

Stow Heath Primary School



PSED Curriculum – EYFS (Personal, Social, Emotional Development)

Early Years Curriculum: Personal, Social and Emotional development –	
Nursery Coverage	Reception Coverage
In Nursery pupils will follow these themes. However, themes may change as a result of following the children’s interests. Autumn Term – Once upon a Fairy tale Spring Term – I wonder what grows? Summer Term – Culture and Communities	In Reception pupils will follow these themes. However, themes may change as a result of the following the children’s interests. Autumn Term – I wonder what makes a story? Spring Term – We can be Heroes Summer Term – The world around us
Nursery End Points	Reception End Points
<ul style="list-style-type: none"> • I understand how other children may be feeling • I understand the rules and boundaries of Nursery • I continue to name and express my emotions. • I understand I am part of a local community. • I can make healthy choices. 	<p><u>Self-Regulation:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Managing Self:</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.

PSHE and RSE Curriculum - Key Stage 1 and Key Stage 2

<p><u>See DfE Statutory Guidance: Relationships Education</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ Families and people who care for me ▪ Caring friendships ▪ Respectful friendships ▪ Online relationships ▪ Being safe 	<p><u>See DfE Statutory Guidance: Physical Health and Mental wellbeing Education</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ Mental wellbeing ▪ Internet safety and harms ▪ Physical Health and fitness ▪ Drugs, alcohol and tobacco ▪ Health and prevention ▪ Basic first aid 	<p>The school plans to cover the RSHE curriculum as part of a specific timetabled allocation but also recognises that some of the DfE outcomes will be taught through other subjects such as Science, Computing, PE, a designated themed wellbeing am sessions and through many other cross curricular opportunities.</p> <p>See other subject end points for further coverage and year group assessment information for other assessment opportunities. .</p>
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Year 1 Coverage	Year 2 Coverage
<p><u>Autumn term</u> Being in my World (Special and safe/ my class/ rights and responsibilities/ rewards and feeling proud/ consequences/owning our learning charter) Celebrating Difference (the same as.../ different from.../ what is bullying?/ what do I do about bullying? Making new fr+98/7iends/ celebrating difference: celebrating me)</p> <p><u>Spring term</u> Dreams and Goals (My treasure chest of success/ steps to goals/ achieving together/ stretchy learning/ overcoming obstacles/ celebrating my success) Healthy Me (being healthy/ healthy choices/clean and healthy/ medicine safety/ road safety/ Happy, healthy me)</p> <p><u>Summer term</u> Relationships (families/ making friends/ greetings/ people who help us/ being my own best friend/ celebrating my special relationships) Changing Me (lifecycles/ changing me/ my changing body/ boys and girls bodies/ learning and growing/ coping with changes)</p>	<p><u>Autumn term</u> Being in my World (hopes and fears for the year/ rights and responsibilities/ rewards and consequences/ Our learning charter/ owning our learning charter) Celebrating Difference (boys and girls/ why does bullying happen?/ standing up for myself and others/ making a new friend/ celebrating difference and still being friends)</p> <p><u>Spring term</u> Dreams and Goals (goals to success/ my learning strengths/ learning with others/ a group challenge/ celebrating our achievements) Healthy Me (being healthy/ being relaxed/ medicine safety/ healthy eating/ the healthy me café)</p> <p><u>Summer term</u> Relationships (families/ keeping safe-exploring physical contact/ friends and conflict/ secrets/ trust and appreciation/ celebrating my special relationships) Changing Me (life cycles in nature/ growing from young to old/ the changing me/ boys and girls bodies/ assertiveness/ looking ahead)</p>
Year 1 End points	Year 2 End points
<p><u>Celebrating Difference</u> WTS I can talk about one thing that makes me different from my friends I can tell you one thing that is special about me EXS I can talk about one thing that makes me different from my friends I understand these differences make us all special and unique GDS I can describe a variety of ways that I am different from my friends I can tell you why I am proud of the things that make me special</p> <p><u>Dreams and Goals</u> WTS I can tell you about a challenge that I succeeded in I can tell you why this made me feel good about myself EXS I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest GDS I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success I can choose how to celebrate my success and know how to store it in my internal treasure chest</p> <p><u>Healthy Me</u> WTS</p>	<p><u>Celebrating Difference</u> WTS I can name one way that my friend is different from me I can give a reason why my friend is special to me EXS I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her GDS I can compare myself with a friend and describe the similarities and differences between us I can express how I feel about our similarities and differences</p> <p><u>Dreams and Goals</u> WTS I can tell you what I did to help my group create the end product I can say how I felt about working in the group EXS I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group GDS I can explain how my own and other people’s contributions helped the group to create the end product I can explain what felt good and what felt difficult about working in our group</p> <p><u>Healthy Me</u> WTS I can make a healthy snack with help, and I can tell you why it is good for my body I can say how I feel about eating healthy food</p>

I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy

I know that my body is special and I need to take care of it

EXS

I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

I can recognise how being healthy helps me to feel happy

GDS

I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful

I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy

Relationships

WTS

I can name someone who is special to me and tell you why I like them

EXS

I can tell you why I appreciate someone who is special to me and express how I feel about them

GDS

I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together

I can tell you how I feel about my relationship with this person

Changing Me

WTS

I know the main body parts that make boys and girls different and I recognise the correct names for these

I know that some parts of my body are private

EXS

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina

I respect my body and understand which parts are private

GDS

I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina

I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these

EXS

I can make some healthy snacks and explain why they are good for my body

I can express how it feels to share healthy food with my friends

GDS

I can identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body

I can compare my own and my friends' choices and can express how it feels to make and share healthy food together

Relationships

WTS

I can give an example of something that causes conflict between me and my friends

I can say how we could settle this conflict using the positive problem solving technique

EXS

I can identify some of the things that cause conflict between me and my friends

I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends

GDS

I can identify a range of things that cause conflict between me and my friends and explain why these conflicts arise

I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be

Changing Me

WTS

I can correctly name the main parts of the body that make boys and girls different and I know these are parts we keep private

I can tell you something that I either like or dislike about being a boy/girl

EXS

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private

I can tell you what I like/don't like about being a boy/girl

GDS

I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy

I can explain how I feel about being a boy/girl and talk about what I like and dislike about it

Year 3 Coverage	Year 4 Coverage
<p><u>Autumn term</u> Being in my World (getting to know each other/ our nightmare school/ our dream school/ rewards and consequence/ our learning charter/ owning our learning charter) Celebrating Difference (families/ family conflict/ witness and feelings/ witness and solutions/ words that harm/ celebrating difference: compliments)</p> <p><u>Spring term</u> Dreams and Goals (dreams and goals/ my dreams and ambitions/ a new challenge/ our new challenge and overcoming obstacles/ celebrating my learning) Healthy Me (being fit and healthy/ what do I know about drugs?/ being safe/ being safe at home/ my amazing body)</p> <p><u>Summer term</u> Relationships (family roles and responsibilities/ friendships/ keeping my self-safe/ being a global citizen/ celebrating my web of relationships) Changing Me (How babies grow/ babies/ outside body changes/ inside body changes/ family stereotypes/ looking ahead)</p>	<p><u>Autumn term</u> Being in my World (becoming a class team/ being a school citizen/ rights, responsibilities and democracy/ rewards and consequences/ Our learning charter/ owning our learning charter) Celebrating Difference (judging by appearances/ understanding influences/ understanding bullying/ problem solving/ special me/ celebrating difference: how we look)</p> <p><u>Spring term</u> Dreams and Goals (hopes and dreams/ broken dreams/ overcoming disappointment/ creating new dreams/ achieving goals/ we did it!) Healthy Me (my friends and me/ group dynamics/ smoking/ alcohol/ healthy friendships/ celebrating my inner strength and assertiveness)</p> <p><u>Summer term</u> Relationships (relationship web/ love and loss/ memories/ Are animals special?/ special pets/ celebrating my relationships with people and animals) Changing Me (unique me/ having a baby/ girls and puberty/ circles of change/ accepting change/ looking ahead)</p>
Year 3 End points	Year 4 End points
<p><u>Celebrating Difference</u> WTS I can tell you something I've said that made someone happy or unhappy I know how to give a compliment</p> <p>EXS I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels</p> <p>GDS I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship I can give and receive genuine compliments and know how this feels and affects me and the other person</p> <p><u>Dreams and Goals</u> WTS I can tell you something I did well in a learning challenge and something I want to get better at I am happy to talk about what I did well and use it to make me feel good about myself</p> <p>EXS I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p> <p>GDS I can recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time I am confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest</p> <p><u>Healthy Me</u></p>	<p><u>Celebrating Difference</u> WTS I can tell you about my first impressions of someone I know it is good to try to get to know someone before making judgements about them</p> <p>EXS I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are</p> <p>GDS I can use a variety of examples to show how first impressions can be misleading I can consider how I form my opinions of people and explain why it is good to accept people for who they are</p> <p><u>Dreams and Goals</u> WTS I know that things I try to do can go wrong and can tell you why it is good to try again I can overcome disappointment and look ahead to the next time</p> <p>EXS I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p> <p>GDS I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals I can explain how resilience and a positive attitude contribute to a greater chance of success</p> <p><u>Healthy Me</u> WTS I can tell you how I would say 'no' if someone tries to make me do something that I know is wrong or bad for me I can say how it feels when someone else is pushing me to do something</p>

WTS

I can name some things I need to keep myself safe from and I can tell you who I can go to for help if I feel unsafe

I know how to tell someone if I feel scared

EXS

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help

I can express how being anxious or scared feels

GDS

I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom

I can express and respond appropriately to feelings of anxiety and fear

Relationships

WTS

I can name some examples of things I use every day that have been produced by people in other parts of the world

I know I depend on other people and other people who depend on me

EXS

I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices

GDS

I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood

I can express a sense of the responsibility we have for each other because of these

Changing Me

WTS

I can tell you some of the ways that boys' and girls' bodies change on the inside as they grow up, and I know these changes are connected to making babies

I can tell you something I like and something that worries me about the idea of growing up

EXS

I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up

I recognise how I feel about these changes happening to me and know how to cope with these feelings

GDS

I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up

I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings

EXS

I can recognise when people are putting me under pressure and can explain ways to resist this when I want to

I can identify feelings of anxiety and fear associated with peer pressure

GDS

I can explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this

I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices

Relationships

WTS

I can express what I think and feel about an animal rights issue and I can tell you at least one point of view that is different from mine

EXS

I can explain different points of view on an animal rights issue and express my own opinion and feelings on this

GDS

I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this

Changing Me

WTS

I can describe something I am looking forward to when I am in Year 5

I can tell you something that I think I can change for myself when I am in Year 5

EXS

I can identify what I am looking forward to when I am in Year 5

I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this

GDS

I can explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control

I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes

Year 5 Coverage	Year 6 Coverage
<p><u>Autumn term</u> Being in my World (My year ahead/ being me in Britain/ Y5 responsibilities/ Rewards and consequences/ our learning charter/ owning our learning charter) Celebrating Difference (different cultures/ racism/rumours and name-calling/ types of bullying/ does money matter?/ celebrating difference across the world)</p> <p><u>Spring term</u> Dreams and Goals (when I grow up-my dream lifestyle/ investigate jobs and careers/ my dream job- why I want it and the steps to get there/ dreams and goals of young people in other cultures/ how can we support each other?/ rallying support) Healthy Me (smoking/ alcohol/ emergency aid/ body image/ my relationship with food/ healthy food)</p> <p><u>Summer term</u> Relationships (recognising me/ getting on and falling out/ girlfriends and boyfriends/ relationships and technology) Changing Me (self and body image/ puberty for girls/puberty for boys/ looking ahead/ looking ahead to year 6)</p>	<p><u>Autumn term</u> Being in my World (My year ahead/ Being a global decision/ The learning charter/ Our learning charter/ owning our learning carter) Celebrating Difference (Am I normal? / Understanding disability/ power struggles/ why bully/ celebrating difference)</p> <p><u>Spring term</u> Dreams and Goals (personal learning goals/ steps to success/ my dream for the world/ helping to make a difference/ recognising our achievements) Healthy Me (food/drugs/alcohol/ emergency aid/ emotional and mental health/ managing stress)</p> <p><u>Summer term</u> Relationships (my relationship web/ love and loss/ power and control/ being safe with technology) Changing Me (my self-image/puberty/ Girl Talk-Boy Talk/ Babies-conception to birth/ attraction/ transition to secondary school)</p>
Year 5 End points	Year 6 End points
<p><u>Celebrating Difference</u> WTS I can give some examples of bullying behaviours including direct and indirect types</p>	<p><u>Celebrating Difference</u> WTS I can tell you some ways that difference can be a source of conflict in people’s lives and can express how I feel about this</p>

I can tell you why bullying is hurtful and wrong

EXS

I can explain the differences between direct and indirect types of bullying

I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied

GDS

I can consider a range of bullying behaviours and understand the impact these may have

I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying

Dreams and Goals

WTS

I can suggest examples of dreams and goals a young person might have in a culture different from mine and compare these with my own

EXS

I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own

GDS

I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals

I can evaluate the ways in which our opportunities and life chances are different

Healthy Me

WTS

I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives

I can tell you why my body is good the way it is

EXS

I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures

I respect and value my body

GDS

I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop

I respect and value my body and I understand the part this plays in maintaining my self confidence

Relationships

WTS

I can tell you some basic rules about how to stay safe when using technology to communicate with my friends

I can tell you some reasons why using technology to communicate could lead to harm for myself or others

EXS

I can explain how to stay safe when using technology to communicate with my friends

I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others

GDS

I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe

I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures

Changing Me

WTS

I can identify some changes that happen to girls' and boys' bodies during puberty

I know my body will change during puberty and I can tell you how I feel about that

EXS

EXS

I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation

GDS

I can talk about one thing that makes me different from my friends

I can express how I feel about

Dreams and Goals

WTS

I can tell you about something I can do, working with other people, to help make the world a better place

I can tell you how I feel about people in the world who face hardship in their lives

EXS

I can describe some ways in which I can work with other people to help make the world a better place

I can identify why I am motivated to do this

GDS

I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action

I can show how our choice is based on an awareness of the experience and the needs of the people affected

Healthy Me

WTS

I can give examples of safe and unsafe ways in which people can use alcohol

I can tell you how I feel about using alcohol when I am older

EXS

I can evaluate when alcohol is being used responsibly, antisocially or being misused

I can tell you how I feel about using alcohol when I am older and my reasons for this

GDS

I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse

I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older

Relationships

WTS

I can give an example of a situation where someone tries to 'boss' or control other people

I can suggest a good way of standing up to someone who behaves like that

EXS

I can recognise when people are trying to gain power or control

I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control

GDS

I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways

I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem

Changing Me

WTS

I can identify the main stages by which a baby develops through conception, pregnancy and birth and I can tell you some words that describe my feelings about this

EXS

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby

GDS

I can describe how boys' and girls' bodies change during puberty
I can express how I feel about the changes that will happen to me during puberty
GDS
I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time
I can consider how these changes will affect me and prepare myself for the feelings I may experience

I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth
I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it