



PSHE Curriculum Map

	Autumn 1 Kindness	Autumn 2 Respect	Spring 1 Determination	Spring 2 Courage	Summer 1 Responsibility	Summer 2 Independence
Nursery	<p>Personal, Social and Emotional Development - Development Matters: 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>Birth to Three: Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • 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. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Learn to use the toilet with help, and then independently.</p> <p>Three to Four: • 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. • 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.</p> <p>Managing Self, Self regulation & Making relationships:</p>					

	<p>Class rules: Behavioural expectations in the class/boundaries set Class rules Who can I ask for help? What makes me special? Who is special to me? Feelings and emotions Can you identify emotions? When do you show these emotions? Oral hygiene: teeth cleaning Handwashing Its's ok to be different.</p>	<p>I can... (resilience) I am caring How can we be kind and caring to others. Road Safety. Trying to become more independent. Celebrating our differences. Showing understanding of others feelings. Staying safe. Mental health and wellbeing.</p>	<p>What can we build together? What's safe to go in my body? Listening to my feelings Keeping safe online Yoga and wellbeing</p>	<p>Being helpful and caring to our friends and adults in class. Show understanding of the Life stages, plants, animals and humans Life stages. Continue to explore what we can do. Show care for our world and living things.</p>	<p>Continue to build resilience Being kind to living creatures Follow rules and instructions while out and about. Making healthy choices Know the people who help to keep me safe. Build awareness of the community around us.</p>	<p>Reflecting on the changing weather and seasons throughout of year together Life cycle of land and sea creatures, Transition into Reception Reception readiness Importance of regular exercise and a healthy life style.</p>
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Reception

Personal, Social and Emotional Development - Development Matters: 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**.

Early Learning Goals: 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.

*** Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task*Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.**

Managing Self, Self regulation & Making relationships:

	<p>Me and My Relationships All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Oral hygiene: teeth cleaning Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p>Valuing Difference I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring</p> <p>I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p>Keeping myself safe What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p>Rights and responsibilities Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p>Being my best Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)</p>	<p>Growing and changing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Getting bigger Transition into Year 1 Year 1 readiness</p>			
	Autumn			Spring			Summer		
Year 1	Our World	Fire Safety	Hazard Watch	Relationships	Being Responsible	Feelings and Emotions	Keeping & Staying Safe	Keeping & Staying Healthy	Computer Safety
	Baseline assessment Growing in Our World	Baseline Assessment Hoax Calling	Baseline Assessment Is it safe to eat & drink? Is it safe to play with? Summative Assessment	Baseline Assessment Friendships	Baseline Assessment Water Spillage	Baseline Assessment Jealousy	Baseline Assessment Road Safety	Baseline Assessment Washing Hands	Baseline Assessment Online Bullying
Year 2	Feelings and Emotions	Relationships	Keeping & Staying Healthy	Computer Safety	Keeping & Staying Safe	Our World	Fire Safety	Hazard Watch	Being Responsible

DONE!	Baseline Assessment Worry Anger	Baseline Assessment Bullying Body Language	Baseline Assessment Healthy Eating Brushing Teeth Summative Assessment	Baseline Assessment Image Sharing Computer Safety Documentry	Baseline assessment Tying Shoelaces	Baseline Assessment Living in Our World Working in Our World	Baseline Assessment Petty Arson Texting Whilst Driving	Baseline Assessment Is it safe to eat & drink? Is it safe to play with?	Baseline assessment Helping Someone In Need Practise Makes Perfect
Year 3	Relationships	Feelings and Emotions	Our World	Hazard Watch	Computer Safety	Fire Safety	Being Responsible	Keeping & Staying Safe	Keeping & Staying Healthy
DONE	Baseline Assessment Touch Summative Assessment	Baseline Assessment Grief Summative Assessment	Baseline Assessment Looking After Our World Summative Assessment	Baseline Assessment Is it safe to eat & drink? Is it safe to play with? Summative Assessment	Baseline Assessment Making Friends Online Summative Assessment	Baseline Assessment A Visit to a Fire Station Summative Assessment	Baseline Assessment Stealing Summative Assessment	Baseline Assessment Staying Safe Leaning Out of Windows Summative Assessment	Baseline Assessment Medicine Summative Assessment
Year 4	The Working World	A World Without Judgement	First Aid	Growing & Changing	Being Responsible	Feelings and Emotions	Keeping & Staying Safe	Keeping & Staying Healthy	Computer Safety

	Baseline Assessment Chores At Home	Baseline Assessment Breaking Down Barriers	Baseline Assessment First Aid Year 4	Baseline Assessment Appropriate Touch (Relationships)	Baseline Assessment Coming Home on Time	Baseline Assessment Jealousy	Baseline Assessment Cycle Safety	Baseline Assessment Healthy Living	Baseline Assessment Online Bullying
Year 5	The Working World	A World Without Judgement	First Aid	Growing & Changing	Being Responsible	Feelings and Emotions	Keeping & Staying Safe	Keeping & Staying Healthy	Computer Safety
	Baseline Assessment Enterprise Adults' & Children's Views	Baseline Assessment Inclusion & Acceptance Adults' & Children's Views	Baseline Assessment First Aid Year 5	Baseline Assessment Puberty Adults' & Children's Views	Baseline Assessment Looking Out for Others Adults' & Children's Views	Baseline Assessment Anger Adults' & Children's Views	Baseline Assessment Peer Pressure Adults' & Children's Views	Baseline Assessment Smoking Adults' & Children's Views	Baseline Assessment Image Sharing Adults' & Children's Views
Year 6	Feelings and Emotions	A World Without Judgement	Computer Safety	The Working World	Keeping and Staying Safe	Being Responsible	Keeping & Staying Healthy	First Aid	Growing & Changing
	Baseline Assessment Worry Summative Assessment	Baseline Assessment British Values Summative Assessment	Baseline Assessment Making Friends Online Summative Assessment	Baseline Assessment In-App Purchases Summative Assessment	Baseline Assessment Water Safety Summative Assessment	Baseline Assessment Stealing Summative Assessment	Baseline Assessment Alcohol Summative Assessment	Baseline Assessment First Aid Year 6 (Part 1 and 2) Summative Assessment	Baseline Assessment Conception Summative Assessment