

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 the 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 Heros 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 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. See other subject end points for further coverage and year group assessment information for other assessment opportunities. .</p>
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 friends/ 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>
<p>Year 1 End points</p>	<p>Year 2 End points</p>
<p><u>Autumn</u> I can contribute positively to the Learning Charter. I understand the rights and responsibilities for being a member of my class. I understand my choices in following the Learning Charter. I can tell you some ways I am different from my friends. I understand these differences make us all special and unique. I know how to make new friends. I know what bullying is and how it might feel.</p> <p><u>Spring</u> I can set simple goals and work out how to achieve them. 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. I know how to make healthy lifestyle choices. 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</p> <p><u>Summer</u> I can identify the members of my family and understand there are different types of family I can tell you why I appreciate someone who is special to me. I can express how I feel about them I can identify the parts of the body that make boys different to girls and can use the correct names. I respect my body and understand which parts are private.</p>	<p><u>Autumn</u> I understand how following the Learning Charter will help me and others learn. I can recognise the choices I make and understand the consequences. I am choosing to follow the Learning Charter. I recognise what is right and wrong. I know how to make new friends. 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.</p> <p><u>Spring</u> 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 I can share success with other people. 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. I understand how medicines work in my body and how important it is to use them safely</p> <p><u>Summer</u> 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 I recognise and appreciate people who can help me in my family, my school and my community I can recognize the physical differences between boys and girls, use the correct names for parts of the body 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</p>

I can discuss changes in my life.

I can identify what I am looking forward to when I am in Year 3.

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!)</p> <p>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>Autumn</u> I understand why rules are needed and how they relate to rights and responsibilities. I can make responsible choices and take action. I understand that my behaviour brings reward/consequences I understand that everyone's family is different and important to them. 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><u>Spring</u> 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><u>Autumn</u> I understand that my actions affect others and myself; I care about other people's feelings and try to empathise with them. I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and can help others to follow it 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. I can identify what is special to me.</p> <p><u>Spring</u> I can tell you about some of my hope and dreams. 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>

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.
I understand how important it is to take care of my body.

Summer

I can identify the roles and responsibilities of members of my family.
I can explain how some of the actions and work of people around the world help and influence my life.
I can show an awareness of how this could affect my choices.
I can identify how boys' and girls' bodies change on the inside and outside during the growing up process.
I know 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.

I can identify my different friendship groups, and how I fit into them.
I can recognize 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.

Summer

I can identify the web of relationships that I am part of.
I can explain different points of view on an animal rights issue.
I can express my own opinion and feelings on this.
I know how to show love and appreciation to people and animals who are special to me.
I understand that some of my personal characteristics have come from my birth parents.
I can identify changes that have been and may continue to be outside of my control.
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.

Year 5 Coverage

Year 6 Coverage

<p>Autumn term 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>Spring term 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>Summer term 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>Autumn term Being in my World (My year ahead/ Being a global decision/ The learning charter/ Our learning charter/ owning our learning charter) Celebrating Difference (Am I normal?/ Understanding disability/ power struggles/ why bully/ celebrating difference)</p> <p>Spring term 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>Summer term 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>
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Year 5 End points	Year 6 End points
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<p>Autumn I understand my rights and responsibilities as a British citizen and as a member of my school. I understand how democracy and having a voice benefits the school community and I know how to participate in this. I can contribute to the group and understand how we can function best as a whole. I understand that cultural differences sometimes cause conflict. 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. I respect my own and other people's cultures</p> <p>Spring I understand that I will need money to help me achieve some of my dreams. I can describe my dreams and goals and those of a young person in a culture different from mine. I can reflect on how these relate to my own I can describe the different roles food can play in people's lives. I can explain how people can develop eating problems (disorders) relating to body image pressures. I know what makes a healthy lifestyle including eating and the choices I need to make to be healthy and happy. I respect and value my body.</p> <p>Summer I know how to keep building my own self-esteem</p>	<p>Autumn I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how these relate to my rights and responsibilities. I understand how democracy and having a voice benefits the school community and I know how to participate in this. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself. I understand how having a disability could affect someone's life. I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation.</p> <p>Spring I can set my own goals and work out the steps needed to achieve them. .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. I can give praise and compliments to other people when I recognise their contributions and achievements I am motivated to give my body the best combination of food for my health. I can evaluate when alcohol is being used responsibly, antisocially or being misused. I know what it means to be emotionally well and can keep myself feeling emotionally well.</p>
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I can explain how to stay safe when using technology to communicate with my friends.
I can recognize and resist pressures to use technology in ways that maybe risky or cause harm to myself or others.
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.
I can start to think about changes I will make when I am in Year 6 and know how to go about this

I can use different strategies to manage stress and pressure
Summer
I can identify the most significant people in my life so far.
I know some of the feelings we can have when someone dies or leaves.
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. (Using technology)
I am aware of my own self and body image.
I can explain how girls' and boys' bodies change during puberty and the importance of looking after myself physically.
I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
I recognise how I feel when I reflect on the development and birth of a baby
I can identify what I am looking forward to and what worries me about the transition to secondary school

I know how to prepare myself emotionally for starting secondary school