



Curriculum Overview

PSHE

Personal Social Health Economic (PSHE) inc Relationships Education			
Year	Autumn	Spring	Summer
EYFS	<b>Self-regulation</b>  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.	<b>Self-regulation</b>  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.	<b>Self-regulation</b>  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.
	<b>Managing Self</b>  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.	<b>Managing Self</b>  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.	<b>Managing Self</b>  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.
	<b>Building Relationships</b>  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	<b>Building Relationships</b>  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.	<b>Building Relationships</b>  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.
1	<b>Relationships</b> Ourselves and others; similarities and differences; individuality; our bodies  <b>Relationships</b> Ourselves and others; people who care for us; groups we belong to; families	<b>Health and wellbeing</b> Being healthy; hygiene; medicines; people who help us with health  <b>Living in the wider world</b> Money; making choices; needs and wants	<b>Health and wellbeing</b> Keeping safe; people who help us  <b>Living in the wider world</b> Ourselves and others; the world around us; caring for others; growing and changing
	<b>Relationships</b> Friendship; feeling lonely; managing arguments  <b>Relationships</b> Behaviour; bullying; words and actions; respect for others	<b>Living in the wider world</b> People and jobs; money; role of the internet  <b>Health and wellbeing</b> Keeping safe; recognising risk; rules	<b>Health and wellbeing</b> Being healthy: eating, drinking, playing and sleeping  <b>Health and wellbeing</b> Feelings; mood; times of change; loss and bereavement; growing up

3	<p><b>Relationships</b> Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p><b>Health and wellbeing</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>	<p><b>Relationships</b> Families; family life; caring for each other</p> <p><b>Health and wellbeing</b> Keeping safe; out and about; recognising and managing risk</p>	<p><b>Living in the wider world</b> Community; belonging to groups; similarities and differences; respect for others</p> <p><b>Living in the wider world</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p>
4	<p><b>Health and wellbeing</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <p><b>Relationships</b> Respect for self and others; courteous behaviour; safety; human rights</p>	<p><b>Health and wellbeing</b> Feelings and emotions; expression of feelings; behaviour</p> <p><b>Health and wellbeing</b> Changes and moving on;</p>	<p><b>Health and wellbeing</b> Being healthy: keeping active, taking rest</p> <p><b>Health and wellbeing</b> Being healthy: eating well, dental care</p>