

St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith



PSHE Key Skills and Progression in Disciplinary Knowledge

Early Years Foundation Stage Curriculum Personal, Social & Emotional Development - PSHE

EYFS Statutory Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others

3 and 4 year olds	Reception	End of Reception Early Learning Goals
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show more confidence in new social situations • Talk about their own feelings using such words as 'happy', 'sad', 'angry' or 'worried'. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally. 	<p><u>ELG: Personal, Social and Emotional Development – 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
<p>Managing Self</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Find solutions to conflict and rivalries. • Increasingly follow rules and understand why they are important • Remember rules without an adult needing to remind them • Develop appropriate ways of being assertive • Being increasingly independent in meeting their own care needs 	<p>Managing Self</p> <ul style="list-style-type: none"> • See themselves as valuable individuals • Manage their own needs: personal hygiene • Know and talk about the different factors that support their overall health and well-being: <ul style="list-style-type: none"> ○ Regular physical activity ○ Healthy eating ○ Toothbrushing ○ Sensible amounts of 'screen time' ○ Having a good sleep routine ○ Being a safe pedestrian 	<p><u>ELG: Personal, Social and Emotional Development - 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.

<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing 		
<p>Building Relationships</p> <ul style="list-style-type: none"> • Develop their responsibility and membership of a community • Become more outgoing with unfamiliar people in the context of their setting • Play with one or more children, extending and elaborating play ideas • Talk with others to solve conflicts • Understand gradually how others might be feeling 	<p>Building Relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships • Think about the perspectives of others 	<p><u>ELG: Personal, Social and Emotional Development</u> - Building Relationships</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.
<p>Understanding emotions</p> <ul style="list-style-type: none"> • Express the self-aware emotions of pride and embarrassment as well as a wide range of other feelings • Can feel overwhelmed by intense emotions • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others • Participates in more collective cooperation as their experience of routines and understanding of some boundaries grow 	<p>Understanding emotions</p> <ul style="list-style-type: none"> • Express a wide range of feelings in their interactions with others and through their behaviour and play • May exhibit increased fearfulness of things like the dark and monsters and possibly have nightmares • Talk about how others might be feeling and responds accordingly to their understanding of the other persons needs and wants • Is more able to recognise the impact of their choices and behaviours/ actions on others • Understand that expectations vary depending on different events, social situations and changes in their routine, and becomes more able to adapt their behaviour 	<p>Understanding emotions</p> <ul style="list-style-type: none"> • Understands their own and other people's feelings offering empathy and comfort • Talk about their own and other's feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict through holding back, sharing, negotiation and compromise
<p>Sense of self</p> <ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing and understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, trying different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences that the child hopes for 	<p>Sense of self</p> <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways • Is sensitive to other's messages of appreciation and criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. 	<p>Sense of self</p> <ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about their own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions • Can describe their competences, what they can do well and are getting better at; describing themselves in positive and realistic terms • Has a clear idea of what they want to do in their play and how they want to go about it • Show confidence in choosing resources and perseverance in carrying out a chosen activity
<p>Making relationships</p> <ul style="list-style-type: none"> • Build relationships with special people, but may show anxiety in the presence of strangers 	<p>Making relationships</p> <ul style="list-style-type: none"> • Seek out companionship with other adults and other children, sharing experiences and play ideas 	<p>Making relationships</p>

<ul style="list-style-type: none"> • Is becoming more able to separate from their close carers and exploring new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs • Is beginning to be able to co-operate in favourable situations • Seeks out others to share experiences with and may choose to play with a familiar friend or child who has similar interests 	<ul style="list-style-type: none"> • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of all people's needs and gradually more impulsive control in favourable conditions • Practice skills of negotiation, assertion and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join other's play 	<ul style="list-style-type: none"> • Represent or recreate what they have learned about social interactions from their relationships with close adults, in their play and relationships with others • Develops friendships with other children, which helps them understand different points of view and to challenge their own or others thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating or finding a compromise, sometimes by themselves or with support • Return to the secure base of a familiar adult to recharge or gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and is able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes consistent and stable relationships.

**NATIONAL CURRICULUM KEY STAGES 1 & 2:
PSHE**

	Autumn Term: Relationships			Spring Term: Living in the wider world			Summer Term: Health & Well-Being		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental Well-Being	Growing and changing	Keeping safe

Year 1	<p>Growing up in a loving home</p> <p>To recognise signs that we are loved</p>	How we are kept safe in our families	Celebrate ways that God loves and cares for us	<p>What rules are</p> <p>Caring for living things</p> <p>Looking after the environment</p> <p>Different groups they belong to</p>	<p>Using the internet and digital devices safely</p> <p>Communicating safely online</p>	Different jobs/ roles in the community	<p>Keeping healthy: hygiene routines</p> <p>Different ways to relax: Well-being Exercise</p> <p>Dental health</p> <p>Sun safety</p>	<p>Different feelings</p> <p>Sharing feelings</p> <p>Managing feelings</p> <p>What makes us special</p>	<p>Rules and age restrictions keep us safe</p> <p>To recognise risk in everyday situations</p> <p>Keeping safe at home and in unfamiliar environments</p> <p>Keeping safe online</p>
Year 2	Growing and developing in diverse communities	Being safe in our community	Celebrate ways of meeting God in our community	<p>The need for rules</p> <p>Looking after the environment</p> <p>Different groups they belong to</p> <p>Roles and responsibilities in the community</p>	<p>Using the internet and digital devices safely to find things out and communicate with others</p> <p>The role of the internet in everyday life, but not all information online is true</p>	Money: the difference between needs and wants	<p>Keeping healthy: Food and physical activity</p> <p>Medicines</p> <p>The importance of sleep</p> <p>Hygiene routines</p> <p>Things that help people feel good</p>	<p>Moving class/ year group</p> <p>Growing older</p>	<p>Rules and age restrictions keep us safe</p> <p>Keeping safe at home</p> <p>Keeping safe online</p> <p>Getting help in an emergency</p>
Year 3	Friendships make us feel happy and safe	Friendships break down, but they can be repaired and strengthened	Happiness of living in friendship with God and others	The value of rules and laws, rights, freedoms and responsibilities	<p>How the internet is used.</p> <p>Assessing information online</p>	<p>Different jobs and skills</p> <p>Job stereotypes</p> <p>Setting personal goals</p>	<p>Health choices and habits</p> <p>What affects feelings and how we can express them</p>	<p>Personal strengths and achievements</p> <p>Managing setbacks</p>	Safety in the local environment and unfamiliar places

Year 4	<p>We should all be accepted and respected</p>	<p>How we should treat others in our diverse modern society</p>	<p>Celebrate the uniqueness and innate beauty of each of us</p>	<p>Different groups that make up their communities</p> <p>What diversity means</p> <p>How to recognise behaviours/actions which discriminate against others</p>	<p>Recognise ways in which the internet and social media can be used both positively and negatively</p>	<p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charities)</p> <p>Stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>Skills that will help them in their future careers</p>	<p>Make informed decisions about health</p> <p>Elements of a balanced, healthy lifestyle</p> <p>Benefits to, and risks of not, eating a balanced diet</p> <p>How to maintain good oral hygiene</p>	<p>Personal identity; what contributes to who we are</p> <p>Recognising their individuality and personal qualities</p> <p>Identify personal strengths, skills, achievements and interests</p>	<p>Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>Strategies for keeping safe online</p>
Year 5	<p>Different ways that we care for one another</p> <p>The importance of friendships</p> <p>What constitutes a positive healthy friendship</p> <p>Marriage is a legal declaration of commitment made by two adults who love and care for each other</p> <p>People who love and care for each other can be in a committed relationship</p>	<p>Privacy and personal boundaries (inc online)</p>	<p>Respecting the differences and similarities between people and what they have in common with others</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Discrimination: what it means to challenge it</p>	<p>The relationship between rights and responsibilities</p> <p>Shared responsibilities for protecting the environment in school and at home</p> <p>Strategies for challenging stereotypes</p>	<p>Recognise things appropriate to share and things that should not be shared on social media</p> <p>How text and images in the media and on social media can be manipulated or invented</p>	<p>Identify the ways that money can impact on people's feelings and emotions</p> <p>There is a broad range of different jobs/careers that people can have</p> <p>Some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>Choices that support a healthy lifestyle</p> <p>The importance of taking care of mental health</p>	<p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>How to manage setbacks and perceived failures</p>	<p>Reasons for following and complying with regulations and restrictions</p> <p>How to predict, assess and manage risk</p> <p>What to do if frightened or worried by something seen or read online</p> <p>The risks and effects of legal drugs common to everyday life and their impact</p>

<p style="text-align: center;">Year 6</p>	<p>The importance of friendships</p> <p>What constitutes a positive healthy friendship</p> <p>Recognise characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p>How to respond safely and appropriately (including online)</p>	<p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>How to discuss topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>Recognise the reasons for rules and laws</p> <p>Human rights, that are there to protect everyone</p> <p>What living in a community means</p> <p>Value the contributions that people/groups make to the community</p>	<p>Different ways information and data is shared and used online</p> <p>How to make safe, reliable choices from search results</p> <p>Rules surrounding distribution of images</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Identify the kind of job that they might like to do when they are older</p>	<p>Make informed decisions about health</p> <p>Diseases can be prevented by vaccinations/ immunisations</p> <p>Strategies and behaviours that support mental health</p> <p>Dealing with emotions, challenges and change, inc transition to new schools</p>	<p>Recognise their individuality and personal qualities</p> <p>Physical and emotional changes</p>	<p>How to manage requests for personal information or images</p> <p>Importance of taking medicines correctly</p> <p>Laws surrounding the use of legal drugs</p> <p>Why people choose to use or not use drugs</p>
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