

PSHRE Curriculum Map



<p>EYFS</p>	<p>Health</p> <p>By the end of the EYFS will have:</p> <ul style="list-style-type: none"> • Seen menus showing healthy meals and snacks and discussed • Become aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery. • Understood which clothes were appropriate for different weather • Noticed the changes in their bodies after exercise, such as their heart beating faster. • Understood the importance of hand-washing. • Known that physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life. <p>Early Learning Goal: 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>EYFS</p>	<p>Relationship</p> <p>By the end of the EYFS will have:</p> <ul style="list-style-type: none"> • Shown interest in the lives of people who are familiar to them. • Remembered and talked about significant events in their own experience. • Recognised and described special times or events for family or friends. • Discovered ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. • Role-played in areas with a variety of resources reflecting diversity. • Made a display showing all the people who make up the community of the setting. • Shared stories that reflect the diversity of children’s experiences. • Showed interest in different occupations and ways of life. • Understood some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Shown care and concern for living things and the environment. • Played in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiated play, offering cues to peers to join them.

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- Kept play going by responding to what others are saying or doing.
- Demonstrated friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Understood that own actions affect other people. For example, become upset or try to comfort another child when they realise they have upset them.
- Become aware of the boundaries set and of behavioural expectations in the setting.
- Begun to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

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Play cooperatively, 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Living in the wider world Rules and Responsibilities We are all special	Health and Wellbeing Healthy Lifestyles Keeping ourselves healthy	Health and Wellbeing/ Living in the wider world Keeping safe Safe inside and out Money Money, Money, Money! Environment My world, my job	Health and Wellbeing Growing and changing Everything changes	Relationships Feelings and emotions/ Healthy relationships/ valuing differences How do you feel?	Relationships Feelings and emotions/ Healthy relationships/ valuing differences (+Medway lessons) How do you feel?	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 2	Living in the wider world Rules and Responsibilities Leading my life	Health and Wellbeing Healthy Lifestyles Healthy me inside and out	Health and Wellbeing/ Living in the wider world Keeping safe Next step...	Money It's a good job...!	Relationships Feelings and emotions/ Healthy relationships/ valuing differences Me and my community	Health and Wellbeing Growing and changing Mind and body (+Medway lessons)	2 weeks Transition. Focus on values gaps and emotional regulation around change

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Year 3	Health and Wellbeing Healthy lifestyles My healthy lifestyle	Health and Wellbeing Keeping safe On safety!	Living in the wider world Money The business of money Environment Choices mean prizes Rights and Responsibilities The time is right...	Living in the wider world/ Relationships Rights and Responsibilities The time is right... Valuing Differences Identity is key	Health and Wellbeing /Relationships Growing and changing Reach for the sky Feelings and Emotions Feeling my way through	Relationships Healthy Relationships (+Medway lessons) Actions speak louder the words	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 4	Health and Wellbeing Healthy lifestyles The Sky is the Limit	Health and Wellbeing Keeping safe Risk, danger, hazard	Living in the wider world Environment The world is my oyster	Relationships Rights and Responsibilities The value in us	Health and Wellbeing Emotions Express Yourself! This year group need additional time on emotions and transition in this term		2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 5	Health and Wellbeing Healthy Lifestyle Value myself	Living in the wider world Money Critical consumer	Living in the wider world Money The Apprentice Health and Wellbeing Keeping Safe 1st to Aid	Relationships Healthy Relationships Relationships on the line	Health and Wellbeing Keeping Safe Influence independence	Health and Wellbeing Puberty Change is growing	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 6	Health and Wellbeing Keeping Safe Put a pin in pressure	Health and Wellbeing Healthy Lifestyle Habits of a lifetime	Living in the wider world Rights and Responsibilities Surf the waves		Relationships Healthy Relationships Team and I	Health and Wellbeing /Relationships Growing and Changing (+Medway lessons Sex Ed)	2 weeks Transition. Focus on values gaps and

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					Growing with change	emotional regulation around change
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Please note: Y6 will cover Y5 career aspirations through Citizenship

- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs
- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions