|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1/2 | | Year 3/4 | | Year 5/6 | |
| **PSHE** |  | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| **Autumn** | ELG  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.  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;  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Relationships – TEAM  Collaborative working, good listening, kindness, effects of bullying    Health and Wellbeing – Think Positive  Making good decisions, developing resilience | Relationships – VIPs  Families, friendships, building healthy relationships    Health and Wellbeing – Safety First  Everyday dangers, The Underwear Rule, who can help | Relationships – TEAM  Being considerate, conflict resolution, individual responsibilities, supporting others.    Health and Wellbeing – Think Positive.  Managing difficult emotions, mental health, growth mindset | Relationships – VIPs  How friendships are formed and maintained, bullying, internet safety    Health and Wellbeing – Safety First  Taking responsibility, road, rail, water dangers, drugs, first aid. | Relationships – TEAM  Communication, collaboration, shared responsibility    Health and Wellbeing – Think Positive  Link between thoughts, feelings and emotions, mindfulness. | Relationships – VIPs  Kindness and respect, conflicts, secrets and dares    Health and Wellbeing – Safety First  Risks, identifying emergencies, hazards and dangers. |
| **Spring** | Living in the Wider World – One World  Comparing home and school to those around the world.    Relationships – Be Yourself  Recognise positive qualities, appreciate individuality | Living in the Wider World – Respecting Rights  Difference and fairness, who protects our rights    School Values – Dreaming, Daring, Persevering, Reflecting and Together | Living in the Wider World – One World  Case study; inequality and stereotypes    Relationships – Be Yourself  Identify strengths, recognise emotions, express feelings | Living in the Wider World – Respecting Rights  Challenging stereotypes, why rules are important    School Values – Dreaming, Daring, Persevering, Reflecting and Together | Living in the Wider World – One World  Responsibility to live as global citizens    Relationships – Be Yourself  Making positive choices, celebrating individuality, peer pressure | Living in the Wider World – Respecting Rights  Equality and discrimination and their consequences. Human rights activism    School Values – Dreaming, Daring, Persevering, Reflecting and Together |
| **Summer** | SRE    Living in the wider word – Money Matters  Spending and saving, looking after belongings.    Transition | SRE    Living in the Wider World – Britain  Community, being good neighbours, environment, British values    Transition | SRE    Living in the Wider World – Money Matters  Borrowing and consequences, prioritising needs, ethical spending.    Transition | SRE    Living in the Wider World – Britain  British people, law, democracy, liberty, tolerance    Transition | SRE    Living in the Wider World – Money Matters  Budgeting, being critical consumers, tax.    Transition | SRE    Living in the Wider World – Britain  Faiths and ethnicities, respecting the law, national and local government    Transition |