

Stow Heath Primary School



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

Early Years Profile:	
Pupils should be taught about: Personal, Social and Emotional development – Making Relationships/ Self-confidence and self-awareness/ Managing feelings and behaviour Physical Development – Moving and Handling/ Health and self-care	
Nursery End Points (30-50 months)	Reception End Points (40-60 months/ ELG)
<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • 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>Making Relationships</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children</p>
<p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Can select 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>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. 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.</p>
<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. • 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. 	<p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • 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. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal Children talk about how they and others show feelings, 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.</p>
<p><u>Physical Development: Moving and Handling</u></p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<p><u>Physical Development: Moving and Handling</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements.</p>

	They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Physical Development: Health and Self-care <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	Physical Development: Health and Self-care <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

RSHE Curriculum - Key Stage 1 and Key Stage 2 (Relationships, Sex and Health and Education)

<u>See DfE Statutory Guidance: Relationships Education</u> Pupils should be taught about: <ul style="list-style-type: none"> ▪ Families and people who care for me ▪ Caring friendships ▪ Respectful friendships ▪ Online relationships ▪ Being safe 	<u>See DfE Statutory Guidance: Physical Health and Mental wellbeing Education</u> Pupils should be taught about: <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 	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. .
Year 1 Coverage		Year 2 Coverage
<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) <u>Spring term</u> Dreams and Goals		<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) <u>Spring term</u> Dreams and Goals (goals to success/ my learning strengths/ learning with others/ a group challenge/ celebrating our achievements)

<p>(My treasure chest of success/ steps to goals/ achieving together/ stretchy learning/ overcoming obstacles/ celebrating my success)</p> <p>Healthy Me (being healthy/ healthy choices/clean and healthy/ medicine safety/ road safety/ Happy, healthy me)</p> <p>Summer term</p> <p>Relationships (families/ making friends/ greetings/ people who help us/ being my own best friend/ celebrating my special relationships)</p> <p>Changing Me (lifecycles/ changing me/ my changing body/ boys and girls bodies/ learning and growing/ coping with changes)</p>	<p>Healthy Me (being healthy/ being relaxed/ medicine safety/ healthy eating/ the healthy me café)</p> <p>Summer term</p> <p>Relationships (families/ keeping safe-exploring physical contact/ friends and conflict/ secrets/ trust and appreciation/ celebrating my special relationships)</p> <p>Changing Me (life cycles in nature/ growing fro young to old/ the changing me/ boys and girls bodies/ assertiveness/ looking ahead)</p>
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Year 1 End points	Year 2 End points
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<p>Autumn <i>I can contribute positively to the Learning Charter.</i> <i>I understand the rights and responsibilities for being a member of my class.</i> <i>I understand my choices in following the Learning Charter.</i> I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p> <p>Spring 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 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>Summer 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>Autumn <i>I understand how following the Learning Charter will help me and others learn.</i> <i>I can recognise the choices I make and understand the consequences.</i> <i>I am choosing to follow the Learning Charter.</i> 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>Spring 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 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.</p> <p>Summer 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 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>
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Year 3 Coverage	Year 4 Coverage
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<p>Autumn term 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)</p> <p>Celebrating Difference (families/ family conflict/ witness and feelings/ witness and solutions/ words that harm/ celebrating difference: compliments)</p> <p>Spring term Dreams and Goals</p>	<p>Autumn term 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)</p> <p>Celebrating Difference (judging by appearances/ understanding influences/ understanding bullying/ problem solving/ special me/ celebrating difference: how we look)</p> <p>Spring term Dreams and Goals</p>
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<p>(dreams and goals/ my dreams and ambitions/ a new challenge/ our new challenge and overcoming obstacles/ celebrating my learning)</p> <p>Healthy Me (being fit and healthy/ what do I know about drugs?/ being safe/ being safe at home/ my amazing body)</p> <p>Summer term</p> <p>Relationships (family roles and responsibilities/ friendships/ keeping my self safe/ being a global citizen/ celebrating my web of relationships)</p> <p>Changing Me (How babies grow/ babies/ outside body changes/ inside body changes/ family stereotypes/ looking ahead)</p>	<p>(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>Summer term</p> <p>Relationships (relationship web/ love and loss/ memories/ Are animals special?/ special pets/ celebrating my relationships with people and animals)</p> <p>Changing Me (unique me/ having a baby/ girls and puberty/ circles of change/ accepting change/ looking ahead)</p>
<p>Year 3 End points</p>	<p>Year 4 End points</p>
<p>Autumn</p> <p><i>I understand why rules are needed and how they relate to rights and responsibilities.</i></p> <p><i>I can make responsible choices and take action.</i></p> <p><i>I understand that my behaviour brings reward/consequences</i></p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p> <p>Spring</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>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>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.</p> <p>I can express how being anxious or scared feels</p> <p>Summer</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process.</p> <p>I know these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>	<p>Autumn</p> <p><i>I understand that my actions affect others and myself; I care about other people's feelings and try to empathise with them.</i></p> <p><i>I understand how democracy and having a voice benefits the school community.</i></p> <p><i>I understand why our school community benefits from a Learning Charter and can help others to follow it</i></p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p> <p>Spring</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p> <p>I can recognize when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>Summer</p> <p>I can explain different points of view on an animal rights issue.</p> <p>I can express my own opinion and feelings on this.</p> <p>I can identify what I am looking forward to when I am in Year 5.</p> <p>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.</p>

<p>Year 5 Coverage</p>	<p>Year 6 Coverage</p>
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<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/ conception/ 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 charter) 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>
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Year 5 End points	Year 6 End points
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<p><u>Autumn</u> <i>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 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 know how to support children who are being bullied.</i></p> <p><u>Spring</u> I can describe the dreams and goals 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 respect and value my body.</p> <p><u>Summer</u> 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.</p>	<p><u>Autumn</u> <i>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 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.</i></p> <p><u>Spring</u> 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 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.</p> <p><u>Summer</u> I can recognize 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. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>
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I recognise how I feel when I reflect on the development and birth of a baby