CURRICULUM ROADMAP - Nursery to Year 13

PSHE inc. RSE & Citizenship

BHSA
BIRKENHEAD HIGH SCHOOL ACADEMY
GDST GIRLS DAY SCHOOL TRUST

Year 13 (SUM)
Healthy relationships
Getting out of and supporting people in unhealthy relationships

Year 13 (SPR)
Online financial harms
Understanding how money links to crime

Year 13 (AUT)
Sexual health
Fertility and pregnancy choices

Year 12 (SUM)
Drugs and health education
FLIC

Year 12 (SPR)
Seeking support
VAGW
Something's not right

Year 12 (AUT)
Canesten
The truth undressed
Consent
Pornography and regulation

Year 11 (SUM)
Families
Fertility and conception
Marriage
Parenting and family commitments

Year 11 (SPR)
Drugs and personal safety education
Wellbeing for life
Managing stress
Body modifications

Year 11 (AUT)
Healthy and unhealthy relationships
Consent
Contraception
STIs
Ending difficult relationships

Year 10 (SUM)
Revealing reality
Under the influence
Misogyny
Online financial harms

Year 10 (SPR)
Consent
Intimacy
The impact of pornography
Pressure and coercion
Something's not right
Friendship and bullying

Year 10 (AUT)
Navigating the online world
Understanding the impact of AI
Understanding deepfakes

Year 9 (SUM)
Well being for life
Drug education
Vaping, the law and managing risk
Alcohol and cannabis

Year 9 (SPR)
Challenging the narrative
Understanding and thinking critically about misogyny
Serious crime and cyber crime
Deep fakes and sharing nudes

Year 9 (AUT)
You and your body
Consent and healthy relationships

Year 8 (SUM)
Belonging and community
(including bias and stereotypes, discrimination and the protected characteristics
Values and constructive disagreement
Diverse and supportive communities

Year 8 (SPR)
Talk relationships (NSPCC)
Drugs and alcohol

Year 8 (AUT)
Impact of the internet
Social media and the body
Feeding the algorithm
Avoiding online financial harms

Year 7 (SUM)
Committed and healthy relationships
Making choices and consent

Year 7 (SPR)
Friendship and bullying
Understanding relationships
Puberty and menstruation
Awareness of FGM

Year 7 (AUT)
Transition to new year group
Developing skills for learning
Emotional wellbeing and building resilience

Year 6 (SUM)

ENGAGE: Setting goals linked to transition; how to work towards them to feel more comfortable with what's ahead; how to recognise their concerns; strategies to overcome them; using their strengths to leverage the opportunities they are excited about.

BE YOUR BEST

TRANSITION PROGRAMME: strategies for dealing with emotions, challenges & change, including the transition to new schools; identify personal strengths, skills, achievements & interests & how these contribute to a sense of self-worth; managing setbacks/perceived failures; inc. how to re-frame unhelpful thinking; strategies to manage transitions between classes & key stages

SAFE RELATIONSHIPS & CHANGING & GROWING - [RSE]: personal identity; identify the ext. genitalia & int. reproductive organs in males & females; how the process of puberty relates to human reproduction - how life begins; physical/emotional changes & hygiene during puberty; the processes of reproduction & birth as part of the human life cycle; how babies are conceived & born (& that there are ways to prevent a baby being made); how babies need to be cared for; that female genital mutilation (FGM) is against British law; what to do/who to tell if they think they or someone they know may be at risk

Year 6 (AUT)

MEET YOUR BRAIN: Growth mindset; self-regulation techniques; reflect on stress points; strategies to cope; links between thoughts, feelings & actions; how thoughts can influence how they act; calming the Amygdala when stressed; managing emotions; moving forward positively; how to re-frame scary challenges to become exciting opportunities.

SHARED RESPONSIBILITIES: how to discuss/debate topical issues; respect others' point of view; constructively challenge those they disagree with; rules & laws; consequences of not adhering to them; human rights; compassion towards others; show care & concern for others & living things

FRIENDSHIPS & SHOWING RESPECT (bullying): impact of bullying, offline/online; consequences of hurtful behaviour; strategies to respond to hurtful behaviour (inc. teasing, name-calling, bullying, trolling, harassment or deliberate excluding of others); how to report concerns; get support; discriminations: what it means & how to challenge it; personal behaviour can affect others; recognise & model respectful behaviour online; prejudices, recognising behaviours/actions which discriminate against others; ways of responding to it

CELEBRATE: what their top character strengths are (completing a survey); more about each of the 24 character strengths & how they help them each day; how to grow them to overcome challenges; how they've helped them get to this point in their lives; how these skills & strengths will be transferable to the secondary school environment.

COMMUNITIES: valuing diversity within communities; stereotypes; challenging them; prejudice; recognise behaviours/actions which discriminate against others; responding to it

Year 5 (SPR)

APPRECIATE: Ways to show appreciation to others; developing deeper levels of gratitude; telling others we're grateful for them; gratitude domino-effect; staying calm & focusing; calming the Amygdala calm; experiences or people we are grateful for; gratitude for ourselves.

HEALTHY CHOICES: how to make informed decisions about health; balanced, healthy lifestyle choices/influences; positive/negative habits; good physical health; recognise early signs of physical illness; healthy diet & meals; nutritionally rich foods; risks of an unhealthy diet; regular exercise for good mental & physical health; opportunities to be physically active; risks of an inactive lifestyle; bacteria; viruses; hygiene routines; medicines; preventing diseases; vaccination & immunisations; managing allergies; oral hygiene & dental care; sugar consumption; solids drinks; tea/smoking; sun safety; exposure; heat stroke/skin cancer; seeking support about their health

RELATE: Their top 5 strengths & values; using the Prefrontal Cortex to see others' perspectives & store it in the Hippocampus; training the brain to notice how people use their strengths differently; Dopamine, H-A-P; Happy Breathing when facing challenging situations; friends can help solve problems; showing gratitude to friends; the gratitude domino-effect.

FRIENDSHIPS & RESPECT: building positive, healthy friendships; shared interests/experiences; supporting with problems/difficulties; online/face-to-face relationships; what it means to 'know someone online'; risks of communicating online with others not known face-to-face; peer influence/approval; online actions; friendship changes over time; resolving disputes; reconciling differences; recognise if a friendship is making them feel unsafe/uncomfortable; how to manage this/ask for support

FAMILIES & TRUSTED RELATIONSHIPS: different relationship types; marriage & civil partnership; forced marriage is a crime; help available; features of positive family life

RSE: the physical & emotional changes that happen when approaching & during puberty (inc. menstruation, key facts about the menstrual cycle & menstrual wellbeing, erections & wet dreams)

Year 4 (SUM)

ENGAGE: The more we focus on feeling good & using the habits, the better we will do in & out of school; that Dopamine gets released when we set a goal & work towards it; why it's important to think about what we have learnt even if we don't achieve the goal; persevere.

SAFE CHOICES: how to predict, assess & manage risk in different situations; about hazards (inc. fire risks) that may cause harm/injury/risk in the home; what to do to reduce risks & keep safe; importance of taking medicines correctly, using household products safely; strategies for keeping safe in the local environment or unfamiliar places (rail, water, road); firework safety; safe use of digital devices when out & about; strategies to respond to hurtful behaviour experienced or witnessed, offline or online; how to report concerns/get support

ECONOMIC WELLBEING: ways to pay for things; different attitudes to saving/spending; what influences people's decisions; what makes something 'good value for money'; making spending decisions based on priorities/needs/wants; keeping track of money; charity; how there is a range of jobs; careers in key vocations; skills for future careers

OURSELVES: CHANGING & GROWING (RSE) - periods **TRANSITION**

MEET YOUR BRAIN: How to train the mind to focus; neuroplasticity; how to use each part of H-A-P; reflect on when they are there; how the Amygdala reacts to real & perceived danger; what triggers their Amygdala to fight, flight & freeze; how to calm their Amygdala; the brain's structure, neurons & neural pathways; habits.

myHappymindplaces

FRIENDSHIP & SHOWING RESPECT (bullying): personal identity; what contributes to who we are (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes); impact of bullying (offline & online); consequences of hurtful behaviour; personal behaviour can affect others; recognise & model respectful behaviour online; importance of self-respect; how this can affect thoughts & feelings about themselves; that everyone, including them, should expect to be treated politely & with respect by others (inc. online and/or anonymous) in school & in wider society; strategies to improve or support courteous, respectful relationships; respect differences/similarities; recognising what they have in common with others; how/respond respectfully to a wide range of people, inc. those whose traditions/beliefs/lifestyle differ to their own

CELEBRATE: We all have 24 character strengths but in different amounts; how the best way to learn about strengths is by noticing them; how we build neural pathways to create a habit; how they can help solve problems; everyone uses different strengths; how Dopamine gets released in the brain to help us perform at our best.

Year 3 (SPR)

APPRECIATE: To appreciate what is around us; Happy Breathing can help us appreciate the little things; developing an attitude of gratitude; what happens when we are grateful; how Mr Happy (giver & receiver feel); Dopamine, H-A-P; how Dopamine can help the Amygdala stay calm; appreciating themselves; their strengths & others.

HEALTHY CHOICES: make informed decisions about health; choices that support a balanced, healthy lifestyle & influences; positive & negative habits; what good physical health means; recognising early signs of physical illness; a healthy diet; healthy meals; eating nutritionally rich foods; risks associated with an unhealthy diet (obesity/tooth decay); benefits of regular exercise on mental & physical health; being physical active; risks of not; importance of sleep

RELATE: Strengths can be helpful in friendships by accepting others' differences; how this helps when facing differences in opinions/challenges with friendships; learn the skills 'stop, understand & consider'; practise seeing other perspectives; choosing friends because of their character; active listening & showing we care

FRIENDSHIPS & RESPECT: building positive healthy friendships; problems & difficulties (online & face-to-face); seeking support if lonely/excluded; change over time; resolving disputes

FAMILIES & TRUSTED RELATIONSHIPS: caring relationships within positive family life; different ways people care for one another; recognise/respect different types of family structures; families of all types can give family members love, security & stability; healthy family life characteristics; help/advice if family relationships are unhappy/unsafe

Year 2 (SUM)

ENGAGE: When you feel good, you do good; good setting; using Happy Breathing when goals are tricky.

SAFE RELATIONSHIPS: recognise some things are private; importance of respecting privacy; parts of their body covered by underwear are private; how to respond safely to adults they don't know; if physical contact makes them feel uncomfortable/unsafe; techniques for resisting pressure to do something they don't want to & which may make them unsafe; knowing when they should ask for permission & when their permission should be sought; importance of not keeping adults' secrets (only happy surprises)

ECONOMIC WELLBEING: what money is; how to save & spend money; difference between needs & wants; people may not always be able to have the things they want; money needs to be looked after; different ways of saving; the role money plays in our community; strengths & interests someone might need to do different jobs

OURSELVES: GROWING & CHANGING: growing & changing from young to old; how people's needs change

TRANSITION: what makes them special/unique; what we are good at; likes & dislikes; manage when finding things difficult; preparing to move to a new class/year group

Year 2 (AUT)

MEET YOUR BRAIN: More about what the brain looks like; it's fully grown by age 6; it helps us make good decisions & remember what we've learnt; the Amygdala causes fight, flight or freeze; reflect on examples of how H-A-P are used; our brain grows neuroplasticity; Happy Breathing.

myHappymindplaces

CELEBRATE: 5 character strengths with examples; when we use them, we can be our very best selves; unique to us; neuroplasticity; how to grow our character strengths; recognising them in ourselves; which to grow or use more of.

Year 1 (SPR)

APPRECIATE: What 'appreciate' means; things we appreciate; how we show appreciation; appreciating others, experiences & ourselves; not just material things; exploring the wheel of gratitude; how to develop gratitude; how Happy Breathing helps us to appreciate things we forget; neuroplasticity; H-A-P.

HEALTHY LIFESTYLES: what keeping healthy means; different ways to keep healthy; healthy foods; risks of too much sugar; how physical activity helps us stay healthy; ways to be physically active; importance of sleep; rest & relaxation; ways to learn/play; knowing when to take a break from time online or TV

RELATE: to get along with & understand others; family, friends, teachers in different ways; how Character Strengths help; it's okay that we are all different; active listening; 'stop, understand & consider'; friendship issues; Happy Breathing for big emotions & fall outs.

FAMILIES & TRUSTED RELATIONSHIPS: roles people play in our lives (friends, relatives...); identify people who love/care for them, what they do to help us feel cared for; different types of families (inc. those different to ours); identify common features of family life; importance of telling someone (e.g. teacher) something about their family makes them unhappy or worried; what to do if they feel unsafe or worried for themselves or others; who to ask for help; vocab to use when asking for help; importance of keeping trying until they find someone who listens

Reception (SUM)

ENGAGE: Show resilience and perseverance in the face of challenge.
Manage their own needs: personal hygiene; know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine & being a safe pedestrian.

myHappybody
myHappyrelationships
myHappyworld

Reception (AUT)

MEET YOUR BRAIN: Express their feelings & consider the feelings of others; identify & moderate their own feelings socially & emotionally.

myHappymindplaces

CELEBRATE. See themselves as a valuable individual.

Nursery (SPR)

myHappymind Appreciate
myHappybody

RELATE: Become more outgoing with unfamiliar people, in the safe context of their setting; show more confidence in new social situations; play with one or more other children, extending & elaborating play ideas; find solutions to conflicts & rivalries; recognising follow rules, understanding why they are important; talk with others to solve conflicts; understand gradually how others might be feeling.

myHappyrelationships

Nursery (AUT)

ENGAGE: Select & use activities & resources with help when needed; this helps them to achieve a goal they have chosen or one which is suggested to them; play with one or more other children, extending & elaborating play ideas.
Develop their sense of responsibility & membership of a community; remember rules without needing an adult to remind them; develop appropriate ways of being assertive; be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying their hands thoroughly; make healthy choices about food, drink, activity & toothbrushing.

myHappyworld

Nursery (AUT)

MEET YOUR BRAIN: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'; Understand gradually how others might be feeling.

CELEBRATE: Become more outgoing with unfamiliar people, in the safe context of their setting; show more confidence in new social situations; play with one or more other children, extending & elaborating play ideas; find solutions to conflicts & rivalries, e.g. accepting that not everyone can be Spiderman in the game, suggesting other ideas.

myHappymindplaces

myHappy mind

To support children's understanding of Mental Health and Wellbeing, we follow the 'My Happy Mind®' programme and PSHE curriculum. This is taught across five modules each introduces a new set of content and habits to help children build resilience, self-esteem and confidence.

Meet Your Brain
Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.

Celebrate
Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self esteem.

Appreciate
Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!

Relate
Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.

Engage
Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self esteem and resilience too.

myHappymind + is made up of **3 core content pillars which run alongside the myHappymind core programme:**

- myHappymind – Core programme
- myHappybody - Core Theme 1 - Health & Wellbeing
- myHappyrelationships - Core Theme 2- Relationships
- myHappyworld - Core Theme 3 - Living in the wider world