

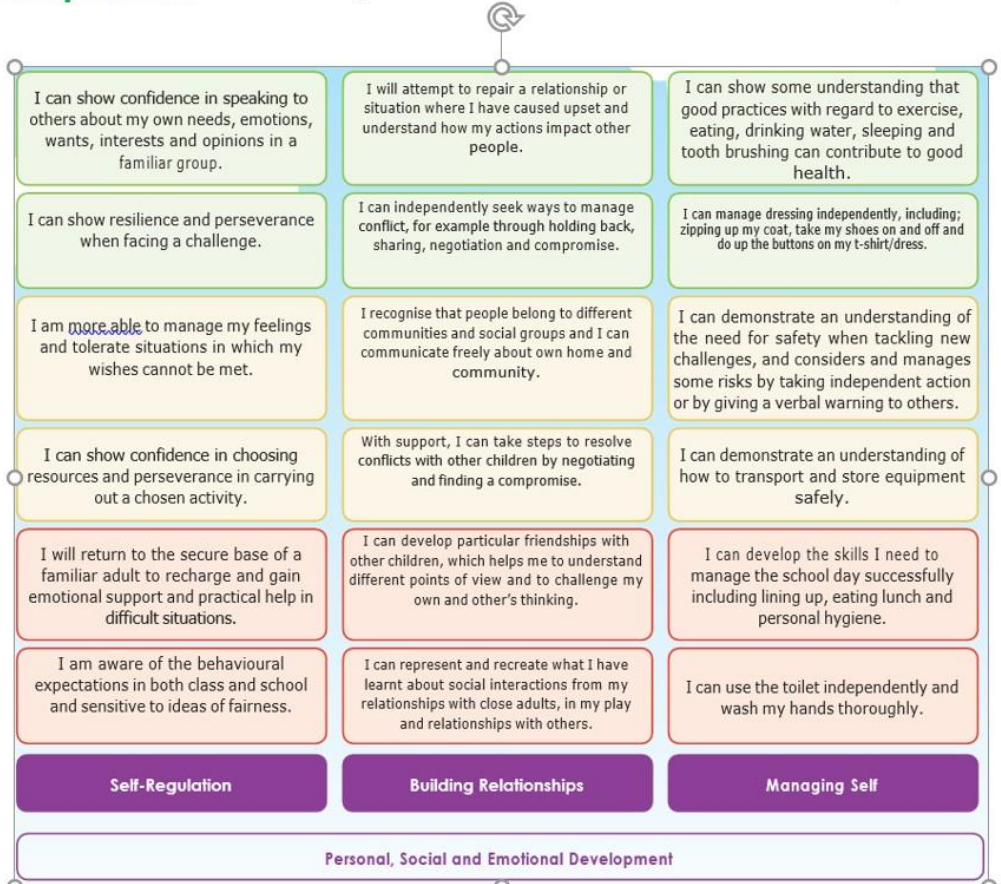
## Pre-Nursery Personal, Social and Emotional Development

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.
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 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 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 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 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.
<b>Self-Regulation</b>	<b>Building Relationships</b>	<b>Managing Self</b>
<b>Personal, Social and Emotional Development</b>		

## Pre-School Personal, Social and Emotional Development

I can demonstrate my confidence and 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, full up or tired or when I want to rest, sleep or play.
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.
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 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 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 the toilet.
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.
<b>Self-Regulation</b>	<b>Building Relationships</b>	<b>Managing Self</b>
<b>Personal, Social and Emotional Development</b>		

# Reception Personal, Social and Emotional Development



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 confidentiality; recognising risks online	similarities; respecting differences sensitively	responsibilities		and keeping money safe	hygiene dental care	changes in puberty; external genitalia; personal hygiene routines; support with puberty	drugs common to everyday life
	Computing	Computing	RE	RE	Internet Safety Week	Maths	Health and Fitness Week	Health and Fitness Week	Science
Year 5	Managing friendships and peer influence	Physical contact And feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Internet safety ongoing (Behaviour Policy)		RE	Eco-Council Geography	Internet Safety Week	Careers Day	Health and Fitness Week	RE	Science
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, Including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human Reproduction and birth; increasing Independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
		Guided Reading	English - Debates	Genders and Careers	Internet Safety Week	Maths	Transition based	Puberty/Transition	Internet Safety

