

PSHE Curriculum Overview

YEAR R

<p>Build constructive and respectful relationships e.g. can take turns with others and can engage others in their play.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Manage their own needs. - Personal hygiene e.g. can clean themselves after using the toilet, washes own hands.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others e.g. able to listen to others and recognise people have different opinions.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, sensible amounts of 'screen time' - being a safe pedestrian.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>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>
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Assessment Outcomes

- At the end of Year R children should confidently be able to:
- Share
 - Sit and listen
 - Understand their feelings
 - Know how to manage their own needs e.g. washing their hands, cleaning themselves
 - Identify similarities and differences between themselves and others

YEAR 1

<p>Families and Friendships</p> <p>Focusing on: special people, surprises and secrets, good or bad touches.</p>	<p>Belonging to a Community</p> <p>Focusing on: responsibility, looking after the environment, listening skills</p>	<p>Physical Health and Mental Wellbeing</p> <p>Focusing on: healthy eating, keeping healthy, naming internal body parts</p>
<p>Safe Relationships</p> <p>Focusing on: people who can help us, rules, how a person's behaviour can affect other people.</p>	<p>Media Literacy and Digital Resilience</p> <p>Focusing on: sharing pictures</p>	<p>Growing and Changing</p> <p>Focusing on: inside our bodies, taking care of babies, surprises and secrets and keeping privates private.</p>
<p>Respecting Ourselves and Others</p> <p>Focusing on: what makes a good friend, knowing that privates are private.</p>	<p>Money and Work</p> <p>Focusing on: how we can look after money</p>	<p>Keeping safe</p> <p>Focusing on: basic first aid, looking after other people</p>

Assessment outcomes

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At the end of year 1 children should confidently be able to:

- Name a variety of feelings and who they can go to for help
- Identify ways in which people are similar and different
- Identify ways to stay healthy
- Talk about why rules are important
- Name a few different ideas of what they can do if they find something difficult

YEAR 2

Families and Friendships Focusing on: being a good friend, getting on with others, special people, kindness	Belonging to a Community Focusing on: our classroom, looking after the environment, dealing with impulsive behaviour	Physical Health and Mental Wellbeing Focusing on: keeping clean and healthy, what does my body do?
Safe Relationships Focusing on: trusted people, bullying or teasing, identifying safe people	Media Literacy and Digital Resilience Focusing on: playing games	Growing and Changing Focusing on: cooperation, change and loss, different body parts including genitalia and respecting privacy.
Respecting Ourselves and Others Focusing on: listening skills, positive feedback, feelings	Money and Work Focusing on: saving money	Keeping safe Focusing on: basic first aid, safe and unsafe secrets

Assessment outcomes

At the end of year 2 children should confidently be able to:

- Talk about what makes a good friend
- Express their feelings in a safe, controlled way
- Show good listening skills and explain why listening skills help to understand a different point of view
- Give examples of touches that are ok or not ok and identify a safe person to tell if I felt 'not OK' about something
- Name different parts the body that are inside us and help to turn food into energy