|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn 1****Being me in my world** | **Autumn2****Celebrating difference** | **Spring:****Dreams and goals** | **Summer:****Healthy me** |
| **EYFS** | Self-Identity, Understanding feelings, being in a classroom, being gentle, rights and responsibilities | Identifying talents, being special, families, where we live, making friends, standing up for yourself | Challenges, perseverance, goal setting, overcoming obstacles, seeking help, jobs, achieving goals | Exercising bodies, physical activity, healthy food, sleep, keeping clean, safety |
| **Development Matters - PSED** | **3 – 4 Year Olds:**• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.• Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling. |
| **Reception:**• See themselves as a valuable individual. • Build constructive and respectful relationships. • 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. • Think about the perspectives of others. • Manage their own needs. |
| **ELG****Personal, Social and Emotional Development: Self-Regulation** • 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. **Personal, Social and Emotional Development: Managing Self** • 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. **Personal, Social and Emotional Development: Building Relationships** • 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. Understanding the World: People, Culture and Communities • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. |
| **Year 1** | Feeling special and safe, being part of a class, rights and responsibilities, rewards and feeling proud, consequences, owning the learning charter, | Similarities and differences, understanding bullying and knowing how to deal with it, making new friends, celebrating the differences in everyone | Setting goals, identifying success and achievements, learning styles, working well and celebrating achievement with a partner, tackling new challenges, identifying and overcoming obstacles, feelings of success. | Keeping myself healthy, healthier lifestyle choices, keeping clean, being safe, medicine safety/safety with household items, road safety, linking health and happiness |
| **Year 2** | Hopes and fears for the year, rights and responsibilities, rewards and consequences, safe and fair learning environment, valuing contributions, choices, recognising feelings | Assumptions and stereotypes about gender, understanding bullying, standing up for self and others, making new friends, gender diversity, celebrating difference and remaining friends | Achieving realistic goals, perseverance, learning strengths, learning with others, group co-operation, contributing to and sharing success. | Motivation, healthier choices, relaxation, healthy eating and nutrition, healthier snacks and sharing food. |
| **Year 3** | Setting personal goals, self-identity and worth, positivity in challenges, rules, rights and responsibilities, rewards and consequences, responsible choices, seeing from others’ perspectives | Families and their differences, family conflict and how to manage it (child-centered), witnessing bullying and how to solve it, recognising how words can be hurtful, giving and receiving compliments. | Difficult challenges and achieving success, dreams and ambitions, new challenges, motivation and enthusiasm, recognising and trying to overcome obstacles, evaluating learning processes, managing feelings, simple budgeting. | Exercise, fitness challenges, food labelling and healthy swaps, attitudes towards drugs, keeping safe and why it’s important online and off line scenarios, respect for myself and others, healthy and safe choices |
| **Year 4** | Being part of a class team, being a school citizen, rights, responsibilities and democracy (school council), rewards and consequences, group decision making, having a voice, what motivates behaviour | Challenging assumptions, judging by appearance, accepting self and others, understanding influences, understanding bullying, problem solving, identifying how special and unique everyone is, first impressions | Hopes and dreams, overcoming disappointment, creating new, realistic dreams, achieving goals, working in a group, celebrating contributions, resilience, positive attitudes | Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, celebrating inner strength |
| **Year 5** | Planning for the forthcoming year, being a citizen, rights and responsibilities, rewards and consequences, how behaviour affects groups, democracy, having a voice, participating. | Cultural differences and how they can cause conflict, racism, rumours and name calling, types of bullying, material wealth and happiness, enjoying and respecting other cultures | Future dreams, the importance of money, jobs and careers, dream job and how to get there, goals in different cultures, supporting others (charity), motivation | Smoking, including vaping, alcohol, alcohol and anti-social behaviour, emergency aid, body image, relationships with food, healthy choices, motivation and behaviour  |
| **Year 6** | Identifying goals for the year, global citizenship, children’s universal rights, feeling welcomed and valued, choices, consequences and rewards, group dynamics, democracy, having a voice, anti-social behaviour, role-modelling | Perceptions of normality, understanding disability, power struggles, understanding bullying, inclusion/exclusion, differences as conflict, difference as celebration, empathy | Personal learning goals in and out of school, success criteria, emotions in success, making a difference in the world, motivation, recognising achievements, compliments | Taking personal responsibility, how substances affect the body, exploitation including ‘county lines’ and gang culture, emotional and mental health, managing stress |