

PSHE Curriculum Map

Our Sheen Mount curriculum maps have been developed and updated throughout 2019-2020. However, in this coming academic year, 2020-2021, there are some areas of the curriculum that will be modified, because of Covid-19, in line with the government guidance issued most recently.

- 1) Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- 2) Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

At Sheen Mount we want to provide all children with the accurate and relevant knowledge that they can turn into personal understanding. We give children opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities. We help them to develop emotional literacy, supporting them to become emotionally intelligent individuals who are able to deal with the challenges of modern life. We teach them the skills, language and strategies to become self-aware and confident, to establish and maintain effective relationships and to have the resilience to persevere and overcome personal, social and emotional, as well as academic, challenges. This will help them to live healthy, safe, fulfilling, responsible and balanced lives.

PSHE is taught both through our PSHE lesson in class and our weekly Living Values assemblies. One assembly for Years 1, 2 and 3 and one assembly for Years 4, 5 and 6. Each half term, a Living Values Postcard is sent out to one child in each class who has demonstrated the Living Value particularly well.

PSHE Curriculum Map

Values and Core Themes	COOPERATION Linking with the Core Themes of: Health and Wellbeing Relationships Living in the Wider World	LOVE Linking with the Core Themes of: Health and Wellbeing Relationships	RESPECT Linking with the Core Themes of: Health and Wellbeing Relationships Living in the Wider World	SIMPLICITY Linking with the Core Themes of: Relationships Living in the Wider World	HAPPINESS Linking with the Core Themes of: Relationships Living in the Wider World	TOLERANCE Linking with the Core Themes of: Health and Wellbeing Relationships Living in the Wider World
EYFS	Define cooperation using examples from stories and the children's experiences. Provide activities that require cooperation and explore the statement: 'Cooperation is working together with patience and affection.'	Define love in light of the statements 'Love is caring. Love is sharing.' Provide opportunities for caring and sharing to be demonstrated and understood. Explore the lyrics of the song 'The Magic Penny'.	Define respect in the exploration of: 'Respect is listening to others. Respect is treating others nicely.' Explore how it feels when someone doesn't listen or treat us nicely. What does it look like when they do? Provide role play opportunities.	Define simplicity using the statements: 'Simplicity is natural. Simplicity is beautiful.' Search for examples in our immediate environment. Provide opportunities for quiet reflection.	Define happiness in light of the statement: 'Happiness is having fun with my friends.' Consider how this happiness makes others feel as well as ourselves. Should we be happy if we are making others unhappy?	Reflect on the values we have explored this year to enable us to understand tolerance, especially with reference to the statement: 'Tolerance is accepting others and appreciating differences.' Share stories that celebrate diversity.
KS1	Define cooperation and search for examples in children's experiences and in daily life. Provide activities that require cooperation and invite the children to identify how each person helped to achieve a common goal. Consider what happens when not everyone cooperates.	Define love in light of the statements: 'I am loveable. I have love inside.' How can we describe what love on the inside looks like to others? How will others know that you have love on the inside? Consider a friendship without love. Can this be called a friendship?	Define respect in light of the statement: 'Respect is knowing that I am unique and valuable.' Explore how we show respect and the importance of respecting ourselves. Read 'Something Else' and question how characters were disrespectful. Consider who we should respect, is it just our friends?	Define simplicity and consider the beauty in the natural world around us, e.g. a pebble, feather or shell. Discuss how the Earth offers simple solutions, e.g. hibernation. Provide opportunities for quiet reflection, exploring simplicity within ourselves.	Define happiness and reflect on the statement: 'When I do good things, I am happy with myself.' Identify examples in everyday life and in stories such as 'The Chimpanzees of Happy Town.' Consider how we can influence the happiness of others. Evaluate the impact of our words and deeds.	Reflect on the values we have explored this year to enable us to define tolerance. Can we demonstrate tolerance when we or other make mistakes? What does tolerance look like? Provide examples for the children to explore within role play.
KS2	Define cooperation and search for examples in daily life. Provide opportunities to experience cooperation and evaluate the principles associated with true cooperation. Examine the consequences in the wider world when cooperation has not been utilised or valued.	Define love and the importance of loving ourselves. Question the role love has in strengthening our relationships. Evaluate the importance of love and compassion in the decisions we make. Consider the consequences of the absence of love.	Define respect and consider the importance of self-respect. Provide opportunities to reflect on interactions that demonstrate a respectful attitude and approach. Question the statement: 'Those who show respect will receive respect.'	Define simplicity by examining the statements: 'Simplicity is natural. Simplicity is being natural.' Provide opportunities for daily reflections and explore how to stay in the present. Consider the importance of simplicity and using resources wisely for the benefit of future generations.	Define happiness and think of what influences or leads to happiness in our own lives. Contemplate the concept of happiness and what it feels like on the inside. Question 'lasting happiness is a state of contentment within.' Consider individuals in the wider world who have influenced happiness. Question if our happiness is determined by the happiness of others.	Reflect on the values we have explored this year to enable us to define tolerance. Find examples of when tolerance has not been demonstrated. If tolerance is 'mutual respect through mutual understanding' how can we become tolerant individuals? What skills do we need to be truly tolerant? Is it easier to be tolerant towards those who are similar or different to ourselves?

PSHE Curriculum Map - Cycle 1

PSHE Curriculum Map

Values and Core Themes	UNITY Linking with the Core Themes of: Health and Wellbeing Relationships Living in the Wider World	PEACE Linking with the Core Themes of: Health and Wellbeing Relationships Living in the Wider World	RESPONSIBILITY Linking with the Core Themes of: Health and Wellbeing Relationships Living in the Wider World	HUMILITY Linking with the Core Themes of: Health and Wellbeing	HONESTY Linking with the Core Themes of: Health and Wellbeing Relationships Living in the Wider World	TOLERANCE/FREEDOM Linking with the Core Themes of: Health and Wellbeing Relationships Living in the Wider World
EYFS	Define unity by exploring the statement: 'Unity is working together with a shared goal.' Reflect on moments when we all work together, e.g. earning a class reward. How does unity make us feel?	Define peace by reflecting on the statement: 'Peace is quiet inside.' Provide opportunities for the children to achieve a sense of stillness and consider how it feels to be quiet inside.	Define responsibility by exploring how we take care of our learning environment. Create jobs for the children to take responsibility for. Is it only the responsibility of the person who has the job or can we help each other?	Define humility by exploring turn taking. Initiate games for the children to play that enable them to develop their skills. How do we feel on the inside when we have to wait?	Define honesty in relation to the statement: 'Honesty is telling what really happened.' Consider if this is the same as telling tales and when tales need to be told. Develop an 'honesty box'.	Reflect on the values we have explored this year to enable us to understand tolerance, especially with reference to the statement: 'Tolerance is accepting others and appreciating differences.' Share stories that celebrate diversity.
KS1	Define unity by exploring the statement: 'Unity is fun and makes us feel like a family.' Focus on the unity of the class to create a sense of belonging. Does being united mean we have to do the same thing? Consider the importance of harmony if we are working towards a shared goal.	Define peace by reflecting on the statements: 'Peace is quiet inside. Peace is having good feelings inside.' Explore the story of 'Peace at Last' and discuss different meanings. Provide a quiet space within the classroom for the children to experience peacefulness.	Define responsibility and reflect on the responsibilities we have at school. How do these differ from our responsibilities at home? Discuss the responsibilities that different people around us have. Explore the statement: 'Responsibility is trying my best.' Consider that responsibility is not always about having a specific job to do.	Define humility by reflecting on the statement: 'Humility is when I know that I am wonderful but I don't brag or show off.' Develop activities for role play where the children can explore how it feels to be in the presence of humility.	Define honesty in relation to the statement: 'When I feel honest, I feel clear inside.' Provide opportunities to reflect upon moments of dishonesty and how it makes us feel inside when we are not truthful. Examine how truth can be difficult. Are there moments when honesty may upset someone? Does that mean we should be dishonest? Develop an 'honesty box'.	Reflect on the values we have explored this year to enable us to define tolerance. Can we demonstrate tolerance when we or other make mistakes? What does tolerance look like? Provide examples for the children to explore within role play.
KS2	Define unity by exploring the statement 'Unity makes big tasks seem easy.' Provide opportunities for the children to develop a shared goal or vision. Consider the importance of harmony within a group and the need for appreciation to enable everyone to feel united. Explore how unity and cooperation creates a sense of belonging and empowerment.	Define peace and reflect on the statement: 'Peace is being quiet inside.' How can we achieve a sense of quietness? Explore how peace from within would present itself to others. Consider 'Peace is more than the absence of war.' What would a peaceful world look like? Question whether a peaceful world would mean the same thing to everyone.	Define responsibility and consider it in relation to our rights, are they related? If we want peace, do we have the responsibility to be peaceful? What is our responsibility if we want an education? Consider our responsibilities to ourselves and others. Provide opportunities for the children to discuss their rights and responsibilities. Explore the levels of responsibility we encounter, e.g. in employment, socially and globally.	Define humility and what it means to be humble. Provide opportunities for the children to reflect on moments when they weren't humble. Why is humility difficult? Consider the statements: 'Humility goes together with self-respect' and 'Humility creates an open mind.' Question how humility or a lack of it affects the quality of our relationships with others.	Define honesty and question the statement: 'Honesty is the best policy.' Are there moments when you have doubted this? Explore the relationship between honesty and friendship. Reflect on the importance of honesty thoughts as well as actions and words – how do these relate? Explore the relationship between greed and dishonesty. Develop an 'honesty box'.	<i>*Lower KS2 refer to Cycle 1 – Tolerance.*</i> Define freedom by first considering our experience of it. How free are we? What does freedom mean to us? Consider the term 'full freedom' and equality. Provide the children with opportunities to explore themes of freedom within literature. Celebrate the freedoms we enjoy in our society. Evaluate the responsibility that comes with freedom.

PSHE Curriculum Map - Cycle 2