

PSHE Curriculum Overview

<p>PSHE Learning in EYFS Three and Four year olds</p>	<p>Communication and Language Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p> <p>PSED Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. 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 and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Physical Development Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Understanding The World Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
	<p>Communication and Language</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <p>Develop social phrases.</p> <p>PSED</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing

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	<ul style="list-style-type: none"> - sensible amounts of 'screen time' - having a good sleep routine <p>being a safe pedestrian</p> <p>Physical Development</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> - lining up and queuing <p>mealtimes</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>		
ELG	Communication and Language	Listening, Attention and Understanding	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	<p>Being Me in My World</p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Being Me in My World</p> <p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p>Mindmate: <u>Feeling Good and Being Me</u></p>	<p>Being Me in My World</p> <p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>Mindmate: <u>Feeling Good and Being Me</u></p>	<p>Being Me in My World</p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>Mindmate: <u>Feeling Good and Being Me</u></p>	<p>Being Me in My World</p> <p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p> <p>Mindmate: <u>Feeling Good and Being Me</u></p>	<p>Being Me in My World</p> <p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p> <p>Mindmate: <u>Feeling Good and Being Me</u></p>	<p>Being Me in My World</p> <p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p> <p>Mindmate: <u>Feeling Good and Being Me</u></p>
Aut 2	<p>Celebrating Difference</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Celebrating Difference</p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p>Mindmate: <u>Being the same and being different</u></p>	<p>Celebrating Difference</p> <p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>Mindmate: <u>Being the same and being different</u></p>	<p>Celebrating Difference</p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>Mindmate: <u>Being the same and being different</u></p>	<p>Celebrating Difference</p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p> <p>Mindmate: <u>Being the same and being different</u></p>	<p>Celebrating Difference</p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p> <p>Mindmate: <u>Being the same and being different</u></p>	<p>Celebrating Difference</p> <p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>Mindmate: <u>Being the same and being different</u></p>
Spr 1	<p>Dreams and Goals</p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Dreams and Goals</p> <p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p> <p>Mindmate: <u>Solving Problems</u></p>	<p>Dreams and Goals</p> <p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>Mindmate: <u>Solving Problems</u></p>	<p>Dreams and Goals</p> <p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p>Mindmate: <u>Solving Problems</u></p>	<p>Dreams and Goals</p> <p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Mindmate: <u>Solving Problems</u></p>	<p>Dreams and Goals</p> <p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>Mindmate: <u>Solving Problems</u></p>	<p>Dreams and Goals</p> <p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>Mindmate: <u>Solving Problems</u></p>

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<p>Spr 2</p>	<p>Healthy Me</p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Healthy Me</p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p>Mindmate: <u>Strong emotions</u></p>	<p>Healthy Me</p> <p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food</p> <p>Mindmate: <u>Strong emotions</u></p>	<p>Healthy Me</p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p> <p>Mindmate: <u>Strong emotions</u></p>	<p>Healthy Me</p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>Mindmate: <u>Strong emotions</u></p>	<p>Healthy Me</p> <p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> <p>Mindmate: <u>Strong emotions</u></p>	<p>Healthy Me</p> <p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p> <p>Mindmate: <u>Strong emotions</u></p>
<p>Su 1</p>	<p>Relationships</p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Relationships</p> <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>Mindmate: <u>Friends and Family</u></p>	<p>Relationships</p> <p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special Relationships</p> <p>Mindmate: <u>Friends and Family</u></p>	<p>Relationships</p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>Mindmate: <u>Friends and Family</u></p>	<p>Relationships</p> <p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>Mindmate: <u>Friends and Family</u></p>	<p>Relationships</p> <p>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 SMARTT internet safety rules</p> <p>Mindmate: <u>Friends and Family</u></p>	<p>Relationships</p> <p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology Use</p> <p>Mindmate: <u>Friends and Family</u></p>
<p>Su 2</p>	<p>Changing Me</p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>Changing Me</p> <p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p> <p>Mindmate: <u>Life changes</u></p>	<p>Changing Me</p> <p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> <p>Mindmate: <u>Life changes</u></p>	<p>Changing Me</p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>Mindmate: <u>Life changes</u></p>	<p>Changing Me</p> <p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>Mindmate: <u>Life changes</u></p>	<p>Changing Me</p> <p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>Mindmate: <u>Life changes</u></p>	<p>Changing Me</p> <p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <p>Mindmate: <u>Life changes</u></p>