



Pre-Nursery Personal, Social and Emotional

Development

Self-Regulation	Building Relationships	Managing Self
I am becoming more aware of myself by imitating sounds and expressions by a familiar adult.	I will hold up my arms to be picked up or cuddled and I am soothed by physical touch such as being held or cuddled.	I will actively co-operate with nappy changing and dressing/undressing.
I can respond to my own name and enjoy playing games such as finding my eyes or nose.	I can draw others into social interactions through calling, crying, babbling or smiling.	I can communicate discomfort or distress with a wet or soiled nappy.
I am beginning to show my own choices or preferences through verbal or non- verbal gestures or rejecting things that I don't want.	I can co-operate with an adult to play a short game or read a story.	I can feed myself with increasing control, holding a cup with both hands, drinking without much spilling.
I can use a familiar adult to share feelings such as excitement or when I am feeling tired or anxious.	I am beginning to explore my surroundings in the presence of a familiar adult.	I can clearly communicate a wet or soiled nappy, showing increasing awareness of bladder and bowel urges.
I can explore the boundaries of behaviours that are accepted by an adult and I am becoming aware of some basic rules.	I am beginning to watch, follow and imitate my peers within provision.	I am developing some independence in self-care and show an awareness of routines such as handwashing but I still often need support from an adult.
I am becoming aware of others' feelings and I am beginning to show empathy such as offering a toy.	I can explore the environment and begin to interact with others whilst a familiar adult is close by.	I have increasing understanding of and control of the bowel and bladder urges and can communicate my need for the toilet.

Pre-School Personal, Social and Emotional Development

Self-Regulation	Building Relationships	Managing Self
I can select and use activities and resources, with help when needed.	I can separate from my main carer with support and encouragement from a familiar adult.	I can wash and dry my hands effectively and understand why this is important.
I can increasingly follow the class rules, understanding why they are important.	I can seek out companionship with adults and other children, sharing my experiences and play ideas.	I am becoming increasingly independent in meeting my own care needs, e.g. brushing teeth and using th toilet.
I enjoy a sense of belonging and responsibility through being involved in daily tasks.	I will look to a supportive adult for help in resolving conflict with my peers.	I can manage dressing with support including; putting my arms into an open-fronted coat and pulling up my trousers/skirt.
I can express a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt and self-doubt.	I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from an adult.	I can name and identify different parts of the body and talk about our five senses.
I can express my needs and ask a familiar adult for help.	I can play alongside one or more children, extending and elaborating play ideas.	I can take practical actions to reduce risk, showing my understanding that equipment and tools can be used safely
self-esteem through being outgoing towards unfamiliar people, taking risks and trying new things or new social situations.	I am beginning to show consideration of other people's needs and gradually become less impulsive.	I can tell adults when I am hungry, ful up or tired or when I want to rest, sleep or play.

Reception Personal, Social and Emotional Development

Self-Regulation	Building Relationships	Managing Self
I am aware of the behavioural expectations in both class and school and sensitive to ideas of fairness.	I can represent and recreate what I have learnt about social interactions from my relationships with close adults, in my play and relationships with others.	I can use the toilet independently and wash my hands thoroughly.
I will return to the secure base of a familiar adult to recharge and gain motional support and practical help in difficult situations.	I can develop particular friendships with other children, which helps me to understand different points of view and to challenge my own and other's thinking.	I can develop the skills I need to manage the school day successfully including lining up, eating lunch and personal hygiene.
I can show confidence in choosing esources and perseverance in carrying out a chosen activity.	With support, I can take steps to resolve conflicts with other children by negotiating and finding a compromise.	I can demonstrate an understanding of how to transport and store equipment safely.
am more able to manage my feelings and tolerate situations in which my wishes cannot be met.	I recognise that people belong to different communities and social groups and I can communicate freely about own home and community.	I can demonstrate an understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others.
can show resilience and perseverance when facing a challenge.	I can independently seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.	I can manage dressing independently, including; zipping up my coat, take my shoes on and off and do up the buttons on my t-shirt/dress.
I can show confidence in speaking to thers about my own needs, emotions, wants, interests and opinions in a familiar group.	I will attempt to repair a relationship or situation where I have caused upset and understand how my actions impact other people.	good practices with regard to exercise, eating, drinking water, sleeping and tooth brushing can contribute to good health.

PSHE in the EYFS is the core to learning. Being one of the Prime areas children develop in this area of learning first, but again all at different rates.

Learning is delivered through quality first teaching and provision and also through weekly Dinosaur School sessions in the Autumn/ Spring term where Pre-School and Reception join together for the sessions.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW - THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	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 wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	RE	NSPCC PANTS	Ongoing (Behaviour Policy)	RE	Internet Safety Week	Maths - Money	Cosmic Kids Yoga Health and Fitness Week	Science	
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working co- operatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feeling and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
	Anti-Bullying		Ongoing (Behaviour Policy)		Internet Safety Week	Maths - Money	Health and Fitness Week	Science	
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
	RE	Internet Safety Ongoing (Behaviour Policy)	Ongoing (Behaviour Policy)	RE	Internet Safety Week	RE	Health and Fitness Week	Ongoing – SMART Targets and Goal Setting	PE/Science
	Positive friendships, including online	Responding to hurtful behaviour;	Respecting differences	What makes a community; shared	How data is shared and used	Making decisions about money; using	Maintaining a lifestyle; oral	Physical and emotional	Medicines and household products;

		managing	similarities;	responsibilities		and keeping money	hygiene	changes in puberty;	drugs common to
		confidentiality;	respecting			safe	dental care	external genitalia;	everyday life
		recognising risks online	differences					personal hygiene	
		onine	sensitively					routines; support with puberty	
	Computing	Computing	RE	RE	Internet Safety Week	Maths	Health and	Health and	Science
							Fitness Week	Fitness Week	
	Managing friend-	Physical contact	Responding respect-	Protecting the	How information	Identifying job	Healthy sleep	Personal identity;	Keeping safe in
	ships and peer	And feeling safe	fully to a wide range	environment;	online is targeted;	interests and	habits; sun safety;	recognising	different situations,
, U	influence		of people;	compassion towards		aspirations;	medicines,	individuality	including responding
Year			recognising prejudice and	others	types, their role and impact	what influences career choices;	vaccinations, immunisations and	different qualities; mental wellbeing	in emergencies, first aid and FGM
 ≻			discrimination		inpact	workplace	allergies		
			disermination			stereotypes	unergree		
	Internet safety		RE	Eco-Council	Internet Safety Week		Health and	RE	Science
	ongoing			Geography	Internet Salety Week	Caleers Day	Fitness Week	INL I	Julence
	011001110			Ocography					
	(Behaviour Policy)								
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	(Behaviour Policy) Attraction to others;	Recognising and	Expressing	Valuing diversity;	Evaluating media	Influences and	What affects mental	Human	Keeping personal
	Attraction to others; romantic relation-	Recognising and managing pressure;	opinions and		sources; sharing	attitudes to money;	What affects mental health and ways	Reproduction and	information safe;
	Attraction to others; romantic relation- ships; civil partner-	managing pressure; consent in different	opinions and respecting other	Valuing diversity;	-	attitudes to money; money and financial	health and ways to take care of it;	Reproduction and birth; increasing	information safe; regulations and
ır 6	Attraction to others; romantic relation-	managing pressure;	opinions and respecting other points of view,	Valuing diversity; challenging	sources; sharing	attitudes to money;	health and ways to take care of it; managing change,	Reproduction and birth; increasing Independence;	information safe; regulations and choices; drug use
'ear ó	Attraction to others; romantic relation- ships; civil partner-	managing pressure; consent in different	opinions and respecting other points of view, Including discussing	Valuing diversity; challenging discrimination and	sources; sharing	attitudes to money; money and financial	health and ways to take care of it; managing change, loss and	Reproduction and birth; increasing	information safe; regulations and choices; drug use and the law; drug
Year 6	Attraction to others; romantic relation- ships; civil partner-	managing pressure; consent in different	opinions and respecting other points of view,	Valuing diversity; challenging discrimination and	sources; sharing	attitudes to money; money and financial	health and ways to take care of it; managing change, loss and bereavement;	Reproduction and birth; increasing Independence;	information safe; regulations and choices; drug use and the law; drug use and the
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