



## Blaydon West Primary School PSHE Long Term Curriculum Map 2020-2022

	Science	PSHE
EYFS	Understand animal life cycles	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
Year 1	Identify, name, draw and label the basic parts of the human body	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; respecting my body and understand which parts are private.
Year 2	Notice that animals, including humans, have offspring which grow into adults (life cycles)  *only looking at life cycles from growth perspective not reproduction Jigsaw piece 3 is a repeat of the Y1 private body parts lesson. Also ties in with NSPCC Pants rule	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; assertiveness; appreciate that some parts of my body are private.
Year 3	No relevant science unit for this year group	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; family stereotypes.
Year 4	No relevant science unit for this year group	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories

		of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; inside and outside
Year 5	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals(humans) Describe the changes as humans develop to old age	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; growing responsibility; coping with change. Y5 (girls) will also have a puberty talk from the school nurse
Year 6	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	Children’s universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; antisocial behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including ‘county-lines’ and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.