



Maulden Lower School PSHE Curriculum Map

Knowledge, skills and understanding - progression across the school

1. Key Skills

EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills
Health and Wellbeing				
<p>Personal, Social and Emotional Development Self-Regulation ELG Children at the expected level of development will: - 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.</p> <p>Managing Self ELG Children at the expected level of development will: - 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; -</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H6. the importance of, and how to, maintain personal hygiene</p>	<p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H8. about the process of growing young to old and how people's needs change.</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence might bring.</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>

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	<p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence might bring.</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>H10. The names of the main parts of the body and the body similarities between boys and girls.</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14 about the ways the pupils can help the people who look after them to more easily protect them.</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>H16 what is meant by 'privacy' their right to keep things 'private' the importance of respecting others privacy.</p>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<p>H9 to differentiate between the terms risk, danger and hazard.</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H21 strategies for keeping physically and emotionally safe including road safety.(including cycle safety – the bikeability programme) and safety in the environment including water, fire and rail safety)</p>

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			<p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and develop the skills and strategies required to get support if they have fears for themselves or their peers</p>	<p>H22 strategies for keeping safe online; the importance of protecting personal information including passwords addresses and distribution of images of themselves and others.</p> <p>H23 about people who are responsible for keeping them healthy and safe; how they can help these people keep them healthy and safe.</p> <p>H24 the responsible use of mobile phones (looking after it) and safer user habits (time limits, use of passcode, switching it off at night etc.)</p> <p>H25 how to manage requests of images of themselves and others; what is and what is not appropriate to ask for or share. Who to talk to if they feel uncomfortable or are concerned by such a request.</p>

EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills
Relationships				
<p>Building Relationships ELG Children at the expected level of development will: 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.</p>	<p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7. to offer constructive support and feedback to others</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7. to offer constructive support and feedback to others</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R11. to work collaboratively towards shared goals</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R15. to recognise and manage 'dares'</p> <p>R16. to recognise and challenge stereotypes</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive healthy relationships.</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>R5. That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>R7. that their actions affect themselves and others</p> <p>R10 to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge other peoples points of view.</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>

EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills
	<p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>		<p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14 to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. (including cyber bullying, use of prejudice based language 'trolling' how to respond and ask for help)</p> <p>R15. to recognise and manage 'dares'</p> <p>R16. to recognise and challenge stereotypes</p> <p>R18 how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R19 that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>R21 to understand personal boundaries, to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</p>

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Living In the Wider World				
<p>Children talk about events in their own lives and 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>L1. how they can contribute to the life of the classroom and school</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. that they belong to different groups and communities such as family and school</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>L1. how they can contribute to the life of the classroom and school</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. that they belong to different groups and communities such as family and school</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10 about the 'special people' that work in their community and who are responsible for looking after and protecting them. How people contact those special people when they need their help including dialling 999 in an emergency.</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L6 to recognise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities to develop strategies for getting support for themselves or others at risk.</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>

EYFS Key Skills	Year 1 Key Skills	Year 2 Key Skills	Year 3 Key Skills	Year 4 Key Skills
			<p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L17. to explore and critique how the media present information</p> <p>Cc. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>Ce. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>	<p>L10 to recognise the role of voluntary, community and pressure groups, especially in the relation to health and wellbeing.</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L18 to critically examine what is being presented to them in social media and why it is important to do so; understand how information contained in social media can mislead or misrepresent; the importance of being careful what they forward to others.</p> <p>Cc. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>

4. Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Settling into school Getting to know me Making friends (Relationships) Learning about expectations & boundaries Learning to take care of ourselves & others</p> <p>Circle Time Mindfulness Values</p>	<p>Listen to others talking about their own experiences of special events Share own experiences Learning to take care of ourselves & others</p> <p>Circle Time Mindfulness Values</p>	<p>To talk about & explore our feelings – happy, angry, jealous, nervous, kind, scared, sad, lonely, disappointed,</p> <p>Learning about different beliefs & cultures & respecting our differences & similarities</p> <p>Circle Time Mindfulness Values</p>	<p>To talk about & explore our feelings – happy, angry, jealous, nervous, kind, scared, sad, lonely, disappointed,</p> <p>Learning about different beliefs & cultures & respecting our differences & similarities</p> <p>Circle Time Mindfulness Values</p>	<p>Talking about: our differences & feelings, how our actions affect others, what we're good at</p> <p>Managing our emotions & solving problems with friends</p> <p>Learning to negotiate without the intervention of an adult</p> <p>Circle Time Mindfulness Values</p>	<p>Talking about: our differences & feelings, how our actions affect others, what we're good at</p> <p>Managing our emotions & solving problems with friends</p> <p>Learning to negotiate without the intervention of an adult</p> <p>Circle Time Mindfulness Values</p>
Year 1	<p>Twinkl Life Relationships TEAM Circle Time Mindfulness Values</p>	<p>Twinkl Life Health and Wellbeing It's my Body Circle Time Mindfulness Values</p>	<p>Twinkl Life Living in the Wider World Britain Circle Time Mindfulness Values</p>	<p>Twinkl Life Relationships Be Yourself Circle Time Mindfulness Values</p>	<p>Twinkl Life Living in the Wider World Money Matters Circle Time Mindfulness Values</p>	<p>Twinkl Life Health and wellbeing Aiming High Circle Time Mindfulness Values</p>
Year 2	<p>Twinkl Life Relationships VIP's Circle Time Mindfulness Values</p>	<p>Twinkl Life Health and Wellbeing Safety First Circle Time Mindfulness Values</p>	<p>Twinkl Life Living in the Wider World Respecting Rights Circle Time Mindfulness Values</p>	<p>Twinkl Life Relationships Growing Up Circle Time Mindfulness Values</p>	<p>Twinkl Life Health and Wellbeing Think Positive Circle Time Mindfulness Values</p>	<p>Twinkl Life Living in the Wider World One World Circle Time Mindfulness Values</p>
Year 3	<p>Twinkl Life Relationships TEAM Circle Time Mindfulness Values</p>	<p>Twinkl Life Health and Wellbeing It's my Body Circle Time Mindfulness Values</p>	<p>Twinkl Life Living in the Wider World Britain Circle Time Mindfulness Value</p>	<p>Twinkl Life Relationships Be Yourself Circle Time Mindfulness Values</p>	<p>Twinkl Life Living in the Wider World Money Matters Circle Time Mindfulness Values</p>	<p>Twinkl Life Health and Wellbeing Aiming High Circle Time Mindfulness Values</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Twinkl Life Relationships VIP's Circle Time Mindfulness Values	Twinkl Life Health and Wellbeing Safety First Circle Time Mindfulness Values	Twinkl Life Living in the Wider World Respecting Rights Circle Time Mindfulness Values	Twinkl Life Relationships Growing Up and TEAM Circle Time Mindfulness Values	Twinkl Life Health and Wellbeing Think Positive Circle Time Mindfulness Values	Twinkl Life Living in the Wider World One World Circle Time Mindfulness Values