



- **EYFS: the PSHE curriculum links to the Development Matters statements.**
- **Years 1-6: the PSHE curriculum is planned on a two year rolling programme – Cycle A and Cycle B**

EYFS PSHE Curriculum Overview

The Relationships curriculum spans the whole year using the Development Matters statements which is integral to all learning every day.

| Autumn: Relationships | Spring: Living in the wider world | Summer: Health and Wellbeing |
|--|--|--|
| <p><u>Development Matters statements 30-50 months</u></p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Plays in a group, extending and elaborating play ideas; • Initiates play, offering cues to peers to join them; • Keeps play going by responding to what others are saying or doing; • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> • Selects and use activities and resources with help; • 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; • Confident to talk to other children when playing and will communicate freely about own home and community; • Shows confidence in asking adults for help. <p><u>Managing Feelings and Behaviour</u></p> <ul style="list-style-type: none"> • Aware of own feelings and knows that some actions and words can hurt others' feelings; | <p><u>Statements taken from Development Matters Understanding the World</u></p> <p>Children show interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends; • Shows interest in different occupations and ways of life; • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family; • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; • Shows care and concern for living things and the environment. <p><i>Other objectives covered in the spring term. Development Matters statements 40-60 months.</i></p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> • <i>Initiates conversations, attends to and takes account of what others say;</i> • <i>Explains own knowledge and understanding and asks appropriate questions of others;</i> | <p><u>Statements taken from Development Matters Physical Development.</u></p> <ul style="list-style-type: none"> • Observes the effects of activity on their bodies; • Can usually manage washing and drying hands; • Eats a healthy range of foodstuffs and understands need for variety in food; • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; • Children talk about how they and others show feelings. <p><i>Other objectives covered in the summer term. Development Matters statements Early Learning Goals.</i></p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> • <i>Children play co-operatively, taking turns with others;</i> • <i>They take account of one another's ideas about how to organise their activity;</i> • <i>They show sensitivity to others' needs and feelings and form positive.</i> <p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> • <i>Children are confident to try new activities and say why they like some activities more than others;</i> |

- 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 different events, social situations and changes in routine.

- *Takes steps to resolve conflicts with other children, e.g. finding a compromise.*
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Self Confidence and Self Awareness

- *Confident to speak to others about own needs, wants, interests and opinions;*
- *Can describe self in positive terms and talk about abilities.*
-

Managing Feelings and Behaviour

- *Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them;*
- *Aware of the boundaries set, and of behavioural expectations in the setting;*
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Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

- *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.*

Managing Feelings and Behaviour

- *'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;*

They adjust their behaviour to different situations and take changes of routine in their stride.

Year 2/1 PSHE Curriculum Overview

The information below has been collated from various resources from the PSHE Association's website.

| | | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|---------|--|---|--|--|--|--|--|--|---|--------------|
| | | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Cycle A | Roles of different people; families; feeling cared for. | Recognising privacy; staying safe; seeking permission. | How behaviour affects others; being polite and respectful. | What rules are; caring for others' needs; looking after the environment. | Using the internet and digital devices; communicating online. | Strengths and interests; jobs in the community. | Keeping healthy; food and exercise, hygiene routines; sun safety. | Recognising what makes them unique and special; feelings; managing when things go wrong. | How rules and age restrictions help us; keeping safe online. | |
| Cycle B | Making friends; feeling lonely and getting help ships; civil partnership and marriage. | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour consent in different situations. | Recognising things in common and differences; playing and working cooperatively; sharing opinions other points of view, including discussing topical issues. | Belonging to a group; roles and responsibilities; being the same and different in the community and stereotypes. | The internet in everyday life; online content and information. | What money is; needs and wants; looking after money. | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. | Growing older; naming body parts; moving class or year. | Safety in different environments; risk and safety at home; emergencies. | |

Year 4/3 PSHE Curriculum Overview

The information below has been collated from various resources from the PSHE Association's website.

| Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | | |
|--------------------------|---|--|--|---|---|---|--|---|---|
| Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe | |
| Cycle A | What makes a family; features of family life. | Personal boundaries; safely responding to others; the impact of hurtful behaviour. | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. | The value of rules and laws; rights, freedoms and responsibilities. | How the internet is used; assessing information online. | Different jobs and skills; job stereotypes; setting personal goals. | Health choices and habits; what affects feelings; expressing feelings. | Personal strengths and achievements; managing and reframing setbacks. | Risks and hazards; safety in the local environment and unfamiliar places. |
| Cycle B | Positive friendships, including online. | Responding to hurtful behaviour; managing confidentiality; recognising risks online. | Respecting differences and similarities; discussing differences sensitively. | What makes a community; shared responsibilities. | How data is shared and used. | Making decisions about money; using and keeping money safe. | Maintaining a balanced lifestyle; oral hygiene and dental care. | Physical and emotional wellbeing; personal hygiene routines. | Medicines and household products; drugs common to everyday life. |

Year 6/5 PSHE Curriculum Overview

The information below has been collated from various resources from the PSHE Association's website.

Year 5 Autumn term Cycles A and B: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|---------|---|---|---|--|---|---|--|---|---|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Cycle A | Managing friendships and peer influence. | Physical contact and feeling safe. | Responding respectfully to a wide range of people; recognising prejudice and discrimination. | Protecting the environment; compassion towards others. | How information online is targeted; different media types, their role and impact. | Identifying job interests and aspirations; what influences career choices; workplace stereotypes. | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. | Personal identity; recognising individuality and different qualities; mental wellbeing. | Keeping safe in different situations, including responding in emergencies, first aid. |
| Cycle B | Attraction to others; romantic relationships; civil partnership and marriage. | Recognising and managing pressure; consent in different situations. | Expressing opinions and respecting other points of view, including discussing topical issues. | Valuing diversity; challenging discrimination and stereotypes. | Evaluating media sources; sharing things online. | Influences and attitudes to money; money and financial risks. | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. | Human reproduction and birth; increasing independence; managing transition. | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. |

