

**Social and Emotional Development and Wellbeing Curriculum Map- Overview KS1- KS5 2020-21**

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| **Throughout the year and across all key themes, Milestones and learning opportunities.** |
| **Character Education: *All learners will be encouraged to develop different aspects of their character including independence, creativity, resilience, determination and confidence. We view good character as the foundation of improved behaviour, improved attainment and flourishing societies. Character education is central to our school ethos and culture and underpins our curriculum offer and school wide positive behaviour support systems.*** |
| **Transitions: *Learners will consistently be encouraged to understand and effectively prepare for any changes and transitions linked to daily structures and routines, transitions between sessions, classes, year groups, phases, etc.*** |

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| **KS1** | 2 Year Rolling Programme | **KS 2** | 4 Year Rolling Programme | **KS3** | 3 Year Rolling Programme |
| **KS 4** | 2 Year Rolling Programme | **KS 5** | 3 Year Rolling Programme |  |  |

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| Term |  | | Autumn |  | Spring |  | Summer |
| **Core Themes** |  | | **Health & Wellbeing** |  | **Relationships** |  | **Living in the Wider World** |
| **KEY STAGE 1 Topics (2 Year Rolling Programme)** | | | | | | | | |
| Key Stage 1 | **YEAR 1** | **Autumn 1** | **What makes me Unique and Special** | **Spring 1** | **Me and my friends** | **Summer 1** | **Belonging and Keeping safe at school** |
| **Autumn 2** | **My body and Personal Care** | **Spring 2** | **Me and My family** | **Summer 2** | **Belonging and Keeping safe at Home** |
| **YEAR 2** | ***Autumn 1***  ***1***  ***1*** | **Physical Health and Fitness: Looking after my body** | ***Spring 1*** | **Special People in my Life** | ***Summer 1*** | **Belonging and Keeping safe in the local community** |
| ***Autumn 2*** | **Emotions and Feelings** | ***Spring 2*** | **Understanding and appreciating Respectful Relationships** | ***Summer 2*** | **Belonging and Keeping safe in the wider community** |
| **KEY STAGE 2 Topics (4 year rolling programme)** | | | | | | | | |
| Key Stage 2 | **YEAR 1** | **Autumn 1** | **Manners and Courtesy** | ***Spring 1*** | **Secrets and Surprises** | ***Summer 1*** | **Being an Active Citizen** |
| **Autumn 2** | **Being Myself: Personal Identity and knowing own Qualities** | ***Spring 2*** | **Appropriate and Inappropriate Touch** | ***Summer 2*** | **Life in Modern Britain** |
| **YEAR 2** | **Autumn 1** | **Mental Wellbeing & Emotional Wellbeing** | ***Spring 1*** | **How our behaviour and actions affect other people** | ***Summer 1*** | **Respecting Rights** |
| **Autumn 2** | **Healthy Body & Healthy Mind** | ***Spring 2*** | **Celebrating Differences: Similarities and differences between people** | ***Summer 2*** | **Respecting and Protecting the Environment** |
| **Year 3** | **Autumn 1** | **Leisure Time & Hobbies** | ***Spring 1*** | **Challenging Stereotypes and discrimination** | ***Summer 1***  ***1*** | **Being a Global Citizen: Making a difference in the world** |
| **Autumn 2** | **Coping with Change, Taking Responsibility and New Beginnings** | ***Spring 2*** | **Online Relationships** | ***Summer 2*** | **World of Work: Jobs in our school community** |
| **Year 4** | **Autumn 1** | **Puberty: Growing up and Changing** | ***Spring 1*** | **Bullying including Cyberbullying** | ***Summer 1*** | **World of Work: Jobs in the local Community** |
|  | **Autumn 2** | **Puberty: The Cycle of Life** | ***Spring 2*** | **Friendships and Managing peer pressure** | ***Summer 2*** | **Goals and Aspirations** |
| **KEY STAGE 3 Topics ( 3 Year rolling programme)** | | | | | | | | |
| Key Stage 3 | **Year 1** | **Autumn 1** | **Self-Image and Body Image** | ***Spring 1*** | **Relationships and Marriage including attraction** | ***Summer 1*** | **Learning and Employability Skills** |
| **Autumn 2** | **Healthy Lifestyles** | ***Spring 2*** | **Relationships: Consent** | ***Summer 2*** | **Work and Career** |
| **Year 2** | **Autumn 1** | **Keeping Healthy: Drugs, Alcohol, tobacco, caffeine and ‘energy drinks’** | **Spring 1** | **Public and Private** | ***Summer 1*** | **Enterprise** |
| **Autumn 2** | **Keeping safe in different situations & responding in emergencies** | **Spring 2** | **Relationship Values /Communication in Relationships** | ***Summer 2*** | **Money & Budget Management** |
| **Year 3** | **Autumn 1** | **Social Influences** | ***Spring 1*** | **Forming and Maintaining respectful relationships** | ***Summer 1*** | **Employment Rights and Responsibilities** |
|  | **Autumn 2** | **Health- related decisions** | ***Spring 2*** | **Long term relationships and parenthood** | ***Summer 2*** | **Choices and Pathways: Next Steps** |
| **KEY STAGE 4 & 5 Topics- 2& 3 Year Rolling Programmes ( ‘Living in the Wider World’ themes are included in the ‘Independent Living’, ‘Work Experience’ and PSD Subject Maps)** | | | | | | | | |
|  |  |  | **Autumn- Health** |  | **Spring-Relationships** |  | **Summer- Sex Education** |
| Key stage 4 | **Year 1** | **Autumn 1** | **The impact of puberty on health and wellbeing** | ***Spring 2*** | **Friendships and healthy relationships (including working relationships)** | **Summer 1** | **Intimate and other committed relationships** |
| **Autumn 2** | **How to support own health and wellbeing, including first aid** | ***Spring 2*** | **How healthy relationships can benefit mental wellbeing and self-respect** | **Summer 2** |
| **Year 2** | **Autumn 1** | **The benefits of sufficient sleep, good nutrition and strategies for building resilience** | ***Spring 1/2*** | **Developing resilience and character in pupils** | **Summer 1/2** | **Contraception, Pregnancy and Parenthood** |
| **Autumn 2** | **How outward facing activities (e.g. volunteering) are beneficial for wellbeing** | **Spring 2** |
| Key Stage 5 | **Year 1** | **Autumn 1/2** | Signs of Loneliness and Isolation  **Mental and physical health conditions, drugs, alcohol, including first aid**  **(Focus Group)**  **Eating disorders** | **Spring 1/2** | **Acceptable and unacceptable behaviour in relationships** | **Summer 1/2** | **Safer sex and sexual health**  **Facts and the law about sex, sexuality (including sexual orientation), sexual health, gender identity,** **LGBTQ and homophobia** |
|  | **Year 2** | **Autumn 1/2** | **The impact of time spent online, the positive aspects of online support and how to negotiate social media, online forums and gaming** | **Spring 1/2** | **How to identify when relationships are unhealthy** | **Summer 1/2** | **The law relating to sex, including age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment.**  **(Focus Group) Choices permitted by the law around pregnancy** |
|  | **Year 3** | **Autumn 1/2** | **How pupils can judge when they, or someone they know, needs support and when to seek help** | **Spring 1/2** | **Rules and principles for keeping safe online.** | **Summer 1/2** | **Grooming, sexual and domestic abuse**  **(Focus Group) FGM** |