

PSHE Big Ideas



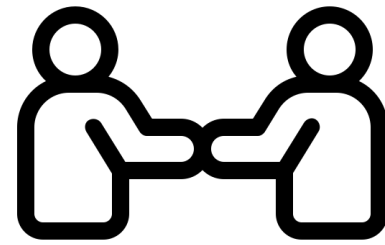
Feelings + Emotions



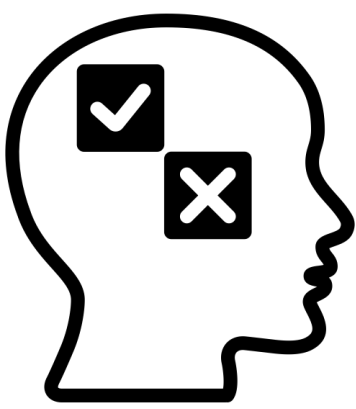
Health + wellbeing



Risk + safety



Relationships



Responsibility


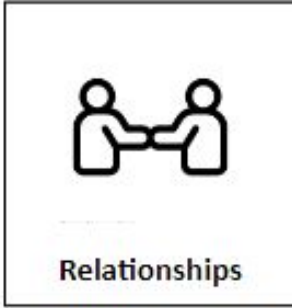







Online safety

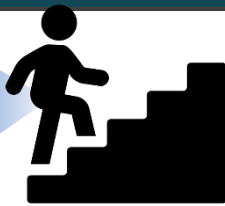


Citizenship

Progression of Big Ideas

Big Idea	EYFS	Y1,2,3	Y4,5,6
 <p>Feelings + Emotions</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>Y1: Identifying feelings/ jealousy Y2: Worry and Anger Y3: Grief</p>	<p>Y4: Jealousy Y5: Anger Y6: Worry</p>
 <p>Relationships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p>	<p>Y1: Friendship Y2: Bullying and body language Y2: Male and female body parts (CWP) Y3: Touch</p>	<p>Y4: Healthy and Unhealthy relationships Y4: Puberty (girls only CWP) Y5: Puberty (CWP) Y6: Puberty and Conception (CWP)</p>
 <p>Responsibility</p>	<p>Show sensitivity to their own and others' needs.</p>	<p>Y1: Being responsible at home (Telling the truth about accidents) Y2: Practice makes perfect. Y3: Stealing</p>	<p>Y4: Coming home on time Y5: Standing up against bullying Y6: Stealing</p>
 <p>Online safety</p>	<p>Talk about factors that affect their wellbeing: Screenshotting. (DM)</p>	<p>Y1: Online Bullying Y2: Image sharing Y3; Making friends online</p>	<p>Y4: : Online Bullying Y5: Making friends online Y6: Image sharing</p>
 <p>Risk + safety</p>	<p>Be confident to try new activities and show independence, resilience and perseverance.</p>	<p>Y1: Road safety Y2: Safety Rules at home (shoelaces) Y2: Fire Safety Y3: Staying safe (trust) Y3: Dangers in the home (leaning out of windows)</p>	<p>Y4: Cycle safety Y4: First Aid Y5: Peer pressure Y5 First Aid Y6: Water safety Y6: First Aid</p>
 <p>Health + wellbeing</p>	<p>Manage their own basic hygiene and personal needs.</p>	<p>Y1: Washing hands Y2: Brushing teeth Y2: Healthy eating Y3: Medicines</p>	<p>Y4: Healthy Living Y5: Smoking Y6: Alcohol and drugs</p>
 <p>Citizenship</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Y1; Growing in our world (human life cycle and families) Y1: Caring for animals Y2: Living in our world (Caring for Living things) Y2: Caring for our seas Y2: Working in our world: Reduce/Reuse/Recycle Y3: Looking after our world Y3: How is our climate changing?</p>	<p>Y4: Chores at home Y4: How is our climate changing? Y4: Breaking down barriers Y5: Enterprise Y5: Human activity and climate change. Y5: Inclusion and acceptance Y6: Money Y6: Human activity and climate change. Y6: British Values</p>

PSHE Learning Journey



Money
British Values
Climate Change



Alcohol + Drugs



First Aid
Water Safety



Y6

Puberty +
Conception



Making friends online



Stealing



Worry



First Aid
Peer Pressure



Bullies



Enterprise
Energy issues
Inclusion + Acceptance



Y5

Image sharing



Anger



Smoking



Puberty



Chores at home
Will the seatake over?
Breaking down barriers



Jealousy



Coming home on time



Y4

Online Bullying



Healthy and unhealthy
relationships



Healthy Living



Cycle Safety
First Aid



Grief



Stealing



Is there enough food?



Y3

Making friends online



Bullying
Body
language
Male and
female



Dangers in the home
Who can we trust?



Medicines



Touch



Caring for living things
Caring for our seas and oceans



Safety at home
Fire safety



Y2

Image sharing



Brushing teeth



Practice makes
perfect



Worry + Anger



Jealousy



Friendships



Growing in our world



Y1

Road safety



Telling the truth
about accidents



Washing hands



Managing self



EYFS

Building relationships



Self Regulation



welcome

PSHE Curriculum Map

Year	 Risk + safety	 Feelings + Emotions	 Online safety	 Health + wellbeing	 Relationships	 Citizenship
1	Baseline assessment Road safety Hazard Watch: Is it safe to eat?	Baseline assessment Jealousy Baseline assessment Water spillage	Baseline assessment Online bullying	Baseline assessment Washing hands	Baseline assessment Friendship	Baseline assessment Growing in our world Looking after animals (Caring for our world)
2	Tying Shoelaces Fire safety (all lessons)	Worry Anger Practise makes perfect Helping someone in need	Image sharing Computer safety	Healthy eating Brushing teeth	Bullying Body language Male and Female (CWP resources)	Living in our world Working in our world Caring for our seas and oceans (Caring for our world)
3	Staying safe Leaning out of windows. Hazard Watch: Is it safe to play with? End of module assessment	Grief End of module assessment Stealing End of module assessment	Making friends online End of module assessment	Medicine End of module assessment	Touch End of module assessment	Looking after our world End of module assessment Is there enough food? (THEP)
4	Baseline assessment Cycle safety First Aid	Baseline assessment Jealousy Baseline assessment Coming home on time	Baseline assessment Online bullying	Baseline assessment Healthy Living	Baseline assessment Healthy and Unhealthy Relationships Adult and children's views: Relationships Puberty- Girls only (CWP)	Baseline assessment The working world: Chores at home Will the sea take over? (THEP) World without judgement: Breaking down barriers
5	Peer pressure Adult and children's views First Aid	Anger Adult and children's views Looking out for others Adult and children's views	Making friends online (Y6 unit) Adult and children's views	Smoking Adult and children's views	Puberty (CWP resources)	The working world: Enterprise World without judgement: Inclusion and acceptance Adult and children's views Energy issues (THEP)
6	Water safety Summative assessment First Aid	Worry End of module assessment Stealing Summative Assessment	Image sharing (Y5 unit) End of module assessment	Alcohol Drugs End of module assessment	Puberty/ conception (CWP resources)	The working world: In App purchases World without judgement: British values End of module assessment Human activity and climate change (Caring for our world)

Caring for Our World

Cross-curricular PHSE + geography lessons

Year Group	Focus
EYFS	<p>How can we look after our outdoor area?</p> <ul style="list-style-type: none"> • Caring for plants. • Picking up litter. • Tidying up our toys. • Looking after the wildlife (bird feeder/insect hotels)
1	<p>How do we care for the animals on our planet?</p> <ol style="list-style-type: none"> 1. How do we look after pets? 2. Why should we look after insects/bees? Focus on human impact/changes to wildlife. 3. How should we care for wild animals? (Link to CLUSP unit- Rang Tang)
2	<p>How do we care for our seas and oceans?</p> <ul style="list-style-type: none"> • What are oceans and what lives there? • What is plastic and how is it used? • How does plastic affect life in the oceans? • What is plastic pollution?.
3	<p>Is there enough food? (THEP unit)</p> <ul style="list-style-type: none"> • Map where in the world the item comes from and in turn to consider why some of our food comes from overseas. • Children will learn that our food is produced by a variety of farmers across the world. They will use images to develop and challenge their own assumptions about farming and will use case studies to consider some of the challenges faced by small-scale farmers and solutions to these, as well as identify potential benefits that small-scale farming can bring to communities. • Pupils develop their understanding of the global food system through the case study of the supply chain for bananas and consider its winners and losers. They will develop their empathy with people whose livelihoods are affected by the global food system. • The children will begin to develop an understanding of the global hunger crisis and discuss the meaning of some key terms used to talk about global food issues.
4	<p>Will the sea take over? (THEP unit)</p> <ul style="list-style-type: none"> • Pupils will explore the coastal economy and will look at how it supports economies around the world. • Pupils consider the impact of climate change on our seas, in terms of rising sea levels and warming waters. • This will lead to case studies focusing on rising sea levels and how this will affect coastal regions both in the UK and overseas (Bangladesh)
5	<p>Energy Issues (THEP unit)</p> <p>This unit focuses on the production of renewable and non-renewable energy sources.</p> <p>Pupils will learn about the impacts of energy production and consumption. They will also be introduced to climate change and the impact that energy production has on the climate.</p> <p>Also, they will look into the idea of what methods are most sustainable and why this can be challenging for certain countries (i.e Kenya)</p>
6	<p>Pledge to the Planet (Thoughtbox Education)</p> <p>This unit focuses upon drawing together the pupil's learning about climate change and considering where possible solutions lie. Pupils make their own pledge to the planet, focusing on ways they can impact change.</p>

Cumulative End Goals

	Risk and Safety	Feelings and Emotions Responsibility	Online Safety	Health and Safety	Relationships	Citizenship
Yr 1	<p>Road Safety</p> <ul style="list-style-type: none"> Understand why it is important to stay safe when crossing the road Be able to recognise a range of safe places to cross the road Understand the differences between safe and risky choices Know different ways to help us stay safe 	<p>Jealousy</p> <ul style="list-style-type: none"> Be able to recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions Learn a range of skills for coping with unpleasant/uncomfortable emotions Understand that feelings can be communicated with and without words <p>Water spillage</p> <ul style="list-style-type: none"> Know how you can help people around you Understand the types of things you are responsible for Know how and understand the importance of preventing accidents Be able to recognise the differences between being responsible and being irresponsible 	<p>Online Safety</p> <ul style="list-style-type: none"> Understand how your online activity can affect others Be able to identify the positives and negatives of using technology Know who and how to ask for help Be able to recognise kind and unkind comments 	<p>Washing hands</p> <ul style="list-style-type: none"> Understand why we need to wash our hands Know how germs are spread and how they can affect our health Be able to practise washing your hands Know the differences between healthy and unhealthy choices 	<p>Friendship</p> <ul style="list-style-type: none"> Understand how to be a good friend Be able to recognise kind and thoughtful behaviours Understand the importance of caring about other people's feelings Be able to see a situation from another person's point of view 	<p>Growing in our World</p> <ul style="list-style-type: none"> Understand the needs of a baby Be able to recognise what you can do for yourself now you are older Be able to describe the common features of family life Be able to recognise the ways in which your family is special and unique <p>Looking after animals</p> <ul style="list-style-type: none"> Know how we look after pets Know why we should look after insects/bees – focus on human impact/changes – to wildlife Know how we should care for wild animals

Yr 2	<p>Tying Shoe Laces</p> <ul style="list-style-type: none"> Know the reasons to make sure your laces are tied Learn how to tie up laces properly Know rules to keep yourself and others safe Understand the differences between safe and risky choices <p>Fire Safety- all units</p> <p>Hoax Calling</p> <ul style="list-style-type: none"> Understand the importance of being responsible and how our actions/choice can affect others Know what a 'hoax call' is and why it can be risky Understand why our emergency services are an important part of our community Be able to show my knowledge of fire safety to others <p>Petty Arson</p> <ul style="list-style-type: none"> Understand the importance of being responsible and how our actions/choices can affect others Be able to practise simple ways of staying safe and finding help Know that even small fires can be very dangerous Be able to identify the differences between safe and risky choices <p>Texting whilst driving</p> <ul style="list-style-type: none"> Understand how our actions and choices can affect others Be able to recognise how drivers can be distracted Know how to help others stay safe Be able to describe the differences between safe and risky choices 	<p>Worry</p> <ul style="list-style-type: none"> Be able to recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions Learn a range of skills for coping with unpleasant/uncomfortable emotions Understand that feelings can be communicated with and without words <p>Anger</p> <ul style="list-style-type: none"> Be able to recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions Learn a range of skills for coping with pleasant/uncomfortable emotions Understand that feelings can be communicated with and without words <p>Practise makes perfect</p> <ul style="list-style-type: none"> Be able to name ways you can improve in an activity or sport Understand the importance of trying hard and not giving up Be able to see the benefits of practising an activity or sport Be able to learn ways to set goals and work to reach them <p>Helping someone in need</p> <ul style="list-style-type: none"> Know how you can help other people Be able to recognise kind and thoughtful behaviours and actions Understand the risks of talking to people you don't know very well in the community Be able to identify the differences between being responsible and being irresponsible 	<p>Image sharing</p> <ul style="list-style-type: none"> Understand how your online actions can affect others Be able to name the positive and negative ways you can use technology Know the risks of sharing images without permission Understand the types of images that you should and should not post online <p>Computer safety</p> <ul style="list-style-type: none"> Understand how your online activity can affect others Be able to identify the positives and negatives of using technology Know who and how to ask for help Be able to list rules for keeping and staying safe 	<p>Healthy Eating</p> <ul style="list-style-type: none"> Know that food is needed for our bodies to be healthy and to grow Understand that some foods are better for good health than others Be able to list different types of healthy food Understand how to keep yourself and others healthy Know the differences between healthy and unhealthy choices <p>Brushing Teeth</p> <ul style="list-style-type: none"> Understand why we need to brush our teeth Be able to practise brushing our teeth Know the differences between healthy and unhealthy choices Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy 	<p>Bullying</p> <ul style="list-style-type: none"> Be able to name a range of feelings Understand why we should care about other people's feelings Be able to see and understand bullying behaviours Know how to cope with these bullying behaviours <p>Body language</p> <ul style="list-style-type: none"> Be able to recognise and name a range of feelings Understand that feelings can be shown without words Be able to see a situation from another person's point of view Understand why it is important to care about other people's feelings <p>Male and Female (CWP resources)</p> <ul style="list-style-type: none"> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies Describe some differences between male and female animals Understand that making a new life needs a male and female Describe the physical differences between males and females Name the different body parts 	<p>Living in our world</p> <ul style="list-style-type: none"> Understand why we should look after living things Be able to identify how we can look after living things both inside and outside of the home Recognise why it is important to keep our communities and countryside clean Be able to encourage others to keep their communities and countryside clean <p>Working in our world</p> <ul style="list-style-type: none"> Understand different ways we can receive money Know how to keep money safe Be able to describe the skills you may need in a future job or career Be able to recognise the differences between wants and needs <p>Caring for our seas and oceans (Caring for our World resources)</p> <ul style="list-style-type: none"> Know what oceans are and what lives there Know what plastic is and how it is used Know how plastic can affect life in the oceans Know what plastic pollution is
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Yr 3	<p>Staying Safe</p> <ul style="list-style-type: none"> Know ways to keep yourself and others safe Be able to recognise risky situations Be able to identify trusted adults around you Understand the differences between safe and risky choices <p>Leaning out of Windows</p> <ul style="list-style-type: none"> Be able to recognise a range of warning signs Be able to spot the dangers we may find at home Know the importance of listening to our trusted adults Be able to understand ways we can keep ourselves and others safe at home Know the differences between safe and risky choices <p>Hazard Watch</p> <ul style="list-style-type: none"> Know what items are safe to play with and what items are unsafe to play with Be able to name potential dangers in different environments Know what food and drink items are safe or unsafe to eat or drink Be able to name dangers that can affect others, for example your younger siblings 	<p>Grief</p> <ul style="list-style-type: none"> Be able to recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions Learn a range of skills for coping with unpleasant/uncomfortable emotions Understand that feelings can be communicated with and without words <p>Stealing</p> <ul style="list-style-type: none"> Understand the differences between borrowing and stealing Be able to describe how you might feel if something of yours is borrowed and not returned Know why it is wrong to steal Be able to understand the differences between being responsible and irresponsible 	<p>Making friends online</p> <ul style="list-style-type: none"> Be able to identify possible dangers and consequences of talking to strangers online Know how to keep safe in online chatrooms Be able to name the positives and negatives of using technology Understand the difference between safe and risky choices online 	<p>Medicine</p> <ul style="list-style-type: none"> Know, understand, and be able to practise simple safety rules about medicine Understand when it is safe to take medicine Know who we can accept medicine from Understand the differences between healthy and unhealthy choices 	<p>Touch</p> <ul style="list-style-type: none"> Understand the difference between appropriate and inappropriate touch Know why it is important to care about other people's feelings Understand personal boundaries Know who and how to ask for help Be able to name human body parts 	<p>Looking after our world</p> <ul style="list-style-type: none"> Be able to explain the meaning of reduce, reuse, and recycle Recognise how we can help look after our planet Be able to identify how to reduce the amount of water and electricity we use Understand how we can reduce our carbon footprint <p>Is there enough Food Caring for our World (THEP resources)</p> <ul style="list-style-type: none"> Know that food is produced around the world Know that climate is important in the production of plant-based foods Know that food often travels a long way from the producer to our plate; and that farmers often receive a small proportion of the value from food Know that a significant proportion of global food is produced by small farmers and we need them Know that there is plenty food available but many people are unable to access food due to limited resources Know that there are many different reasons why people don't have enough food
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Cumulative End Goals

<p>Yr 4</p>	<p>Cycle safety</p> <ul style="list-style-type: none"> Identify strategies we can use to keep ourselves and others safe Recognise the impact and possible consequences of an accident or incident Identify what is a risky choice Create a set of rules for and identify ways of keeping safe <p>First Aid</p> <ul style="list-style-type: none"> Identify and name situations that may require first aid List reasons why someone may struggle to breathe Identify the signs of an asthma attack or choking Identify the signs of an allergic reaction and anaphylactic shock Understand the correct steps for seeking immediate emergency help Provide first aid treatment to someone who is struggling to breathe 	<p>Jealousy</p> <ul style="list-style-type: none"> Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good Describe how we can support others who feel lonely, jealous, or upset Recognise that we can choose how we act on our emotions and understand that good choices and actions can affect ourselves and other people Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy <p>Coming home on time</p> <ul style="list-style-type: none"> Recognise the importance of behaving in a responsible manner in a range of situations Describe a range of situations where being on time is important Explain the importance of having rules in the home Describe ways that behaviour can be seen to be sensible and responsible 	<p>Online bullying</p> <ul style="list-style-type: none"> Recognise the key values that are important in positive online relationships Identify the feelings and emotions that may arise from online bullying Develop coping strategies to use if we or someone we know is being bullied online Identify how and who to ask for help 	<p>Healthy Living</p> <ul style="list-style-type: none"> Explain what is meant by a balanced diet and plan a balanced meal Recognise how too much sugar, salt, saturated fat in our food and drink can affect us now and when we are older Understand nutritional information on packaged food and explain what it means Describe different ways to maintain a healthy lifestyle 	<p>Healthy and Unhealthy Relationships</p> <ul style="list-style-type: none"> Identify the different types of relationships we can have and describe how these can change as we grow Explain how our families support us and how we can support our families Identify how relationships can be healthy or unhealthy Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable <p>Adult and children's views: Relationships</p> <p>Puberty- Girls only (CWP)</p> <ul style="list-style-type: none"> Know about the physical and emotional changes that happen in puberty Understand that children change into adults in order to be able to reproduce if they choose to 	<p>The working world: Chores at home</p> <ul style="list-style-type: none"> Identify ways in which we can help those who look after us Explain the positive impact of our actions Describe the ways in which we can contribute to our home, school, and community Identify the skills we may need in our future job roles <p>Will the Sea take over? Caring for our World (THEP resources)</p> <ul style="list-style-type: none"> Coastal landforms in the UK include bays, cliffs, beaches, arches, caves, stacks and headlands Coastal landforms are made by erosion, transportation and deposition Coastal areas are important to a country's economy Climate change is affecting coastal areas e.g. sea level rise and coral bleaching People can protect the coast, for example by sea walls and groynes <p>World without judgement: Breaking down barriers</p> <ul style="list-style-type: none"> Recognise positive attributes in others Explain why being different is okay Recognise your own strengths and goals, and understand that these may be different from those around you Identify some of the ways we can overcome barriers and promote equality
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<p>Yr 5</p>	<p>Peer pressure + Adult and children's views</p> <ul style="list-style-type: none"> Identify strategies we can use to keep ourselves and others safe Recognise ways to manage peer pressure Explain the potential outcomes that may happen when we take risks Recognise the impact and possible consequences of an accident or incident <p>First Aid</p> <ul style="list-style-type: none"> Complete a primary survey for first aid Demonstrate the recovery position for an unresponsive breathing casualty Know when to deliver CPR Demonstrate how to do CPR Know when to call for emergency help 	<p>Anger + Adult and children's views</p> <ul style="list-style-type: none"> Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant Explain how feelings can be communicated with or without words Recognise that we can choose how we act on our emotions and that our choice and actions can affect ourselves and other people Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger <p>Looking out for others + Adult and children's views</p> <ul style="list-style-type: none"> Recognise why we should take action when someone is being unkind Describe caring and considerate behaviour, including the importance of looking out for others Demonstrate why it is important to behave in an appropriate and responsible way Identify how making some choices can impact others' lives in a negative way 	<p>Making friends online (Y6 unit) + Adult and children's views</p> <ul style="list-style-type: none"> List the key applications that we may use now and in the future Know and understand why some applications have age restrictions Identify ways to keep yourself and others safe in a range of situations online and offline Recognise that people may not always be who they say they are online 	<p>Smoking + Adult and children's views</p> <ul style="list-style-type: none"> Explain some of the risks associated with smoking (physical, social, legal) and name the addictive ingredient found in cigarettes Describe how smoking can affect your immediate and future health and wellbeing Give reasons why someone might start and continue to smoke Identify and use skills and strategies to resist any pressure to smoke 	<p>Puberty (CWP resources)</p> <ul style="list-style-type: none"> Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty Understand that children change into adults in order to be able to reproduce if they choose to Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production 	<p>The working world: Enterprise</p> <ul style="list-style-type: none"> Understand and explain why people might want to save money Identify ways in which you can help out at home Budget for items you would like to buy Recognise ways to make money and the early stages of enterprise <p>World without judgement: Inclusion and acceptance + Adult and children's views</p> <ul style="list-style-type: none"> Identify some of the ways in which we are different and unique Explain some of the elements which help us to have a diverse community Describe strategies to overcome barriers and promote diversity and inclusion <p>Energy issues Caring for our World (THEP resources)</p> <ul style="list-style-type: none"> Global energy sources and use are not distributed evenly Fossil fuels are used the most for energy production The burning of fossil fuels contributes to climate change Renewable energy sources have advantages and disadvantages Countries need to use more sustainable methods of energy production in the future, but this can be challenging for some
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<p>Yr 6</p>	<p>Water safety</p> <ul style="list-style-type: none"> Identify a range of danger signs Develop and name strategies that can help keep ourselves and others safe Recognise the impact and possible consequences of an accident or incident <p>First Aid Part 1</p> <ul style="list-style-type: none"> Identify a range of situations that may require first aid Understand how to support someone with a minor or serious head injury Understand how to support someone who is having a seizure Understand how to support someone with a severe bleed Know when to call for medical help <p>First Aid Part 2</p> <ul style="list-style-type: none"> Identify a range of situations that may require first aid Understand how to support someone with a minor burn or scald Understand how to support someone who is having a heart attack Understand how to support someone with a fractured bone Know when to call for medical help 	<p>Worry</p> <ul style="list-style-type: none"> Recognise our thoughts, feelings, and emotions Identify how we can reduce our feeling of worry Explain how we can support others who feel worried Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people <p>Stealing</p> <ul style="list-style-type: none"> Explain who consent means Recognise the importance of being honest and not stealing Explain why it is important to have a trusting relationship between friends and family Identify how making some choices can impact others' lives in a negative way 	<p>Image sharing (Y5 unit)</p> <ul style="list-style-type: none"> List reasons for sharing images online Identify rules to follow when sharing images online Describe the positive and negative consequences of sharing images online Recognise possible influences and pressures to share images online 	<p>Alcohol + Drugs</p> <ul style="list-style-type: none"> Identify what is a risky choice Identify the risks associated with alcohol (+ drugs – extension) Describe how alcohol can affect your immediate and future health Develop and recognise skills and strategies to keep safe 	<p>Puberty/Conception (CWP resources)</p> <ul style="list-style-type: none"> Describe what happens during menstruation and sperm production Be able to describe the decisions that have to be made before deciding to have children Know basic facts about conception and pregnancy To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong 	<p>The working world: In App purchases</p> <ul style="list-style-type: none"> Know and understand various money-related terms Recognise some of the ways in which we can spend money via technology Describe the potential impact of spending money without permission Identify strategies to save money <p>World without judgement: British values</p> <ul style="list-style-type: none"> Understand that there are a wide range of religions and beliefs in the UK Explain each of the British values Create a range of values for your educational setting Explain how all religions can live in cohesion <p>Changing climates (Thoughtbox resources)</p> <ul style="list-style-type: none"> Be able to discuss the impacts of climate change Understand the impact climate change could have on humans and other living things around the world Know some of the solutions to climate change from different parts of the world Know actions that would be healthier for people and for the planet Understand the impact and importance of individual and collective action in responding to climate change Know some ways to create campaigns to engage other people in taking action to tackle climate change
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Early Foundations

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Self-Regulation	<ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions. Find ways of managing transitions, for example from their parent to their key person. Be increasingly able to talk about and manage their emotions but may still act rather than talk during periods of frustration. Safely explore emotions beyond their normal range through play and stories. Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. Talk about their feelings in more elaborated ways: "I'm sad because..." or "It makes me happy when ...". 	<ul style="list-style-type: none"> Develop appropriate ways of being assertive, e.g. It's my turn now. I want the yellow one. Practice skills of negotiation and compromise, e.g. I would like that one please... Can I play with that when you have finished? Show increasing consideration of other people's needs and more impulse control, e.g. giving up a toy to another who wants it. Is more able to recognise the impact of their choices and behaviours / actions on others and knows that some actions and words can hurt others' feelings. Look to a supportive adult for help to solve conflicts with peers. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly express their emotions through words rather than actions. Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares. 	<ul style="list-style-type: none"> Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Talks about their own and others' feelings and behaviour and its consequences. Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. May still return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.
Essential vocabulary	sad, happy, angry, cross, hurt, kind	take turns, share, help, worried, scared, excited	fear, surprise, nervous, consequence, conflict

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Managing Self	<ul style="list-style-type: none"> Know their own name, their preferences and interests and is becoming aware of their unique abilities. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Show autonomy - through asserting their ideas and making choices and decisions. Experiment with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. Try new things. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Is gradually learning that actions have consequences but not always the consequences the child hopes for. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. 	<ul style="list-style-type: none"> Enjoys a sense of belonging through getting involved in daily tasks. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Is sensitive to others' messages of appreciation or criticism. 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. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Show their confidence through taking risks and trying new things or new social situations. Able to express their needs and ask adults for help. 	<ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and their community. Is sensitive to prejudice and discrimination. See themselves as a valuable individual, describing their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Show resilience and perseverance in the face of challenge. Knows that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity.
Essential vocabulary	same, different, choose, help, me / myself / I	difference, choice, confident, rule, ask,	community, group, belong, challenge, persevere (keep trying)

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Building Relationships	<ul style="list-style-type: none"> Engage with others through gestures, gaze and talk. Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see. Show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like. Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Enjoy the company of other children and wants to play with them. Choose to play with a child who has a similar interest. Develop friendships with other children. 	<ul style="list-style-type: none"> Seek out companionship with adults and other children. Use their experiences of adult behaviours to guide their social relationships and interactions. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop their sense of responsibility and membership of a community, e.g. through helping to tidy up / joining in fully with class routines. Become more outgoing with unfamiliar people, in the safe context of their setting. Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play. Play with one or more other children, extending and elaborating play ideas. Beginning to develop specific friendships. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Understand how important friendships are in making us feel happy and secure, and how people choose and make friends. Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Know that families are important for children growing up because they can give love, security and stability. Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. <p>*Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.</p>
Essential vocabulary	care, kind, play, share, friend	behaviour, friendship, problem, turn taking	relationship, difference, lonely, respect, belief

What will pupils know and be able to do:	2-3 years	3-4 years	4-5 years
Health and Self-Care	<ul style="list-style-type: none"> ▪ Feeds self competently. ▪ Can hold a cup with two hands and drink well without spilling. ▪ Beginning to name body parts. ▪ Develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. ▪ Develop increasing understanding of and control of bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet. ▪ Begin to imitate self-care routines in their play, e.g. give the doll a bath, wipe teddy's face, change baby's nappy. ▪ Learn to use the toilet with help, and then independently. ▪ Able to help with and increasingly independently put on and take off simple clothing items such as hats, wellington boots, unzip coats. ▪ Begins to recognise danger and seeks the support and comfort of significant adults. 	<ul style="list-style-type: none"> ▪ Increasing fork and spoon control. ▪ Willing to try a range of different textures and tastes and expresses a preference. ▪ Beginning to understand healthy choices about food and drink. ▪ Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. ▪ Can wash and can dry hands effectively and understands why this is important. ▪ Beginning to understand why we need to clean our teeth. ▪ Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves. ▪ Can name and identify different parts of the body. ▪ Observe and can describe in words or actions the effects of physical activity on their bodies. ▪ Beginning to say in simple terms why we need to be active. ▪ Dresses but still needs some help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom. ▪ Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely. 	<ul style="list-style-type: none"> ▪ Eat a healthy range of foodstuffs and understands need for variety in food. ▪ Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. ▪ Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, ,what you can / cannot put in your mouth. ▪ 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 - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian ▪ Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. ▪ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. ▪ Shows understanding of how to transport and store equipment safely.
Essential vocabulary	poo, wee, toilet, wash hands, clean	taste, dislike, clean teeth, hot, sweaty, safe	healthy, exercise, routine, safety, danger, hygiene

Early Foundations

Area of Learning and Development: PSHE				NATIONAL CURRICULUM
EDUCATIONAL PROGRAMME	LANGUAGE children will encounter	OPPORTUNITIES + EXPERIENCES specific teaching	OPPORTUNITIES + EXPERIENCES continuous provision	Builds knowledge and understanding so pupils access Y1
<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>				<p>Feelings and Emotions Jealousy Be able to recognise and name emotions and their physical effects</p> <p>Know the difference between pleasant and unpleasant emotions Learn a range of skills for coping with unpleasant/uncomfortable emotions</p> <p>Understand that feeling can be communicated with and without words.</p> <p>Friendship Understand how to be a good friend Be able to recognise kind and thoughtful behaviours Be able to see a situation from another person's point of view</p> <p>Road Safety Understand why it is important to stay safe when crossing the road Be able to recognise a range of safe places to cross the road Understand the differences between safe and risky choices Know different ways to help us stay safe</p> <p>Water spillage Know how you can help people around you Understand the types of things you are responsible for Know how and understand the important of preventing accidents Be able to recognise the differences between being responsible and being irresponsible</p> <p>Online Safety Understand how your online activity can affect others Be able to identify the positives and negatives of using technology Know who and how to ask for help Be able to recognise kind and unkind comments</p> <p>Washing hands Understand why we need to wash our hands Know how germs are spread and how they can affect our health Be able to practise washing your hands Know the differences between healthy and unhealthy choices</p> <p>Growing in our World Understand the needs of a baby Be able to recognise what you can do for yourself now you are older Be able to describe the common features of family life Be able to recognise the ways in which your family is special and unique</p> <p>Looking after animals Know how we look after pets Know why we should look after insects/bees – focus on human impact/changes – to wildlife Know how we should care for wild animal</p>
<p>Early Learning Goals:</p> <p>Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <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> <p>Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly; -</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships: Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>sad, happy angry, cross, hurt, kind, take turns, share, help, worried, scared, excited, fear, surprise, nervous, consequence, conflict</p> <p>same, different, choose, help, me/myself/I, difference, choice, confident, rule, ask, community, group, belong, challenge, keep trying</p> <p>poo, wee, toilet, wash hands, clean,taste, dislike, clean teeth, hot, sweaty, safe, healthy, exercise, routine, safety, danger, hygiene</p> <p>care, kind, play, share, friend, behaviour, friendship, problem, turn take,relationship, difference, lonely respect, belief</p>	<p>Self Regulation Zones of Regulation Read 'Colour Monster' discuss different feeling and emotions. We talk about what the different colours represent. We discuss different techniques we can use to self regulate.</p> <p>Managing self Class charter/ rules WD values</p> <p>CUSP books: Come Over to My House What Makes Me My Family + Other Families My Hair The Squirrels Who Squabbled</p> <p>Circle time</p> <p>Health and self care Focus activity on how to use the toilet, flush and wash hands. Seasons and weather and appropriate clothing.</p> <p>Book: My Body</p> <p>Building relationships: How to be a good friend Solving problems- 3 steps</p>	<p>ZoR- Interactive display in both classes. Children use their photos to show how they are feeling and what they might need to help them go back to the 'Green zone'.</p> <p>Traffic light behaviour system- getting back to green or above.</p> <p>Remind children of class rules and WD values through CUSP structured story and RWI 'windows and mirror' book corner</p> <p>3 steps to solve social situations</p> <p>Having discussions about differences within our class -different needs their peers may have and having understanding of it.</p> <p>Snake time lunch time washing hands dressing themselves, putting coats on</p> <p>Independent play</p>	

Assessment in PSHE

Assessment in PSHE is multifaceted. Teachers use baseline assessments from 1 Decision at the start of each module (5-8 or 8-11) to assess children's prior knowledge. At the end of the module teachers can use two summative assessment tools: a self-assessment document for children to rate key learning outcomes; and a summative assessment document which allows a child to articulate their learning.

Assessment of units from Christopher Winters (CWP) and Care for our World is managed through teacher formative assessment within the lesson.

Teachers can use the cumulative end goals to inform their assessment of children's learning in all units.

How do we measure the impact of our PSHE curriculum?

We evaluate the impact of our PSHE curriculum in the following ways:

- Pupil Voice sessions led by the PSHE lead to establish the impact of the taught curriculum on children's learning.
- Lesson observations or learning walks by the PSHE lead to establish the quality of teaching and learning in PSHE lessons.
- Pupil Voice sessions led by the PSHE lead to establish the impact of Circle Time in which children may extend their PSHE learning.

How do we adapt our PSHE curriculum to include all learners?

It is our expectation that all pupils participate fully in PSHE lessons. A small number of pupils may be working towards adapted end points for PSHE or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan.