PHSE Curriculum Map Cycle A

Y5/6 - Robins Class

	Autumn 1 - Me and My Relationships	Autumn 2 - Valuing Difference	Spring 1 - Keeping Myself Safe	Spring 2 - Rights & Responsibilities	Summer 1 - Being My Best	Summer 2 - Growing & Changing
Key objectives	Children are able to: • I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me. • Give examples of how to be a good friend • Give examples of assertiveness and how to stand up for myself • Say when I might need to use assertiveness skills • I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).	Children are able to: • give examples of different faiths and cultures and positive things about having these differences. • describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.) • explain that what people post about themselves online doesn't always give the full picture about them. • give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	Children are able to: • give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky. • give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge). • say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this. • explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.	Children are able to: • explain that people have rights and responsibilities and give examples of these two different things, including to the community or the environment. • give a few different examples of things that I am responsible for to keep myself healthy. • explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers. • explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.	Children are able to: • give an example of when I have had increased independence and how that has also helped me to show responsibility. • predict the increasing levels of independence and responsibilities they will have as they grow older, by giving some examples of this, from teenage to adult years. • explain that the images for celebrities I see don't always give a true picture of what they are really like (in looks and personality). • name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	Children are able to: • explain what resilience is and how it can be developed. • list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/ resilience. • suggest ways to cope with strong emotions in response to change. • list some of the ways my body responds when I may need help. • able to identify when I need help and can identify trusted adults in my life who can help me. • recognise when others may need to get help and can advise them to talk to a trusted adult.