What makes us healthy? Physical activity, rest, healthy eating and hygiene		Healthy Eating Discrimination	Right to have your voice heard Right to an education. BV – Individual Liberty, Democracy, Tolerance and Equality. Holding Out 4 a Hero topic Nelson Mandela – biography, apartheid, imprisonment, Presidency, Equal Rights. Anglo-Saxon invasion topic/Anglo-Saxon Boy – conquering, warfare, chaos and collapse after period of peace during Roman Empire	Castle Head residential	Healthy lifestyle – heart/lungs and body /exercise (link to DARE) Transition support for key children

Term 6	Collective Worships	Subject	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	19/20 and 21/22 – Humility 20/21 and 22/23 – Thankfulness	Whole school	*Transition *Additional SEN transition support *Africa Day	*Transition *Additional SEN transition support *Africa Day	*Transition *Additional SEN transition support *Africa Day	*Transition *Additional SEN transition support *Africa Day	*Transition *Additional SEN transition support *Africa Day	*Transition *Additional SEN transition support *Africa Day	*Transition *Additional SEN transition support *Africa Day
	*Introduce Bible story	Relationships and Sex Education (RSE)			Cambridgeshire Primary Personal Develop programme- Sex and Relationship Education	Cambridgeshire Primary Personal Develop programme-Sex and Relationship Education 4 Section A – Human Life Cycle 4 Section B – Growing up	Right to have correct and safe information Cambridgeshire Primary Personal Develop		BBC Interactive Resource • emotions associated with puberty. •effects of puberty

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	<p>*Africa day- Unicef links</p> <p>*SMARTs/What have you achieved this year?</p> <p>*Transition/change</p> <p>*Looking forward</p>				<p>*1 Section A - Body knowledge *1 Section B - Body functions and changes *1 Section C - Body awareness and image *2 Section A - The Human Life Cycle *2 Section B - Growing up *2 Section C - Personal Responsibilities *2 Section D - Parents/carers/families</p>	<p>4 Section C – Personal responsibilities 4 Section D – Parents/Carers/Families</p> <ul style="list-style-type: none"> • identify the main stages of the human lifecycle • explain ideas about being grown up have a relatively realistic view of adulthood. • identify an area for which they can take more responsibility. • explain some ways that parents/carers are responsible for babies <p>Apple’s Friends – Moving forward</p>	<p>programme-Sex and Relationship Education 3 Section A – Body Knowledge 3 Section B – Body functions and changes 3 Section C – Body Awareness and Image 3 Section D – Personal Hygiene 3 Section E - Illness/Disease prevention</p> <p><u>Growing and Changing</u> – names of male and female internal and external body parts as children and adults. Keeping clean/spread of disease and illness.</p> <p><i>Cambridgeshire Primary Personal Develop programme-Sex and Relationship Education 5 Section A – Body Knowledge 5 Section B – Body functions and changes 5 Section C – Body Awareness and Image 5 Section D – Personal Hygiene 5 Section E - Illness/Disease prevention</i></p>		<ul style="list-style-type: none"> • main stages of how a baby is made vocabulary. • basic reasons why a couple might choose to have children. • understand that the way they behave affects others. • characteristics of a loving trusting relationship. • awareness of some family arrangements which are different from theirs.
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							<p><u>Growing and changing</u></p> <ul style="list-style-type: none"> - Changes in the human body from baby to adult - Puberty - Keeping clean 		
	Drugs Education			*1/2 Section D - Risk, Influences and Support	<p>Cambridgeshire Primary Personal Develop programme-Drugs Education</p> <p>3 / 4 Section A – Drug types and affects</p> <p>3 / 4 Section B - Medicines</p> <p>Name some medical and legal recreational drugs. How a drug can enter the body and the bloodstream. Ways in which medicines are used</p> <p>Medicine safety and ideas for keeping safe and asking for help.</p>	<p>Right to have correct and safe information</p> <p>Cambridgeshire Primary Personal Develop programme-Drugs Education</p> <p>3 / 4 Section C – Other substances</p> <p>3 / 4 Section D – Risk, Influences and Support</p> <p>Life Bus – Taking risks and Making Choices/Healthy Living/Use of medicines</p>	<p><i>Cambridgeshire Primary Personal Develop programme-Drugs Education</i></p> <p><i>5 / 6 Section A – Drug types and affects</i></p> <p><i>5 / 6 Section B – Medicines</i></p> <p><i>Life Bus</i></p>	As Term 5	
	E-Safety	<p>June Privacy and security</p> <p>July Copyright and ownership</p>	<p>June Privacy and security</p> <p>July Copyright and ownership</p>	<p>June Privacy and security</p> <p>July Copyright and ownership</p>	<p>June Privacy and security</p> <p>July Copyright and ownership</p>	<p>June Privacy and security</p> <p>July Copyright and ownership</p>	<p>June Privacy and security</p> <p>July Copyright and ownership</p>	<p>June Privacy and security</p> <p>July Copyright and ownership</p>	
	Other subjects (topic)		*Summer safety including secrets and surprises.	<p>*Summer safety</p> <p>*It's a Bug's Life – Empathy for animals</p> <p>*English – Hey Little Ant</p>	Staying clean and healthy			<p>France Culture Week (including residential trip to France)</p> <p>Microbes- germs and disease</p> <p>Managing our Money</p>	

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Year 1	Term	Topic	Pupils should have the opportunity to learn:
Year 1	1 5	Ourselves	1.What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
Year 2	4	Lighthouse Keeper's Lunch – healthy eating	
Year 1	1	Ourselves	8. About the process of growing from young to old and how people's needs change
Year 1	1	Safe hands	13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
Year 1	1	Setting targets	3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
Year 1	1	Ourselves	6.The importance of and how to maintain personal hygiene
Year 1	1	Ourselves	7. How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
Year 1	5	Relationships	2.To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
Year 1	5	Relationships	4. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
Year 1	5	Medicines and household products	11. that household products, including medicines, can be harmful if not used properly
Year 1		Safe hands E-safety Relationships – fair and unfair secrets	12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))
Year 2	1	Safe hands	13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
Year 2	3	Fire of London	7. How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
Year 2	6	Keeping ourselves safe and healthy	9. About growing and changing and new opportunities and responsibilities that increasing independence may bring
Year 2	6	Keeping ourselves safe and healthy	10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

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Year 2	1 and across the year	Safe hands E-safety Fire of London Zippy's friends	12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))
Year 2	6	Relationships – fair and unfair Secrets	14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Objectives (from PSHE Association) Core Theme 1: Health and wellbeing Programme of study

Core Theme 1: Health and wellbeing Programme of study **KS2**

Year 3/4/5/6	Term 1 Term 3	Targets Going for Goals	5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
Year 3/4/5/6 Year 3 (BEPPA and Colsterworth)	All terms	All PSHE topics Apple's Friends	6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
Year 3/4/5/6	All terms	All PSHE topics	7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
Year 3/4/5/6 Year 6	Term 1 Term 6	Safe Hands	14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people
Year 3/4/5/6 Year 5	Term 1 Term 6	Charters Safe Hands Basic first aid and recovery position	15. school rules about health and safety, basic emergency aid procedures, where and how to get help
Year 3/4/5/6	All terms	Road Safety week E-safety	21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme Y5), safety in the environment (including rail ,

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			water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
Year 3/4/5/6	All terms	E-safety	22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
Year 3/4/5/6 – Year 3	Term 5/6	Healthy Week Healthy Earing	3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
Year 3/4/5/6 Year 3	Term 6	Transition Apple’s Friends	8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
Year 4/6	Term 5/6	Drugs Education Life Bus (alternate years for Y3/4)	16. what is meant by the term ‘habit’ and why habits can be hard to change 17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
Year 4/5/6	Term 5/6	RSE -Growing and Changing	18. how their body will, and emotions may, change as they approach and move through puberty
Year 4/ 5/6	Term 5/6	RSE -Growing and Changing	20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.
Year 5	Term 1	Bikeability	10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
Year 5	Term1/ 4/5	Bikeability Water topic and Castle Head – water safety	21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
Year 6	Term 5/6	DARE	2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’
Year 6	Term 3/4/5	DARE	1. what positively and negatively affects their physical, mental and emotional health (including the media)

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	Term 5/6	RSE - Growing and Changing	
Year 6	Term 5/6	DARE	9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
Year 6	Term 5/6	RSE - Growing and Changing	4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
Year 6	Term 5/6	DARE	10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
Year 6	Term 5/6	DARE	11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe
Year 6	Term 5/6	DARE	13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
Year 6	Term 5/6	DARE	16. what is meant by the term 'habit' and why habits can be hard to change 17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
Year 6	Term 6	Microbes	12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
Year 6	Term 5 and 6	Transition to secondary school	8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
Year 6	Term 5/6	RSE -Growing and Changing	18. how their body will, and emotions may, change as they approach and move through puberty 19. about human reproduction 20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact

Core Theme 2: Relationships Programme of study **KS1**

Year1/2	All terms	All topics Also group work, playtime etc Y2 Zippy's Friends (Module 1 Feelings, Module Communication, Module 3/4	1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
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		Friends and Conflict, Module 5/6 Change, loss and Moving Forward).	
Year 2	Term 5	Relationships – fair and unfair Secrets	<p>3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>
Year 2	Term 6	Money	<p>6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p>
Year 1	Term 1	Caring for pets/ labelling animal parts	<p>5. what improves and harms their local, natural and built environments and about some of the ways people look after them</p>
Year 2	Term 1	Caring for animals – Rabbit visit	

Core Theme 2: Relationships Programme of study **KS2**

Year 3/4/5/6	All terms but especially term 1	<p>Various but especially class charter and democracy topic</p> <p>UNICEF Rights interwoven in all topics throughout the year</p>	<p>1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p> <p>2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>5. to know that there are some cultural practices which are against British law and universal human rights</p> <p>7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p>
Year 3/4/5/6	Term 2 and on-going	Friendship and anti-bullying	<p>6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>
Year 3/4/5/6	Various	<p>RE topics</p> <p>British Values</p>	<p>11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>
Year 3	Term 1	Living in extreme environments - resilience	<p>12. to think about the lives of people living in other places, and people with different values and customs</p>
Year 3/4/5/6		<p>Geography topics</p> <p>Nyansakia School in Kenya</p>	<p>12. to think about the lives of people living in other places, and people with different values and customs</p>

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		RE	
Year 6	Term 6	Money	<p>13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>16. about enterprise and the skills that make someone 'enterprising'</p>
Year 6	Term 6	RSE -Growing and changing	<p>17. to explore and critique how the media present information</p>

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Programme of study **KS1**

Year 1/2	Term 1	Class Charters	1. how to contribute to the life of the classroom 2. to help construct, and agree to follow, group and class rules and to understand how these rules help them
Year 1/2	All terms	All topics	3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
Year 1/2	Term 5	SEAL -Relationships	4. that they belong to various groups and communities such as family and school
Year 2	Term 5	All Creatures Great and Small – animals and the environment	5. what improves and harms their local, natural and built environments and about some of the ways people look after them
Year 2	Term 6	Money	6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Programme of study **KS2**

All years	All terms	All Topics UNICEF	1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices 5. know there are some cultural practices which are against British law and universal human rights
All years	Term 1	Class Charter	2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

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All years	Term 2 and on-going	Friendship and Anti-bullying	<p>6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>
Year 3/4/5/6	Various	RE	11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
Year 3	Term 1	Lifestyles and homes around the world – Africa - Botswana, India - desert	12. to think about the lives of people living in other places, and people with different values and customs
Year 3/4/5/6	Various	Nyansakia School in Kenya RE	12. to think about the lives of people living in other places, and people with different values and customs
Year 6	Term 6	Money	<p>13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>
Year 6	Term 3/4	Mayans /S.America/Rainforest Fairtrade	15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
Year 6	Term 2 and 6	Christmas and Summer Fayre Money	16. about enterprise and the skills that make someone 'enterprising'
Year 6	Term 6	RSE -Growing and Changing	17. to explore and critique how the media present information