Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.

KS1/2 Curriculum Map

PSHE

The first PSHE lesson each half term is Digital Literacy, as outlined in the KS1/2 Curriculum Map DIGITAL LITERACY

Please note some LOs will be covered in lessons outside of PSHE. E.g. Assemblies

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Living in the Wider World • Children will learn: ➢ about how our values characters behave ➢ about group and class rules and why they are important ➢ about respecting the needs of ourselves and others Suggested Extended Abstract/Greater Depth Task: Generate a list of all the ways you are like the values characters	Living in the Wider World • Children will learn: ➢ about how our values apply within school and community ➢ about groups and communities that they belong to and the people who work in their community how to get help, including in an emergency Suggested Extended Abstract/Greater Depth Task: Explain why you and another peer in your class may have differences in your community and how you could celebrate this	Health and Wellbeing ➢ Children will learn: ➢ to recognise their achievements and set personal targets for the future ➢ about a wider range of feelings, both good and not so good ➢ that people can experience conflicting feelings at the same time and about describing their feelings to others ➢ about the kinds of change that happen in life and the feelings associated with this, referencing changes due to the pandemic and feelings this has generated Suggested Extended Abstract/Greater Depth Task: Debate whether it is okay or not to meet a personal target and if not, why not?	Health and Wellbeing ➢ Children will learn: ➢ about what makes a 'balanced lifestyle' ➢ about making choices in relation to health ➢ about what makes up a balanced diet and about opportunities they have to make their own choices about food and about what influences their choices about food ➢ that images in the media do not necessarily reflect reality Suggested Extended Abstract/Greater Depth Task: Debate why it is important that we identify inauthentic images in the media	Health and Wellbeing ➢ Children will learn: ➢ about positivity and negativity affects health and wellbeing (including mental and emotional health) ➢ how to discuss bereavement appropriately (use PSHE Association Bereavement Lessons to support) ➢ about developing skills to help make their own choices about food ➢ how having high aspirations can support personal achievements ➢ how to further describe the range and intensity of their feelings to others Suggested Extended Abstract/Greater Depth Task: Create a guide for a peer on how to cope when your	Health and Wellbeing ➢ Children will learn: ➢ how images in the media can distort reality that this can affect how people feel about themselves ➢ about coping with change and transition - how this relates to bereavement and the process of grieving (use PSHE Association Bereavement Lessons to support) ➢ about independence, increased responsibility and keeping safe strategies for managing risk, in real-life and online Suggested Extended Abstract/Greater Depth Task: Debate whether

					mental and emotional health suffers	change is always a good thing
Autumn 2	Living in the Wider World • Children will learn: ➢ that everybody is unique ➢ about the ways we are the same as other people Suggested Extended Abstract/Greater Depth Task: Compare how you are the same and different from a member of your family	Living in the Wider World • Children will learn: ➢ about looking after the local environment ➢ about where money comes from and what it is used for and about how to keep money safe Suggested Extended Abstract/Greater Depth Task: Imagine there were no rubbish bins in your local park, what would be the long-term effects of this?	Health and Wellbeing • Children will learn: ➢ about feeling negative pressure and how to manage this ➢ about the importance of school rules for health and safety ➢ about how to get help in an emergency ➢ about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) ➢ about people who help them stay healthy and safe ➢ about keeping safe online Video to assist Undressed (lgfl.net) Suggested Extended Abstract/Greater Depth Task: Imagine you are in an emergency situation; how could you keep yourself calm in order to share the important information?	Health and Wellbeing ➢ Children will learn: ➢ that simple hygiene routines can prevent the spread of bacteria and viruses, referencing the pandemic, the importance of following hygiene procedures and how this makes us feel (covered in assemblies and Monday morning) ➢ about what is meant by a habit and how habits can be hard to change ➢ about keeping safe online (Covered in Digital literacy lessons) ➢ about keeping safe in the local environment Suggested Extended Abstract/Greater Depth Task: Generate ideas to help a peer to change a habit and discuss why it can be helpful to do so	Health and Wellbeing ➢ Children will learn: ➢ how the spread of infection can be prevented, referencing the pandemic, their own experiences and feelings around this (covered in assemblies and Monday morning) ➢ about different influences on behaviour, including peer pressure and media influence and how to resist unhelpful pressure and ask for help ➢ about the skills needed in an emergency ➢ about habits (in relation to drug, alcohol and tobacco education) (Covered in assembly by outside company) ➢ how to keep safe and well when using a mobile phone and the internet on a mobile phone (Covered in Digital literacy lessons) Suggested Extended Abstract/Greater Depth Task: Debate whether we should get rid of social media	Health and Wellbeing ➢ Children will learn: ➢ about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco) (Covered in assembly by outside company) ➢ about strategies for managing personal safety - local environment ➢ about strategies for managing personal safety – online ➢ what to consider before sharing pictures of themselves and others online Suggested Extended Abstract/Greater Depth Task: Imagine you hear that an inappropriate image of a peer is being circulated but you have not seen it, what should you do in this situation?
Spring 1	Relationships • Children will learn: ➢ how to recognise how other people are feeling and about sharing their own feelings with others ➢ about different types of behaviour and how this can make others feel ➢ about listening to others and playing cooperatively	Relationships • Children will learn: ➢ about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid Video to assist Undressed (lgfl.net) ➢ to share their views and opinions with others	Relationships • Children will learn: ➢ to recognise a wider range of feelings in others done in brain buddies (use PSHE Association Bereavement Lessons to support) ➢ about responding to how others are feeling done in brain buddies	Relationships • Children will learn: ➢ how actions can affect ourselves and others ➢ about the difference between acceptable and unacceptable physical contact and how to respond to unacceptable physical contact	Relationships • Children will learn: ➢ about the factors that make people the same or different ➢ to recognise and challenge 'stereotypes' ➢ about the correct use of the terms sex, gender identity and sexual orientation	Relationships • Children will learn: ➢ about what constitutes a healthy/unhealthy relationship ➢ about different types of relationships (friends, families, couples, marriage, civil partnership)

	Suggested Extended Abstract/Greater Depth Task: Generate ideas of how you would support a peer if they faced a bereavement	➢ about special people in their lives Suggested Extended Abstract/Greater Depth Task: Share different 'secret keeping' scenarios with the children, generate ideas on how you could help a peer to feel comfortable sharing information	➢ about what makes a positive, healthy relationship, including friendships ➢ about differences and similarities between people, but understand everyone is equal ➢ that when we burn fuels we effect the climate Suggested Extended Abstract/Greater Depth Task: Share 2 scenarios around difference and similarity with alternate outcomes, children debate who in the scenario has handled the situation better and justify why	➢ about the concept of keeping something confidential or secret and about when they should or should not agree to keeping a secret Suggested Extended Abstract/Greater Depth Task: Identify times when it is essential to ask for consent around acceptable physical contact, e.g., when you do a high five? When you give a hug? When you tickle someone? Etc.	➢ about discrimination, teasing, bullying and aggressive behaviour and its effect on others Posters and other things to assist in planning https://bullying.lgfl.net/ ➢ to recognise and manage dares ➢ about the importance of keeping personal boundaries and the right to privacy, including online privacy and safety Suggested Extended Abstract/Greater Depth Task: Design a flow chart to show different outcomes of what would happen if you did or didn't follow a dare	➢ that to force anyone into marriage (forced marriage) is illegal about the importance speaking out about forced marriage ➢ about judging whether physical contact is acceptable or unacceptable and how to respond Suggested Extended Abstract/Greater Depth Task: Construct a list of reasons why we should acknowledge and respect different relationship types
Spring 2	Relationships • Children will learn: ➢ about the importance for respect for the differences and similarities between people ➢ that bodies and feelings can be hurt ➢ to understand what bullying is and who they can go to for help Posters and other things to assist in planning https://bullying.lgfl.net/ Suggested Extended Abstract/Greater Depth Task: Present the children with 2 different scenarios, ask them to identify which one shows bullying and justify why	Relationships • Children will learn: ➢ about appropriate and inappropriate touch ➢ that bodies and feelings can be hurt, that hurtful teasing and bullying is wrong and what to do if teasing and bullying is happening ➢ the effects plastic pollution is having on the environment Suggested Extended Abstract/Greater Depth Task: Predict what would happen if a child was being bullied and no-one acted on it	Relationships • Children will learn: ➢ how to listen and respond respectfully to a wide range of people ➢ about sharing their points of view ➢ about working collaboratively toward shared goals ➢ about solving disputes and conflict amongst themselves and their peers ➢ to recognise different forms of bullying Posters and other things to assist in planning https://bullying.lgfl.net/ Suggested Extended Abstract/Greater Depth Task: Predict what would happen if a conflict was not resolved	Relationships • Children will learn: ➢ to recognise different forms of bullying and how to respond and ask for help ➢ to recognise and manage dares ➢ about what is meant by 'stereotypes' ➢ about the importance of keeping personal boundaries and the right to privacy, including online privacy and safety ➢ to discuss bereavement and feelings associated with this (use PSHE Association Bereavement Lessons to support)	Living in the Wider World • Children will learn: ➢ why and how laws are rules and laws are made and how to take part in making and changing rules ➢ how anti-social behaviours can affect wellbeing ➢ how to handle, challenge or respond to anti-social or aggressive behaviours ➢ To appreciate the range of national, regional, religious and ethnic identities of people living in the UK Suggested Extended Abstract/Greater Depth Task: A peer tells you your national/ regional/ religious/ ethnic identify is not valid, how do you deal with this situation?	Relationships • Children will learn: ➢ about confidentiality and about times when it is appropriate and necessary to break a confidence, with reference to feelings generated during the pandemic and how to discuss these appropriately ➢ to respectfully listen to others but raise concerns and challenge points of view when necessary ➢ negotiation and compromise strategies to resolve disputes and conflict ➢ about the importance of keeping personal boundaries and the right to privacy

			(give children conflict examples to debate this)	Suggested Extended Abstract/Greater Depth Task: Imagine you were told you couldn't do something because of your gender, how would you handle this situation?		Suggested Extended Abstract/Greater Depth Task: Imagine you are in a conflict, do you always have to compromise? Can you identify when it is appropriate?
Summer 1	Health and Wellbeing ➢ Children will learn: ➢ about making healthy choices ➢ about basic personal hygiene routines and why these are important ➢ that household products, including medicines, can be harmful if not used correctly ➢ about rules for keeping safe (in familiar, unfamiliar and online situations) ➢ how to ask for help if they are worried about something ➢ about the importance of keeping the school environment clean and tidy Suggested Extended Abstract/Greater Depth Task: Design a poster to share with others ways to be safe with harmful products, sharing their learnt knowledge appropriately	Health and Wellbeing ➢ Children will learn: ➢ about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) ➢ about simple strategies to manage feelings and about how it feels when there is change or loss (use PSHE Association Bereavement Lessons to support) ➢ about growing, changing and becoming more independent ➢ to recognise what they are good at and set simple goals, referencing the pandemic, how this affects our goal setting and how it makes us feel ➢ about privacy in different contexts, including online privacy and safety Suggested Extended Abstract/Greater Depth Task: Using the values characters, consider which values you show as you become more independent	Living in the Wider World • Children will learn: ➢ about the ways in which rules and laws keep people safe ➢ that everyone has human rights (and that children have their own set of human rights) and about their responsibilities, rights and duties (home, school and the environment) ➢ about the UN declaration on the Rights of the Child Suggested Extended Abstract/Greater Depth Task: Imagine we did not have certain laws/rights (choose appropriate examples for your class), what would the outcome be?	Living in the Wider World • Children will learn: ➢ what anti-social behaviour is and how it can affect people how to get help or support ➢ about the role of money and ways of managing money (budgeting and saving) ➢ that information presented in the media can be misleading ➢ to appreciate difference and diversity (people living in the UK) ➢ about the values and customs of people around the world ➢ about environmental disasters unfolding around the world Suggested Extended Abstract/Greater Depth Task: Debate appropriate consequences for anti-social behaviour and discuss whether people should get second chances	Living in the Wider World • Children will learn: ➢ what it takes to set up an enterprise and about what enterprise means for work and society ➢ to be critical of what they see and read in the media and online and to critically consider information they choose to forward to others ➢ about the lives, values and customs of people living in other places ➢ about how we can fight climate change at community level Suggested Extended Abstract/Greater Depth Task: Generate a list of similarities and differences between how we fight climate change on a community level and a national level	Living in the Wider World • Children will learn: ➢ how finance plays an important part in people's lives ➢ about being a critical consumer ➢ about what is meant by 'interest', 'loan', 'debt' ➢ about the importance of looking after money, including managing loans and debts ➢ that people pay 'tax' to contribute to society ➢ about deforestation and the effects it is having Suggested Extended Abstract/Greater Depth Task: Predict what would happen if the government decided to wipe everyone's debt

Summer 2 Updated to comply with statutory guidance September 2026	RHE: Growing up, staying safe: ➢ Different Friends Lesson ➢ Growing and Changing ➢ Body Safety (Online and Off) ➢ Families and Care Suggested Extended Abstract/Greater Depth Task: Use Christopher Winter Lesson Plans for example extended abstract questioning	RHE: Differences: ➢ Gender Stereotypes ➢ Male and Female ➢ Naming Body Parts ➢ My Body Belongs to Me Suggested Extended Abstract/Greater Depth Task: Use Christopher Winter Lesson Plans for example extended abstract questioning	RHE: Valuing Difference and Keeping Safe: ➢ Body Differences ➢ Personal Space and Consent ➢ Families and People who Help Us ➢ Staying Safe and Getting Help Online Suggested Extended Abstract/Greater Depth Task: Use Christopher Winter Lesson Plans for example extended abstract questioning	RHE: Growing Up with respect: ➢ Changes ➢ What is Puberty ➢ Healthy Friendships ➢ Valuing Difference Suggested Extended Abstract/Greater Depth Task: Use Christopher Winter Lesson Plans for example extended abstract questioning	RSHE Puberty and personal boundaries ➢ Talking about Puberty ➢ The Reproductive System ➢ Puberty Help and Support ➢ Respect Boundaries and Being an Upstander Suggested Extended Abstract/Greater Depth Task: Use Christopher Winter Lesson Plans for example extended abstract questioning	RSHE Puberty, relationships and reproduction ➢ Puberty and Reproduction ➢ Communication and Consent in Relationships ➢ Families, Conception and Pregnancy ➢ Communication and Respect in Relationships and Online Suggested Extended Abstract/Greater Depth Task: Use Christopher Winter Lesson Plans for example extended abstract questioning

IT Resources

LGFL - Busythings - Citizenship

LGFL – Developing British Values

LGFL – Celebrating Us