|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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  |