



PSHE Curriculum

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
P S H E	PSED Making Relationships 30-50 months • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play	<u>New beginning</u> Keeping safe I school. School procedures. School rules and responsibilities. <u>Good to be me :</u> Getting along with others. Friendship groups. How to make simple choices that improve health and well being	<u>New beginnings</u> -Take part in a debate about current issues. E.g society. Social skills- listening to others/respect/opinions. <u>Good to be me :</u> Fire safety what to do Fire procedures in school and outside. <u>Changes:</u> Purpose of money in the real world. What can it be used for? Where does it come from? <u>Good to be me:</u> -Keeping safe in summer through role play e.g. sunscreen, hat, water, dehydration.	<u>New beginnings</u> -Keeping safe in school. -School emergency procedures. -School Rules/responsibilities. <u>Changes</u> -Importance of money and saving. -Why do people work? -Influences and choices about how money is spent e.g. school budget/ pupil premium. <u>Good to be me:</u> -Basic hygiene e.g. cleanliness/ washing hands/ clean clothes. -Healthy lifestyles The differences and similarities of exercise	<u>New Beginnings</u> -Democracy- council elections- What makes a good leader? -School Rules -Basic emergency procedures e.g. 999 <u>Changes</u> -Economic backgrounds and how they affect our lives. - Charities that impact our way of life e.g Oxfam/Shelter Box <u>Good to be me:</u> Hygiene e.g. washing regularly/	<u>New Beginnings</u> -Keep safe e.g. emergency procedures, basic first aid St John Ambulance) School rules <u>Good to be me</u> -Skills required for jobs. -Healthy lifestyles- balanced diet/plate/exercise. -Personal hygiene. <u>Safety</u> -Keeping safe in summer e.g. stranger danger. -Dangers of the sun. -How to keep our body safe. -Basic water safety- Lifeguards roles -How to keep safe in the sea. -What signs to look for for safe/ risky water.	<u>New beginnings</u> School rules, keeping safe. <u>Changes</u> Healthy eating/exercise and lifestyles. <u>Good to be me:</u> Relationships and how relationships are portrayed. <u>Safety</u> Internet safety and anti-bullying. Beach safety - RNLI Key changes to the sea. Life saving

<p>going by responding to what others are saying or doing.</p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>40-60 months</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate 	<p>e.g snacks and exercise.</p> <p>-How disease can be spread.</p> <p>How to prevent them</p> <p>Personal hygiene.</p> <p><u>Safety.</u></p> <p>Keeping safe day and night. Roles of the public services.</p>	<p><u>Safety</u></p> <p>Basic personal hygiene.</p> <p>Keeping safe in the home e.g. electrical/medicines etc.</p> <p>Reading labels and symbols on bottles.</p>	<p>and nutrition.</p> <p><u>Safety</u></p> <p>Keeping safe in the summer e.g. sun exposure and dehydration</p> <p>How to be noticed. Clothing. protection.</p> <p><u>Changes</u></p> <p>Job roles for males and females - stereo types.</p> <p>Ambitions and aspirations.</p> <p><u>Internet safety</u></p> <p>Safe websites</p> <p>What is suitable for children?</p> <p>Who to tell?</p> <p>What to look out for when online?</p> <p>Parental controls</p>	<p>cleanliness.</p> <p>-Importance of a varied diet. The different food groups. Different forms of exercise,</p> <p>Keeping safe in the summer- protection against skin and dehydration</p> <p>Basic water safety i.e current, deep/. Shallow water.</p> <p><u>Safety-</u></p> <p>Staying safe outside.</p> <p>Stranger danger awareness.</p> <p><u>Internet safety</u></p> <p>Safe websites</p> <p>How to keep safe online/ using electronic devices.</p> <p>Personal details</p> <p>What to look out for?</p>	<p><u>Changes</u></p> <p>Economic background .e.g poverty/money/communities_</p> <p><u>Internet safety</u></p> <p>Stranger danger</p> <p>Personal details</p> <p>Safe websites</p> <p>Tip:Keep safe workshop - Focussing on internet bullying, online access, password protections, strangers.</p>	<p>Staying safe on the beach.</p> <p><u>Changes</u></p> <p>Transitions into life and secondary school.</p> <p><u>Internet safety</u></p> <p>Safe websites</p> <p>Stranger awareness</p> <p>Personal details</p> <p>Stranger danger online</p> <p>Cyber bullying</p>
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questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. ELG Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationship						
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	<p>s with adults and other children</p> <p>Self Confidence and Self Awareness</p> <p>30-50 months</p> <p>Can select and use activities and resources with help.</p> <ul style="list-style-type: none">• Welcomes and values praise for what they have done.• Enjoys responsibility of carrying out small tasks.• Is more outgoing towards unfamiliar people and more confident in new social situations.						
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	<ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 						
S R E	40-60 months Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities ELG		<ul style="list-style-type: none"> - Differences between boys and girls. - -Names of body parts - Family and friendship roles. - -Similarities and differences between people. - (See living and growing) 	<ul style="list-style-type: none"> - Recognise what makes them unique. - Recognise stereotypes. - How the body changes as they approach puberty - To be aware of different types of relationships (See living and growing) 	<ul style="list-style-type: none"> - Recognise the importance of controlling emotions. - Changes of our bodies during puberty Human lifecycle and life process(See living and growing)	<ul style="list-style-type: none"> - Dealing with emotions and bodily changes in a sportive way. - Physical changes during puberty e.g. menstruation - Reproduction process and life process - (See living and growing) 	-Physical and emotional changes through puberty. -Different types of personal relationships - Understand conception and pregnancy process -Differences between males and females. (See living and growing)

	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>						
<p>Drugs and Alcohol</p>	<p>Managing Feelings and behaviour 30-50 months</p>	<p>Identify how to stay healthy.</p> <p>Explore when and</p>	<p>Explore substances and situations that are safe and unsafe.</p> <p>Able to identify hazardous</p>	<p>Effects of smoking</p> <p>Effects of smoking and passive smoking.</p>	<p>Effects of alcohol on the body</p> <p>The risks related to alcohol.</p>	<p>Explore legal and illegal drugs their risks and effects.</p> <p>Consider the children's attitudes and beliefs of drugs users.</p>	<p>Understand the effects/risks and law of cannabis.</p> <p>Understand the</p>

co ho l	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to 	<p>how and when to make medicine safely.</p> <p>Identify who should be able to give us medicines(See DA folder)</p>	<p>substances</p> <p>Consider safety rules for at home and in school.</p> <p>(See DA folder)</p>	<p>How society responds to smoking.</p> <p>(See DA folder)</p>	<p>How society limits the consumption of alcohol.</p> <p>(See DA folder)</p>	<p>Strategies to resist drug use.</p> <p>(See DA folder)</p>	<p>impact of volatile substance abuse.</p> <p>Be aware of the options for getting help / advice and support.</p> <p>(See DA folder)</p>
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	<p>different events, social situations and changes in routine</p> <p>40-60 months</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <ul style="list-style-type: none">• Aware of the boundaries set, and of behavioural expectations in the setting.• Beginning						
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	<p>to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>ELG</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>						
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	They adjust their behaviour to different situations, and take changes of routine in their stride.						
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