

PSHE Mapping

			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical health and mental wellbeing (primary)	Mental Wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health.	Thrive – thinking, circle time. Self-regulation	Tapping, thrive, circle time, PW7.	Tapping, thrive, circle time, PW7.	Tapping, thrive, circle time, PW30.	Tapping, thrive, circle time, PW30.	Tapping, thrive, circle time, PW53.	Tapping, thrive, circle time, PW53.
		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.	Thrive – draw around the person, label where we feel the emotions Circle time – looking at different facial expressions and learning what they look like Inside out topic	Tapping, thrive, circle time, safeguarding assemblies, self theme, character robots, PW5, PW7.	Tapping, thrive, circle time, safeguarding assemblies, self theme, PW5, PW7.	Tapping, thrive, circle time, safeguarding assemblies, self theme, PW29, PW31, PW34.	Tapping, thrive, circle time, safeguarding assemblies, self theme, PW29, PW31, PW34.	Tapping, thrive, circle time, safeguarding assemblies, self theme, PW53, PW54, PW55, PW56.	Tapping, thrive, circle time, safeguarding assemblies, self theme, PW53, PW54, PW55, PW56.
		how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Characteristics of effective learning – Dino Powers. Thrive – Inside Out E-safety Write stuff – word collector for character's emotions (feeling lens)	Character robots, rewards system, 9 habits, character crackerjack (resilience, confidence). Stop and check language development for ARE texts. Thrive – Power and identity. Behaviour system and reflection tool.	Character robots, rewards system, 9 habits, character crackerjack (resilience, confidence). Stop and check language development for ARE texts. Thrive – Power and identity. Behaviour system and reflection tool.	Character robots, rewards system, 9 habits, character crackerjack (resilience, confidence). Stop and check language development for ARE texts. Thrive – Power and identity. Behaviour system and reflection tool.	Character robots, rewards system, 9 habits, character crackerjack (resilience, confidence). Stop and check language development for ARE texts. Thrive – Power and identity. Behaviour system and reflection tool.	Character robots, rewards system, 9 habits, character crackerjack (resilience, confidence). Stop and check language development for ARE texts. Thrive – Power and identity. Behaviour system and reflection tool.	Character robots, rewards system, 9 habits, character crackerjack (resilience, confidence). Stop and check language development for ARE texts. Thrive – Power and identity. Behaviour system and reflection tool.
		how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	thrive – thinking – scenarios Write stuff – plot points – discuss how the characters are feeling and whether it is appropriate. Relate this to child's situation	Behaviour reflection tool, thrive – thinking, circle time PW8, PW20, PW10	Behaviour reflection tool, thrive – power and identity, circle time	Behaviour reflection tool, thrive – power and identity, circle time PW31, PW33	Behaviour reflection tool, thrive – skills and structure, circle time PW31, PW33, PW39, PW41	Behaviour reflection tool, thrive – skills and structure, circle time, PW53, PW54, PW55, PW56	Behaviour reflection tool, thrive – skills and structure, circle time, PW53, PW54, PW55, PW56
		the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Forest School, outdoor continuous provision, PE lessons, church, educational visits, Daily wake and shake Yoga Handa's surprise – Health and well-being Emergency services visits	Engagement with hub, church and community garden, PE lessons, clubs, self theme, family circuits, family running club, educational visits, PW16, OA4, C13. Self curriculum map	Engagement with hub, church and community garden, PE lessons, clubs, self theme, Family circuits, family running club, educational visits, PW16, OA7, C12. Self curriculum map	Engagement with hub, church and community garden, PE lessons, clubs, self theme, Family circuits, family running club, educational visits, PW37, OA11, C112. Self curriculum map	Engagement with hub, church and community garden, PE lessons, clubs, self theme, Family circuits, family running club, educational visits, PW37, OA15, C12. Self curriculum map	Engagement with hub, church and community garden, PE lessons, clubs, self theme, Family circuits, family running club, educational visits, sporting fixtures, PW61, OA17, OA18, OA19, C121. Self curriculum map	Engagement with hub, church and community garden, PE lessons, clubs, self theme, Family circuits, family running club, educational visits, residential, PW61, OA23, OA24, C121.
		simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Nurse visits – handwashing and healthy eating, tissue station, circle time, clubs, continuous provision, dentist visit, self-regulation strategies, author visit, library visit	Clubs, circle time, thrive – skills and structure. PW16, PW17, PW11,	Clubs, circle time, thrive – skills and structure. PW16, PW17, PW11,	Clubs, circle time, thrive – skills and structure. PW35, PW37, PW41	Clubs, circle time, thrive – skills and structure. PW35, PW37, PW41	Clubs, circle time, thrive – skills and structure. PW53, PW55, PW56, PW58, PW59, PW60.	Clubs, circle time, thrive – skills and structure. PW53, PW55, PW56, PW58, PW59, PW60.
		isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Thrive – power and identity, scenarios assemblies, circle time	Thrive – power and identity, assemblies, PW5. Self curriculum map	Thrive – power and identity, assemblies, PW5. Self curriculum map	Thrive – skills and structure, assemblies, PW29. Self curriculum map	Thrive – skills and structure, assemblies, PW29. Self curriculum map	Thrive – skills and structure, assemblies, PW51, PW63, PW64, PW65 Self curriculum map	Thrive – skills and structure, assemblies, PW51, PW63, PW64, PW65 Self curriculum map
		that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Circle time E-safety Anti-bullying week NSPCC British values	Safeguarding assemblies, circle time, e-safety lessons, ICT11, ICT14, PW21.	Safeguarding assemblies, circle time, e-safety lessons, ICT11, ICT14, PW21.	Safeguarding assemblies, circle time, e-safety lessons, ICT27, PW43.	Safeguarding assemblies, circle time, e-safety lessons, ICT27, PW43.	Safeguarding assemblies, circle time, e-safety lessons, ICT42, PW	Safeguarding assemblies, circle time, e-safety lessons, ICT42, PW63.
where and how to seek support (including recognising the triggers for seeking support), 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).	Thrive –power and identity strand Who's who in school – lanyards NSPCC Anti-bullying week	NSPCC assembly SG assemblies E safety day and e safety curriculum PW7, PW18, ICT 13, 1CT 14 Thrive –power and identity strand Self curriculum map	NSPCC assembly SG assemblies E safety day and e safety curriculum ICT 13, ICT14 PW7 PW 18 Thrive –power and identity strand Self curriculum map	NSPCC assembly SG assemblies E safety day and e safety curriculum ICT 27, PW34, PW42 Skills and structure Thrive strand Self curriculum map	NSPCC assembly SG assemblies E safety day and e safety curriculum ICT 27 PW34 PW42 Skills and structure Thrive strand	NSPCC assembly SG assemblies E safety day and e safety curriculum ICT 40 1CT 42 PW51 PW53 PW56	NSPCC assembly SG assemblies E safety day and e safety curriculum ICT 40 1CT 42 PW51 PW53 PW56		

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							Self curriculum map	Skills and structure Thrive strand Self curriculum map	Skills and structure Thrive strand Self curriculum map
	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.	Parental engagement early help – hub Stay and play REAL project,	Parental engagement early help – hub Well-being week PW7 PW9 PW10 PW11 PW12 PW16 PW18 PW22 Self Curriculum map	Parental engagement early help – hub Well-being week PW7 PW9 PW10 PW11 PW12 PW16 PW18 PW22 Self Curriculum map	Parental engagement early help – hub Well-being week PW29 PW34 PW36 PW37 PW41 PW42 Self-Curriculum map	Parental engagement early help – hub Well-being week PW29 PW34 PW36 PW37 PW41 PW42 Self Curriculum map	Parental engagement early help – hub Well-being week PW29 PW34 PW36 PW37 PW41 PW42 Self Curriculum map	Parental engagement early help – hub Flourish curriculum Well-being week Self Curriculum map PW51 PW53 PW56 PW57 PW61 PW63 PW64 PW68 PW69	Parental engagement early help – hub Well-being week Self Curriculum map PW51 PW53 PW56 PW57 PW61 PW63 PW64 PW68 PW69
Internet safety and harms	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.	Health and wellbeing e-safety- calming down, self-regulation	E safety curriculum SG assembly – staying safe online ICT 10,ICT11, 1CT14	E safety curriculum SG assembly – staying safe online ICT 10,ICT11, 1CT14 Online stories –e safety curriculum	E safety curriculum SG assembly – staying safe online	E safety curriculum SG assembly – staying safe online Online situations – e safety curriculum	E safety curriculum SG assembly – staying safe online ICT 42	E safety curriculum SG assembly – staying safe online ICT 42	E safety curriculum SG assembly – staying safe online e- safety – well being ICT42
	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.	E-safety curriculum Internet rules Staying safe online	1CT14 ICT13 E-safety curriculum Personal information Online relationships, exploring online SG assembly – staying safe online Internet safety day	1CT14 1CT13 E-safety curriculum Internet safety rules Online stories Staying safe online SG assembly – staying safe online Internet safety day	1CT21 E-safety curriculum. The internet, communication channels Exploring online SG assembly – staying safe online Internet safety day	1CT21 E-safety curriculum- cyberbullying Online gaming/ apps Online situations Being smart online SG assembly – staying safe online Internet safety day	1CT35 1CT33 E-safety curriculum- e-safety and cyberbullying Digital footprint E safety intro Social media Online communication SG assembly – staying safe online Internet safety day	1CT35 1CT33 E-safety curriculum- staying safe online Privacy / security online scams Online relationships Online chatting Well being Online behaviour Satying safe online SG assembly – staying safe online Internet safety day	
Physical health and fitness	the characteristics and mental and physical benefits of an active lifestyle.	PE Handa's surprise – Health and well-being Nurse visits COEL – dino powers Daily wake and shake Yoga	PE curriculum Self map/ theme Wellbeing week PW11,PW13,PW16,OA4 Range of clubs for children inc sport and wellbeing	PE curriculum Self map/ theme Wellbeing week PW11,PW13,PW16,OA7 Range of clubs for children inc sport and wellbeing	PE curriculum Self map/ theme Wellbeing week PW37,PW41,OA11 Range of clubs for children inc sport and wellbeing	PE curriculum Self map/ theme Wellbeing week PW37,PW41,OA15 Range of clubs for children inc sport and wellbeing	PE curriculum Self map/ theme Wellbeing week PW61,OA19,OA20 Range of clubs for children inc sport and wellbeing	PE curriculum Self map/ theme Wellbeing week PW61,OA23 Range of clubs for children inc sport and wellbeing	
Health and prevention	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	PE Handa's surprise – health and well being Nurse visits COEL – dino powers	Science curriculum – life processes PE curriculum Self theme PW16	Science curriculum – life processes PE curriculum Self theme PW16	Science curriculum – life processes PE curriculum Self theme PW41	Science curriculum – life processes PE curriculum Self theme PW41	Science curriculum – life processes PE curriculum Self theme PW61	Science curriculum – life processes PE curriculum Self theme PW61	
Changing adolescent body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				Self theme PW35 SRE no outsiders – see community map	Self theme PW35 SRE no outsiders – see community map	Self theme PW58, PW60 Science curriculum SRE no outsiders – see community map	Self theme PW58, PW60 Science curriculum SRE no outsiders – see community map	
Relationships Education	Families and people who care for me 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.	Stay and plays REAL project Family reading sessions Marvellous Me Circle time Ourselves topic Easter bonnet parade	Community theme map different families/ no outsiders PW18,PW19	Community theme map different families/ no outsiders PW18,PW19	Community theme map different families/ no outsiders PW45	Community theme map different families/ no outsiders PW45	Community theme map different families/ no outsiders	Community theme map different families/ no outsiders	
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Circle time Thrive	SG assemblies Safeguarding squad NSPCC assembly PW19,PW22	SG assemblies Safeguarding squad NSPCC assembly PW19,PW22	SG assemblies Safeguarding squad PW42 NSPCC assembly	SG assemblies Safeguarding squad PW42 NSPCC assembly	SG assemblies Safeguarding squad PW64 PW66	SG assemblies Safeguarding squad PW64 PW66	

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								PW69 NSPCC assembly	PW69 NSPCC assembly
	Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	Circle time Thrive Self-regulation sessions British values	Thrive activities 9 habits embedded through curriculum SG assemblies Character robots Restorative justice discussions PW7, PW5, PW19, PW21, PW23	Thrive activities 9 habits embedded through curriculum SG assemblies Character robots Restorative justice discussions PW7, PW5, PW19, PW21, PW23	Thrive activities 9 habits embedded through curriculum SG assemblies Character robots Restorative justice discussions PW32, PW34, PW42, PW43, PW44, PW45	Thrive activities 9 habits embedded through curriculum SG assemblies Character robots Restorative justice discussions PW32, PW34, 42, PW43, PW44, PW45	Thrive activities 9 habits embedded through curriculum SG assemblies Character robots Restorative justice discussions PW63, PW53, PW66, PW68, PW69	Thrive activities 9 habits embedded through curriculum SG assemblies Character robots Restorative justice discussions PW63, PW53, PW66, PW68, PW69
	Respectful Relationships	the importance of self-respect and how this links to their own happiness.	Circle time Thrive Self-regulation sessions	Well-being week Growth mindset workshops Tapping SG assemblies Character robots	Well-being week Growth mindset workshops Tapping SG assemblies Character robots	Well-being week Growth mindset workshops Tapping SG assemblies Character robots PW30	Well-being week Growth mindset workshops Tapping SG assemblies Character robots PW30	Well-being week Growth mindset workshops Flourish Tapping SG assemblies Character robots	Well-being week Growth mindset workshops Tapping SG assemblies Character robots

Well-being week is the first week in January where children do a range of activities to promote well-being and pupil voice is investigated. Contextual safeguarding is addressed.

- Yoga
- Tapping
- Physical activity
- 9 habits activities
- Well-being questionnaire
- Thrive and circle time to explore emotions
- Growth mindset.
- Challenge day around character robots

			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1	Health and Wellbeing KS1	to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	Plan, do, review Marvellous Me COEL – Dino powers	PW5, PW6	PW5, PW6				
		about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings	Thrive Circle time Stories and Write stuff lenses	PW7	PW7				
		about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	Thrive Circle time Stories and Write stuff lenses	Circle time/ Thrive Footsteps bereavement	Circle time/ Thrive Footsteps bereavement				
		rules for and ways of keeping physically and emotionally safe (including safety online)	E-safety Circle time Thrive	ICT SG-ICT 13	ICT SG-ICT 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	E-safety Circle time Thrive Marvellous me Ourselves topic Who's who - lanyards	PW23 PW19 PW18	PW23 PW19 PW18				
Relationships KS1	Relationships KS1	to communicate their feelings to others, to recognise how others show feelings and how to respond the difference between secrets and surprises and the importance of not keeping adults' secrets	Thrive Circle time Children in Need/ NSPCC	PW5, PW8, PW22	PW5, PW8, PW22				
		• to recognise how their behaviour affects other people	Thrive Circle time	PW20	PW20				
		to recognise what is fair and unfair, kind and unkind, what is right and wrong	Thrive Circle time	PW5, PW7, PW8	PW5, PW7, PW8				
		• to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	Talk partners Thrive Circle time Marvellous me Plan, do, review	PW9 PW14	PW9 PW14				

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		<ul style="list-style-type: none"> to identify their special people, what makes them special and how special people should care for one another that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 	Thrive Circle time Marvellous me Plan, do, review Ourselves topic	PW18 PW21 PW12	PW18 PW21 PW12				
		<ul style="list-style-type: none"> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	Thrive Circle time	PW21 SG assemblies	PW21 SG assemblies				
		<ul style="list-style-type: none"> that there are different types of teasing and bullying, that these are wrong and unacceptable 	Thrive Circle time Anti-bullying week Classroom rules	PW21 SG assemblies	PW21 SG assemblies				
		<ul style="list-style-type: none"> how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	Thrive Circle time Anti-bullying week Classroom rules	PW21 SG assemblies	PW21 SG assemblies				
	Living in the Wider World KS1	that people and other living things have needs and that they have responsibilities to meet them	Thrive Circle time Mini beast and growing topic Forest school	Science objectives	Science objectives				
KS2	Health and Wellbeing	what positively and negatively affects their physical, mental and emotional health (including the media)				PW29	PW29	PW53,PW54,PW55, PW56 PW51	PW53,PW54,PW55, PW56 PW51
		<ul style="list-style-type: none"> to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 				ICT 21	ICT21	PW53, ICT42	PW53, ICT42
		<ul style="list-style-type: none"> to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 				PW30	PW30	PW54	PW54
		<ul style="list-style-type: none"> 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 				PW32	PW32	PW56,PW55 Ci18	PW56,PW55, Ci18
		<ul style="list-style-type: none"> to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 				PW33, PW34, PW31	PW33 PW34, PW31	PW53, Ci20	PW53, Ci20
		<ul style="list-style-type: none"> about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement 				PW31, PW32, PW34	PW31, PW32, PW34	PW68	PW68
		<ul style="list-style-type: none"> 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 				PW41	PW41	PW62- informed decisions PW57	PW62- informed decisions PW57
		<ul style="list-style-type: none"> how their body will, and emotions may, change as they approach and move through puberty 				PW35, PW36	PW35, PW36	PW60, PW67	PW60, PW67
		<ul style="list-style-type: none"> about people who are responsible for helping them stay healthy and safe and ways that they can help these people 				PW37 PE / clubs / lkm run in self	PW37 PE / clubs / lkm run in self	PW61, PW63 PE / clubs / lkm run in self	PW61, PW63 PE / clubs / lkm run in self

	Phase	Aut 1	Aut 1	Aut 2	Aut 2	Spring 1	Spring 1	Spring 2	Summer 1	Summer 2
Assembly (enables NNM and Thrive Screening release)	KS1	Safeguarding – who's who - school	Risky behaviours	Internet safety	Bullying and types	Protected characteristics-hate crime	Being involved in the community- safe environment and rights	United Nations- tolerance friendship		
	LKS2	Safeguarding – who's who - school		Diversity Internet safety	Bullying and types	Protected characteristics-hate crime	Being involved in the community- safe environment and rights	United Nations- tolerance friendship		
	UKS2	Safeguarding – who's who - school		Diversity Internet safety	Bullying and types	Protected characteristics-hate crime	Being involved in the community- safe environment and rights	United Nations- tolerance friendship		

Internet safety day – Spring 1

NSPCC – autumn 2 assembly

Spring 1 –Well being week