

# PSHE

Age Phase	Year Group	Area of learning	Early Learning Goal
Early Years	Reception	Personal Social Emotional Development	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
		Understanding the World	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>

EYFS Curriculum Overview and Links to National Curriculum		
Autumn	Spring	Summer
<p>Learning Activities</p> <ul style="list-style-type: none"> <li>Topic 'Marvellous Me' &amp; 'Celebrations'.</li> </ul> <p>SCARF Me and My Relationships unit:</p> <ul style="list-style-type: none"> <li>All about me</li> <li>What makes me special</li> <li>Me and my special people</li> <li>Who can help me?</li> </ul>	<p>Learning Activities</p> <ul style="list-style-type: none"> <li>Topic 'On the Move'.</li> </ul> <p>SCARF Keeping Safe unit:</p> <ul style="list-style-type: none"> <li>What's safe to go onto my body</li> <li>Keeping Myself Safe - What's safe to go into my body (including medicines)</li> <li>Safe indoors and outdoors</li> </ul>	<p>Learning Activities</p> <ul style="list-style-type: none"> <li>Topic 'A Bug's Life' &amp; 'Superheroes'</li> </ul> <p>SCARF Being My Best</p> <ul style="list-style-type: none"> <li>Bouncing back when things go wrong</li> <li>Yes, I can!</li> <li>Healthy eating</li> <li>My healthy mind</li> </ul>

<ul style="list-style-type: none"> <li>• My feelings</li> <li>• My feelings (2)</li> </ul> <p>SCARF Valuing Difference unit:</p> <ul style="list-style-type: none"> <li>• I'm special, you're special</li> <li>• Same and different</li> <li>• Same and different families</li> <li>• Same and different homes</li> <li>• I am caring</li> <li>• I am a friend</li> </ul> <p>No Outsiders: You Choose</p>	<ul style="list-style-type: none"> <li>• Listening to my feelings</li> <li>• Keeping safe online</li> <li>• People who help to keep me safe</li> </ul> <p>SCARF Rights and Respect unit:</p> <ul style="list-style-type: none"> <li>• Looking after my special people</li> <li>• Looking after my friends</li> <li>• Being helpful at home and caring for our classroom</li> <li>• Caring for our world</li> <li>• Looking after money (1): recognising, spending, using</li> <li>• Looking after money (2): saving money and keeping it safe</li> </ul> <p>No Outsiders: Red rockets and Rainbow Jelly Blue Chameleon</p>	<ul style="list-style-type: none"> <li>• Move your body</li> <li>• A good night's sleep</li> </ul> <p>SCARF Growing and Changing</p> <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Life stages - plants, animals, humans</li> <li>• Life Stages: Human life stage - who will I be?</li> <li>• Where do babies come from?</li> <li>• Getting bigger</li> <li>• Me and my body - girls and boys</li> </ul> <p>No Outsiders: The Family Book Mommy, Mama and Me</p>
<p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• You Choose - Nick Sharratt and Pippa Goodheart</li> <li>• Red Rockets and Rainbow Jelly - Sue Heap and Nick Sharratt</li> </ul>	<p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• Meerkat Mail - Emily Gravett</li> <li>• Blue Chameleon - Emily Gravett</li> </ul>	<p>Stories and Rhymes</p> <ul style="list-style-type: none"> <li>• The Family Book - Todd Parr</li> <li>• Mommy, Mama and Me - Lesley Newman and Carole Thompson</li> </ul>
<p>Key Vocabulary</p> <p>Family, special people, friends, same, different, help, kindness, kind, feelings</p>	<p>Key Vocabulary</p> <p>Clean, safe, unsafe, medicine, grown up, adult, tummy feelings, family, friends, helpful, caring, responsibility, environment, money, save, worried, trust</p>	<p>Key Vocabulary</p> <p>Encourage, Energy, healthy, grow, exercise, wash, sleep, heart, muscles, routine, seasons, life cycle, change, baby, old, young, teenager, adult, body parts</p>
<p>Links to Further Study in Key Stage 1</p>	<p>Links to Further Study in Key Stage 1</p>	<p>Links to Further Study in Key Stage 1</p>
<p>Year 1,</p> <ul style="list-style-type: none"> <li>• Name different feelings and explain how they make them feel, also identify how to deal with some 'not so good feelings'</li> <li>• Know when they need help and where to go to for help</li> <li>• Be able to give some classroom rules</li> </ul>	<p>Year 1,</p> <ul style="list-style-type: none"> <li>• Be able to say what they can do if they have strong, but not good feelings, to help themselves stay safe</li> <li>• Give examples of ways in which they can stay healthy</li> </ul>	<p>Year 1,</p> <ul style="list-style-type: none"> <li>• Give some ideas of things that they can do if they find something difficult</li> <li>• Say why certain foods are healthy and why it is important to eat at least 5 portions of fruit and vegetables a day</li> </ul>

<ul style="list-style-type: none"> <li>• Identify ways in which people are similar as well as different</li> <li>• Be able to say why things can seem unfair even if they are not</li> </ul>	<ul style="list-style-type: none"> <li>• Say and give examples when medicines may be dangerous and not needed</li> <li>• Give examples how they can look after themselves and their environment both at home and in school</li> <li>• Give some examples of ways that they can look after money</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify an adult they can talk to both at school and at home if they need help</li> <li>• Give and name things that they are able to do now that they were not able to do as a toddler</li> <li>• Tell what some body parts do and say what body parts girls and boys have that are the same and identify what body parts are different</li> </ul>
<p>Year 2,</p> <ul style="list-style-type: none"> <li>• Tell some ways that they can get help, if they are being bullied and what they can do if someone teases them</li> <li>• Suggest rules that will help to keep them happy and friendly and what will help them keep to these rules. They can also give some classroom rules they have made together</li> <li>• Be able to give lots of ideas about being what makes a good friend and also tell you how they can try to be a good friend.</li> <li>• Learn how they can express their feelings in a safe, controlled way</li> <li>• Identify how they could help themselves if they were being left out</li> <li>• Be able to give a few examples of good listening skills and explain why listening skills help to understand a different point of view</li> </ul>	<p>Year 2,</p> <ul style="list-style-type: none"> <li>• Give some examples of safe and unsafe secrets and be able to identify safe people who can help if something feels wrong</li> <li>• Give other examples of touches that are ok or not ok (even if they haven't happened to them) and be able to identify a safe person to tell if they felt 'not OK' about something</li> <li>• Explain that medicines can be helpful or harmful, and say some examples of how they can be used safely</li> <li>• Give examples of things that help them to be settled and calm in the classroom and give examples of when they may have used some of these ideas to help them when they are not settled</li> </ul>	<p>Year 2,</p> <ul style="list-style-type: none"> <li>• Name different parts of their body that are <i>inside</i> them and help to turn food into energy.</li> <li>• Know what is needed to get energy</li> <li>• Explain how setting a goal or goals will help them to achieve what they want to be able to do</li> <li>• Identify who helps them to grow (people who look after them) and what things they can now do themselves that they couldn't when they were younger</li> <li>• Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house)</li> <li>• Give examples of how to give support or feedback to someone</li> <li>• Learn which body parts are private and how body parts look different on different people</li> </ul>