



- **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.

<b>Autumn: Relationships</b>	<b>Spring: Living in the wider world</b>	<b>Summer: Health and Wellbeing</b>
<p><u>Development Matters statements 30-50 months</u></p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>• Plays in a group, extending and elaborating play ideas;</li> <li>• Initiates play, offering cues to peers to join them;</li> <li>• Keeps play going by responding to what others are saying or doing;</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> <li>• Selects and use activities and resources with help;</li> </ul>	<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"> <li>• Recognises and describes special times or events for family or friends;</li> <li>• Shows interest in different occupations and ways of life;</li> <li>• 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;</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world;</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<p><u>Statements taken from Development Matters Physical Development.</u></p> <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies;</li> <li>• Can usually manage washing and drying hands;</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food;</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health;</li> <li>• Children talk about how they and others show feelings.</li> </ul>

<ul style="list-style-type: none"> <li>• Welcomes and values praise for what they have done;</li> <li>• Enjoys responsibility of carrying out small tasks;</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations;</li> <li>• Confident to talk to other children when playing and will communicate freely about own home and community;</li> <li>• Shows confidence in asking adults for help.</li> </ul> <p><u>Managing Feelings and Behaviour</u></p> <ul style="list-style-type: none"> <li>• Aware of own feelings and knows that some actions and words can hurt others' feelings;</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others;</li> <li>• Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met;</li> </ul> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<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"> <li>• <i>Initiates conversations, attends to and takes account of what others say;</i></li> <li>• <i>Explains own knowledge and understanding and asks appropriate questions of others;</i></li> <li>• <i>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</i></li> <li>•</li> </ul> <p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> <li>• <i>Confident to speak to others about own needs, wants, interests and opinions;</i></li> <li>• <i>Can describe self in positive terms and talk about abilities.</i></li> <li>•</li> </ul> <p><u>Managing Feelings and Behaviour</u></p> <ul style="list-style-type: none"> <li>• <i>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them;</i></li> <li>• <i>Aware of the boundaries set, and of behavioural expectations in the setting;</i></li> <li>•</li> </ul> <p><i>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</i></p>	<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"> <li>• <i>Children play co-operatively, taking turns with others;</i></li> <li>• <i>They take account of one another's ideas about how to organise their activity;</i></li> <li>• <i>They show sensitivity to others' needs and feelings and form positive.</i></li> </ul> <p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> <li>• <i>Children are confident to try new activities and say why they like some activities more than others;</i></li> <li>• <i>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;</i></li> <li>• <i>They say when they do or don't need help.</i></li> </ul> <p><u>Managing Feelings and Behaviour</u></p> <ul style="list-style-type: none"> <li>• <i>'talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable;</i></li> </ul>
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### Year 2/1 PSHE Curriculum Overview

	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	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	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 co-operatively; 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.	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
Throughout both cycles pupils will cover the following elements in online safety lessons which take place once each half-term:								

	<p><u>Media Literacy and Digital Resilience</u></p> <p>Using the internet and digital devices; communicating online_ The internet in everyday life; online content and information._</p>
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### Year 3/4 PSHE Curriculum Overview

	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	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	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re- framing 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 difference sensitively	What makes a community; shared responsibilities	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes including external genitalia and personal hygiene routines.	Medicines and household products; drugs common to everyday life
	<p>Throughout both cycles pupils will cover the following elements in online safety lessons which take place once each half-term:</p> <p><u>Media Literacy and Digital Resilience</u></p> <p>Using the internet and digital devices; communicating online_ The internet in everyday life; online content and information._</p>							

### Year 5/6 PSHE Curriculum Overview

	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	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	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 and FGM
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	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	Increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Cycles A and B	<b>Growing and Changing:</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.							

	<p>Throughout both cycles pupils will cover the following elements in online safety lessons which take place once each half-term:</p>
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Media Literacy and Digital Resilience

Using the internet and digital devices; communicating online\_  
The internet in everyday life; online content and information.\_