



St Anne's Catholic Primary School

'Loving God in all we do'

St Anne's curriculum aims to inspire pupils to learn.

The school's carefully sequenced curriculum provides the opportunities for children to develop their knowledge, understanding and skills in all aspects of their education

Early Years Foundation Stage Curriculum Personal, Social & Emotional Development - PSHE

EYFS Statutory Educational Programme

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.

3 and 4-year-olds:

Personal, Social and Emotional Development

- 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.

	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • 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><u>Understanding the World</u></p> <ul style="list-style-type: none"> • 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.
Reception:	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • 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 • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities. • Develop social phrases. <p><u>Understanding the World</u></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. • Recognise that people have different beliefs and celebrate special times in different ways.
End of Reception Early Learning Goals	<p><u>ELG: Personal, Social and Emotional Development - Self-Regulation</u></p> <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><u>ELG: Personal, Social and Emotional Development - Managing Self</u></p> <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. <p><u>ELG: Personal, Social and Emotional Development - Building Relationships</u></p> <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 to others’ needs.

ELG: Communication and Language – 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.

ELG: Understanding the World – Past and present

- Talk about the lives of people around them and their roles in society.

**National Curriculum Key Stage 1 and 2
PSHE**

	Autumn Term: <i>Health & Well-Being</i>			Spring Term: <i>Relationships</i>			Summer Term: <i>Living in the wider world</i>		
	Physical health and Mental Well-Being	Growing and changing	Keeping safe	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
Year 1	Keeping healthy: hygiene routines Different ways to relax: Well-being exercise Dental health Sun safety	Different feelings Sharing feelings Managing feelings What makes us special	Rules and age restrictions keep us safe To recognise risk in everyday situations Keeping safe at home and in unfamiliar environments Keeping safe online	Growing up in a loving home To recognise signs that we are loved	How we are kept safe in our families	Celebrate ways that God loves and cares for us	What rules are Caring for living things Looking after the environment Different groups they belong to	Using the internet and digital devices safely Communicating safely online	Different jobs/ roles in the community

Year 2	<p>Keeping healthy: Food and physical activity Medicines</p> <p>The importance of sleep</p> <p>Hygiene routines</p> <p>Things that help people feel good</p>	<p>Moving class/ year group</p> <p>Growing older</p>	<p>Rules and age restrictions keep us safe</p> <p>Keeping safe at home</p> <p>Keeping safe online</p> <p>Getting help in an emergency</p>	Growing and developing in diverse communities	Being safe in our community	Celebrate ways of meeting God in our community	<p>The need for rules</p> <p>Looking after the environment</p> <p>Different groups they belong to</p> <p>Roles and responsibilities in the community</p>	<p>Using the internet and digital devices safely to find things out and communicate with others</p> <p>The role of the internet in everyday life, but not all information online is true</p>	Money: the difference between needs and wants
Year 3	<p>Health choices and habits</p> <p>What affects feelings and how we can express them</p>	<p>Personal strengths and achievements</p> <p>Managing setbacks</p>	Safety in the local environment and unfamiliar places	Friendships make us feel happy and safe	Friendships break down, but they can be repaired and strengthened	Happiness of living in friendship with God and others	The value of rules and laws, rights, freedoms and responsibilities	<p>How the internet is used.</p> <p>Assessing information online</p>	<p>Different jobs and skills</p> <p>Job stereotypes</p> <p>Setting personal goals</p>
Year 4	<p>Make informed decisions about health</p> <p>Elements of a balanced, healthy lifestyle</p> <p>Benefits to, and risks of not, eating a balanced diet</p> <p>How to maintain good oral hygiene</p>	<p>Personal identity; what contributes to who we are</p> <p>Recognising their individuality and personal qualities</p> <p>Identify personal strengths, skills, achievements and interests</p>	<p>Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>Strategies for keeping safe online</p>	We should all be accepted and respected	How we should treat others in our diverse modern society	Celebrate the uniqueness and innate beauty of each of us	<p>Different groups that make up their communities</p> <p>What diversity means</p> <p>How to recognise behaviours/actions which discriminate against others</p>	Recognise ways in which the internet and social media can be used both positively and negatively	<p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charities</p> <p>Stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>Skills that will help them in their future careers</p>

Year 5	<p>Choices that support a healthy lifestyle</p> <p>The importance of taking care of mental health</p>	<p>identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>How to manage setbacks and perceived failures</p>	<p>Reasons for following and complying with regulations and restrictions</p> <p>How to predict, assess and manage risk</p> <p>What to do if frightened or worried by something seen or read online</p> <p>The risks and effects of legal drugs common to everyday life and their impact on health</p>	<p>Different ways that we care for one another</p> <p>The importance of friendships</p> <p>What constitutes a positive healthy friendship</p> <p>Marriage is a legal declaration of commitment made by two adults who love and care for each other</p> <p>People who love and care for each other can be in a committed relationship</p>	<p>Privacy and personal boundaries (inc online)</p>	<p>Respecting the differences and similarities between people and what they have in common with others</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Discrimination: what it means to challenge it</p>	<p>The relationship between rights and responsibilities</p> <p>Shared responsibilities for protecting the environment in school and at home</p> <p>Strategies for challenging stereotypes</p>	<p>Recognise things appropriate to share and things that should not be shared on social media</p> <p>How text and images in the media and on social media can be manipulated or invented</p>	<p>Identify the ways that money can impact on people's feelings and emotions</p> <p>There is a broad range of different jobs/careers that people can have</p> <p>Some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>
Year 6	<p>Make informed decisions about health</p> <p>Diseases can be prevented by vaccinations/ immunisations</p> <p>Strategies and behaviours that support mental health</p> <p>Dealing with emotions, challenges and change, inc transition to new schools</p>	<p>Recognise their individuality and personal qualities</p> <p>Physical and emotional changes</p>	<p>How to manage requests for personal information or images</p> <p>Importance of taking medicines correctly</p> <p>Laws surrounding the use of legal drugs</p> <p>Why people choose to use or not use drugs</p>	<p>The importance of friendships</p> <p>What constitutes a positive healthy friendship</p> <p>Recognise characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p>How to respond safely and appropriately (including online)</p>	<p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>How to discuss topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>Recognise the reasons for rules and laws</p> <p>Human rights, that are there to protect everyone</p> <p>What living in a community means</p> <p>Value the contributions that people/ groups make to the community</p>	<p>Different ways information and data is shared and used online</p> <p>How to make safe, reliable choices from search results</p> <p>Rules surrounding distribution of images</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Identify the kind of job that they might like to do when they are older</p>

