



PSHE Curriculum Plan



	Autumn	Spring	Summer
Nursery	<p>Ongoing throughout the year:</p> <p>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. 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>Observational Checkpoints:</p> <p>Around the age of 3:</p> <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</p> <p>Around the age of 4:</p> <p>Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p>		

Ongoing throughout the year.
4 & 5-year-olds will be learning to:

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. • Personal hygiene.
 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

ELG: Self-Regulation Children at the expected level of development will: - 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; - 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.

ELG: Managing Self Children at the expected level of development will: - 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.

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Reception	Ongoing throughout the year. 4 & 5-year-olds will be learning to:					
	<p>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. • Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>ELG: Self-Regulation Children at the expected level of development will: - 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; - 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>ELG: Managing Self Children at the expected level of development will: - 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.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					
Year 1	Relationships	Health and wellbeing	Relationships	Living in the wider world	Health and wellbeing	Living in the wider world
	<p>What is the same and different about us?</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22,</p>	<p>What helps us stay healthy?</p> <p>Being healthy; hygiene; medicines; people who help us with health</p> <p>PoS refs: H1, H5, H6, H7, H10, H37</p>	<p>Who is special to us?</p> <p>Ourselves and others; people who care for us; groups we belong to; families</p>	<p>What can we do with money?</p> <p>Money; making choices; needs and wants</p> <p>PoS refs: L10, L11,</p>	<p>Who helps to keep us safe?</p> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35,</p>	<p>How can we look after each other and the world?</p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p>

	H23, H25, R13, R23, L6, L14		PoS refs: L4, R1, R2, R3, R4, R5	L12, L13	H36, R15, R20, L5	PoS refs: H26, H27, R21, R22, R24, R25, L2, L3
Year 2	Health and wellbeing What helps us to stay safe? Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	Relationships What makes a good friend? Friendship; feeling lonely; managing Arguments PoS refs: R6, R7, R8, R9, R25	Living in the wider world What jobs do people do? People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	Relationships What is bullying? Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	Health and wellbeing What helps us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	Health and wellbeing How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27
Year 3	Health and wellbeing What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42,	Health and wellbeing Why should we keep active and sleep well? Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13,	Relationships What are families like? Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	Living in the wider world What makes a community? Community; belonging to groups; similarities and differences; respect for others	Relationships How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11,	Health and wellbeing What strengths, skills and interests do we have? Self-esteem: self- worth; personal qualities; goal setting; managing set backs

	H43, H44, R25, R26, R28, R29	H14		PoS refs: R32, R33, L6, L7, L8	R13, R14, R17, R18	PoS refs: H27, H28, H29, L25
Year 4	<p>Health and wellbeing</p> <p>Why should we eat well and look after our teeth?</p> <p>Being healthy: eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<p>Relationships</p> <p>How do we treat each other with respect?</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<p>Health and wellbeing</p> <p>How can we manage our feelings?</p> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p>	<p>Health and wellbeing</p> <p>How will we grow and change?</p> <p>Growing and changing; Puberty</p> <p>PoS refs: H31, H32, H34</p>	<p>Living in the wider world</p> <p>How can our choices make a difference to others and the environment?</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>PoS refs: L4, L5, L19, R34</p>	<p>Health and wellbeing</p> <p>How can we manage risk in different places?</p> <p>Keeping safe; out and about; recognising and managing risk</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>
Year 5	<p>Health and wellbeing</p> <p>What makes up a person's identity?</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes, growing</p>	<p>Health and wellbeing</p> <p>How can drugs common to everyday life affect health?</p> <p>Drugs, alcohol and tobacco; healthy habits</p>	<p>Living in the wider world</p> <p>What decisions can people make with money?</p> <p>Money; making decisions;</p>	<p>Relationships</p> <p>How can friends communicate safely?</p> <p>Friendships; relationships; becoming independent; online</p>	<p>Health and wellbeing</p> <p>How can we help in an accident or emergency?</p> <p>Health and wellbeing Basic first aid,</p>	<p>Living in the wider world</p> <p>What jobs would we like?</p> <p>Careers; aspirations; role models; the future</p>

	<p>and changing</p> <p>PoS refs: H25, H26, H27, R32, L9</p>	<p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<p>spending and saving</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<p>safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<p>accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>
<p>Year 6</p>	<p>Health and wellbeing</p> <p>How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p>Health and wellbeing</p> <p>How can we look after our mental health?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p>Living in the wider world</p> <p>How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<p>Relationships</p> <p>What will change as we become more independent? How do friendships change as we grow?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>		