



St Mark's CE Primary School
PSHE Curriculum Map: Feelings and friendship
2023-2024

	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings and friendship		<p>Question: How do we feel? (Summer 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> About different kinds of feelings Simple strategies to manage feelings About how it feels when there is change or loss <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings About change and loss and the associated feelings (including moving home, losing toys, pets or friends) <p>Key vocabulary Feelings, manage, change, loss</p>	<p>Question: What is bullying? (Autumn 2)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> About the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid About appropriate and inappropriate touch That hurtful teasing and bullying is wrong What to do if teasing and bullying is happening <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 	<p>Questions: What can we do about bullying? (Autumn 2)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> To recognise bullying How to respond and ask for help About people who help them stay healthy and safe <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> How to recognise bullying and abuse in all its forms (including prejudice-based bullying not in person, online and through social media) About people who are responsible for helping them stay healthy and safe <p>Key vocabulary bullying, healthy, safe, abuse, prejudice, social media</p> <p>Questions: How can we describe our feelings? (Spring 2)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> About a wider range of feelings, both good and not so good That people can experience 	<p>Question: How can we be a good friend? (Autumn 2)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> To recognise a wider range of feelings in others About responding to how others are feeling To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves Resolving differences – agreeing and disagreeing <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> To recognise and respond appropriately to a wider range of feelings in others To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 	<p>Question: How do we grow and change? (Spring term)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> How to further describe the range and intensity of their feelings to others How to manage complex or conflicting emotions About the changes that happen at puberty How the spread of infection can be prevented About who is responsible for their health and wellbeing Where to get help, advice and support About different types of relationships (friends, families, couples, marriage, civil partnership) About what constitutes a positive, healthy relationship <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> To recognise that they may experience conflicting 	<p>Question: What makes a healthy and happy relationship? (Autumn 2 and Spring 1)</p> <p>Sticky knowledge:</p> <ul style="list-style-type: none"> About different types of relationships (friends, families, couples, marriage, civil partnership) About what constitutes a positive, healthy relationship About the skills to maintain positive relationships To recognise when a relationship is unhealthy (including marriage and civil partnership) That marriage, arranged marriage and civil partnership is between two people who willingly agree To learn about human reproduction <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> To recognise what constitutes a positive, healthy relationship and develop the skills to



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			<ul style="list-style-type: none"> To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help About people who look after them, their family networks, who to go to if they are worried and how to attract attention About the ways that pupils can help the people who look after them to more easily protect them To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes, 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets <p><u>Key vocabulary</u> Secrets, anxious, teasing, bullying, inappropriate touch, physical contact, unacceptable, family networks</p>	<p style="color: red;">conflicting feelings at the same time</p> <ul style="list-style-type: none"> About describing their feelings to others About the kinds of change that happen in life and the feelings associated with this To recognise a wider range of feelings in others About responding to how others are feeling <p><u>NC knowledge/skills:</u></p> <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 To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these About change, including transitions between key stages and schools), loss, separation, divorce and bereavement <p><u>Key vocabulary</u> Conflict, feelings, emotions, transitions, separation, divorce, bereavement</p>	<ul style="list-style-type: none"> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices <p><u>Key vocabulary</u> Wider range, respond, strategies, disputes, negotiation, compromise, resolve</p>	<p>emotions and when they might need to listen to, or overcome these</p> <ul style="list-style-type: none"> About change, including transitions, loss, separation, divorce and bereavement To understand that bacteria and viruses affect health and simple routines reduce their spread How their body will, and their emotions may, change as they approach and move through puberty About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships <p><u>Key vocabulary</u> Puberty, intensity, conflict, infection, help, advice, support, civil</p>	<p>form and maintain positive and healthy relationships</p> <ul style="list-style-type: none"> To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support To recognise different types of relationships, including those between acquaintances, friends, relatives and families That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and that marriage is a commitment freely entered into by both people, that no one should marry if they don't want to do so or are not making this decision freely for themselves That two people who love and care
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			<p>Question: How do we show our feelings? (Summer 1)</p> <p>How do we show our feelings?</p> <p>Sticky knowledge</p> <ul style="list-style-type: none"> • About different kinds of feelings • Simple strategies to manage feelings • About how it feels when there is change or loss • About recognising how other people are feeling • About sharing feelings their own feelings with others <p>NC knowledge/skills:</p> <ul style="list-style-type: none"> • About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • About change and loss and the associated feelings (including moving home, losing toys, pets or friends) • To communicate their feelings to others, to recognise how others show feelings and how to respond 			<p>partnership, divorce, bereavement, transitions, bacteria, viruses</p>	<p>for one another can be in a committed relationship and not be married or in a civil partnership</p> <ul style="list-style-type: none"> • About human reproduction <p>Key vocabulary Reproduction, civil partnership, arranged marriage, commitment, acquaintances, relatives, couples</p>
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			<p><u>Key vocabulary</u> feelings, change, loss, sharing, communicate</p>				
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