



# Subject Curriculum Map and Rationale

**PSHE**

# PSHE in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p align="center"><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practises some appropriate safety measures without direct supervision.</li> </ul>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>
<p align="center"><b>Personal, Social and Emotional Development: Self-confidence and Self- awareness</b></p>	<ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Is confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help</li> </ul>	<ul style="list-style-type: none"> <li>• Is confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>

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EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p><b>Personal, Social and Emotional Development: Managing Feelings and Behaviour</b></p>	<ul style="list-style-type: none"> <li>• Is aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Is aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p><b>Personal, Social and Emotional Development: Making Relationships</b></p>	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise</li> </ul>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

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EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p><b>Understanding the World: People and Communities</b></p>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life</li> </ul>	<ul style="list-style-type: none"> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 40-60 months</li> <li>Enjoys joining in with family customs and routines.</li> </ul>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p><b>Understanding the World: The World</b></p>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Is developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change</li> </ul>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>

# PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Being Me in the World	Celebrating Difference	Dreams and Goals	<b>Consolidation and class focus</b>	Healthy Me	Relationships
<b>Year 1</b>	Being Me in the World	Celebrating Difference	Dreams and Goals		Healthy Me	Being Me in the World
<b>Year 2</b>	Life to the Full	Celebrating Difference	Life to the Full		Healthy Me	Life to the Full
<b>Year 3</b>	Being Me in the World	Celebrating Difference	Dreams and Goals		Healthy Me	Being Me in the World
<b>Year 4</b>	Life to the Full	Celebrating Difference	Life to the Full		Healthy Me	Life to the Full
<b>Year 5</b>	Being Me in the World	Celebrating Difference	Dreams and Goals		Healthy Me	Being Me in the World
<b>Year 6</b>	Life to the Full	Celebrating Difference	Life to the Full		Healthy Me	Life to the Full

# PSHE Rationale

Personal, Social, Health and Economic (PSHE) education is a school curriculum subject designed to develop the knowledge, skills and attributes students need to manage their lives, now and in the future.

Our PSHE curriculum covers a range of topics, including many pressing issues facing young people today including: mental health, staying safe online, positive relationships, drugs, alcohol, challenging extremism, careers and financial literacy.

Our curriculum is designed to equip students with the necessary knowledge and skills to manage their lives effectively. We want our students to develop an understanding of the ever changing world in which we live, so we encourage them to utilise these skills by playing an active role in their community.

Each year group works stringently through each half term's skills and knowledge objectives using the Jigsaw scheme of work. All of the RSHE statutory DfE objectives are intertwined creatively throughout the curriculum and supported everyday by the children's learning.

These statutory topics include: Physical Health and Mental Well-being; Healthy eating; Internet Safety and harms; Drugs, Alcohol and Tobacco; Physical Health and Fitness; Health and Prevention; Families and people who care for me; Respectful Relationships; Relationship Education Being Safe; Online Relationships; Caring Friendships; and financial literacy.

Our PSHE is further reinforced, supported and strengthened through our whole school Mission Statement, Virtues and Catholic Social Teachings.

We challenge our pupils to apply their PSHE knowledge and skills within their local and global community. We want our pupils to see themselves as responsible individuals within their community, but also as responsible members of a wider global community as well as being responsible digital citizens.