

PSHE curriculum map

EYFS

Early Learning Goal

Communication and Language	Listening, Attention and Understanding	- I can hold conversation when engaged in back-and-forth exchanges with my teachers and peers.
	Speaking	- I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.
Personal, Social and Emotional Development	Self-regulation	<ul style="list-style-type: none"> - I can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - I can 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.
	Managing self	<ul style="list-style-type: none"> - I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - I can explain the reasons for rules, know right from wrong and try to behave accordingly; - I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building relationships	<ul style="list-style-type: none"> - I can work and play cooperatively and take turns with others; - I can form positive attachments to adults and friendships with peers. - I can show sensitivity to their own and to others' needs.
Physical Development	Gross Motor Skills	- I can negotiate space and obstacles safely, with consideration for others.
Understanding the World	Past and Present	- I can talk about the lives of people around me and their roles in society.

Moving forward together

Key Stage 1 and 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>can identify how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>I can recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>I can share opinions on things that matter to me and explain my views through discussions with one other person and the whole class.</p> <p>I can listen to others, play and work cooperatively (including resolving simple arguments through negotiation).</p> <p>I can offer constructive support and feedback to others.</p>	<p>I can identify the characteristics of friendships including: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>I can judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>I can understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>I can understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>I can recognise and respond appropriately to a wider range of feelings in others.</p> <p>I can recognise what constitutes a positive and healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>I can recognise ways in which a relationship can be unhealthy and whom to talk to if I need support.</p> <p>I can recognise different types of relationship, including those between acquaintances, friends, relatives and families and how these can benefit my mental health.</p>	<p>I can understand 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.</p> <p>I can recognise that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>I can understand that my actions affect myself and others.</p> <p>I can judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>I can work collaboratively towards shared goals.</p> <p>I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.</p> <p>I can realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>I can recognise and manage 'dares'.</p> <p>I can recognise and challenge stereotypes.</p>	<p>I can understand about the differences between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>I can recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>I can recognise bullying and abuse in all of its forms (including prejudice-based bullying both in person, online and through social media).</p>

	<p>I</p> <p>I can identify and respect the differences and similarities between people and their families.</p> <p>I can identify my special people (family, friends, and carers), what makes them special and how special people should care for one another.</p> <p>I can recognise that families are important for children growing up because they can give love, security and stability.</p>	<p>I can recognise when people are being unkind either to myself or others, how to respond, who to tell and what to say.</p> <p>I can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.</p> <p>I can develop strategies to resist teasing or bullying.</p> <p>I know if I witness or experience teasing or bullying, whom to go to and how to get help.</p> <p>I can recognise that others' families, either in school or in the wider world, sometimes look different from my family, but that I should respect those differences and know that other children's families are also characterised by love and care.</p>	<p>I can recognise that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend the rest of their lives together and who are of the legal age to make that commitment.</p> <p>I can identify the characteristics of healthy family life, commitment to each other including: in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives.</p>	<p>I understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>I can listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings, and to try and see, respect and if necessary constructively challenge others' points of view.</p>	<p>I can understand personal boundaries; to identify what I am willing to share with my most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>I can understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>I understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for myself or others.</p> <p>I can understand the importance of self-respect and how this links to my own happiness.</p>
--	--	--	--	--	--	---

Health and wellbeing

<p>I can understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>I can understand the importance of, and how to maintain, personal hygiene.</p> <p>I can understand how some diseases are spread and can be controlled; the responsibilities I have for my own health and that of others; to develop simple skills to help spread diseases spreading.</p> <p>I can understand about the process of growing from young to old and how people's needs change.</p> <p>I can understand about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>I can name the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls.</p>	<p>I can understand that household products, including medicines, can be harmful if not used properly.</p> <p>I know the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>I know about the people who look after me, my family networks, who to go to if I am worried and how to attract their attention.</p> <p>I know about the ways that I can help the people who look after me to protect me more easily.</p> <p>I can recognise that I share a responsibility for keeping myself and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that I do not need to keep secrets.</p> <p>I know what is meant by 'privacy'; my right to</p>	<p>I know what positively and negatively affects my physical, mental and emotional health, including dental hygiene.</p> <p>I can make informed choices (including recognising that choices can have positive, negative and neutral consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>I can understand the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on my own and others' mental and physical wellbeing.</p> <p>I can recognise opportunities to develop the skills to make my own choices about food, understanding what might influence my choices and the benefits of eating a balanced diet.</p> <p>I can identify the characteristics and mental and physical benefits of an active</p>	<p>I can recognise that I might experience conflicting emotions and when I might need to listen to or overcome these.</p> <p>I know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>I can differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>I can recognise, predict and assess risks in different situations and decide how to manage them responsibly) including sensible road use and risks in my local environment) and to use this as an opportunity to build resilience.</p> <p>I can recognise how my increasing independence brings increased responsibility to keep myself and others safe.</p> <p>I can recognise why social media, some computer games and apps are age restricted.</p>	<p>I can understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people I know and the media.</p> <p>I can recognise when I need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable or anxious or that I think is wrong.</p> <p>I know what is meant by the term 'habit' and why habits can be hard to change.</p> <p>I know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage my immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>I can understand how my body will, and my emotions may, change as</p>	<p>I understand about taking care of my body and self-care techniques, including the importance of sufficient good quality sleep, signs of physical illness.</p> <p>I can recognise safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>I understand that I have the right to protect my body from inappropriate and unwanted contact and develop the skills and strategies required to get support if I have fears for myself or my peers.</p> <p>I can develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p> <p>I can identify how to make a clear and efficient call to emergency services if necessary.</p>
--	--	--	---	--	--

		<p>keep things 'private'; the importance of respecting others' privacy.</p>	<p>lifestyle and can recognise the risks associated with an inactive lifestyle (including obesity).</p> <p>I can understand the importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>I can recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>I can reflect on and celebrate my achievements, identify my strengths and areas for improvement, set high aspirations and goals.</p> <p>I can deepen my understanding of good and not so good feelings, to extend my vocabulary to enable me to explain both the range and intensity of my feelings to others.</p>	<p>I know that bacteria and viruses can affect health and that following simple routines can keep others and myself safe.</p> <p>I can be aware of the facts and science relating to allergies, immunisation and vaccination.</p> <p>I know the school rules about health and safety, basic emergency aid procedures, where and how to get help.</p>	<p>I approach and move through puberty.</p> <p>I know about human reproduction.</p> <p>I can recognise that it is common for people and some children to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>I can identify where and how to seek support (including recognising the triggers for seeking support), if I am worried about my own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>I can recognise that mental wellbeing is a normal part of daily life, in the same way as physical health and the scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>I can understand concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>I know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others.</p> <p>I know about people who are responsible for helping me stay healthy and safe; how I can help these people to keep me healthy and safe.</p> <p>I can explain the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.).</p> <p>I can explain how to manage requests for images of myself or others; what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable or am concerned by such a request.</p>
--	--	---	--	--	--	--

Living in the wider world

I understand that I belong to different groups and communities such as family and school.

I know what improves and harms my local, natural and built environments and can develop strategies and skills needed to care for these.

I know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

I can talk about the role money plays in my life including how to keep it safe, choices about spending or saving money and what influences those choices.

I can identify ways in which we are all unique; understand that there has never been and will never be another 'me'.

I can identify ways in which we are the same as all other people; what we have in common with everyone else.

I can research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations to appropriate people.

I can explain why and how rules and laws that protect others and me are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

I can understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

I know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.

I know that there are some cultural practices which are against British law and universal human

I can realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.

I can develop strategies for getting support for myself or for others at risk.

I can understand that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.

I can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

I can explain what being part of a community means, how this can benefit mental health and wellbeing, and about the varied institutions that support communities locally and nationally.

I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

I can respect and consider the lives of people living in other places, and people with different values and customs.

I know about the role money plays in my own and others' lives, including how to manage my money and about being a critical consumer.

I can develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. my contribution to society through the payment of VAT).

I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

I can explain what is meant by enterprise and begin to develop enterprise skills.

I can explore and critique how the media present information.

I can critically examine what is presented to me in social media and why it is important to do so.

I can understand how information contained in social media can misrepresent or mislead

I know the importance of being careful with what I forward to others.

rights, such as female genital mutilation (FGM)

I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.



