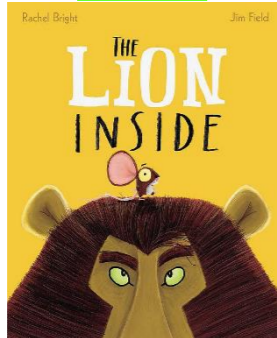
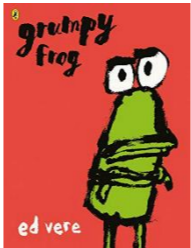


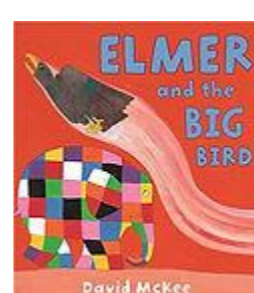



To give **children the** knowledge, skills and understanding that they **need** to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make **the most of their own** abilities and those **of** others.

PSHE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Self- confidence- sensitivity to others needs and feelings Self- awareness	Making relationships- play cooperatively and take turns	Making relationships- Taking turns, consider one another's ideas	Self-confidence- Children are confident to try new activities and speak in familiar groups	Making relationships-Sensitivity to others needs and feelings People and communities	Making relationships-Sensitivity to others needs and feelings
Cycle A		<p><u>New beginnings SEAL</u> <u>R- Use a knife and fork correctly , hold pen/pencil correctly</u></p> <p><u>The Lion inside</u> </p> <p>https://www.youtube.com/watch?v=H019G18irW0</p> <p>Hand hygiene 13.9.22 School Nurse</p>	<p><u>Friendship SEAL</u> <u>R- Use a knife and fork correctly Road safety week November</u></p> <p>RHE: What is friendship. How to take turns and how to treat each other with kindness.</p> <p><u>Economics- play shops while taking turns, can children recognise coins & cards? We need money in order to buy things we want.</u></p>	<p><u>Getting on and falling out SEAL</u></p> <p>RHE: that most friendships have up and downs & that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right Learn vocab- no and stop</p> <p></p> <p>https://www.youtube.com/watch?v=H4q7z9F9CgY</p>	<p><u>Good to be me! SEAL</u></p> <p><u>Water safety talk</u></p>	<p><u>Celebrating differences</u> <u>Lucinda and Godfrey – We are all different</u></p>	<p><u>Changes SEAL</u> <u>Teddy Bears picnic for new starters</u></p> <p>Mine A story about sharing</p>
	0-3 Year Olds	<p>PSED - Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>PSED - Find ways of managing transitions, for example from their parent to their key person.</p> <p>PSED - Thrive as they develop self- assurance.</p>	<p>PSED - Develop friendships with other children.</p>	<p>PSED - Develop friendships with other children.</p> <p>PSED - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>PSED Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>PSED - Feel strong enough to express a range of emotions.</p>	<p>PSED Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>PSED - Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>PD - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>PD - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress</p> <p>PD – Learn to use the toilet with help, and then independently.</p>	<p>PSED - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>UTW Notice differences between people.</p>	<p>C&L Start to say how they are feeling, using words as well as actions.</p> <p>PSED - Be increasingly able to talk about and manage their emotions.</p> <p>PSED - Safely explore emotions beyond their normal range through play and stories</p> <p>PSED - Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>
	Nursery	<p>To know how to make someone welcome, to say hello in EYFS setting I know what to do in my setting I can say why people in my class are special</p> <p><u>3-4 YO</u></p> <p>Select & use activities and resources with help when needed</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Continue developing positive attitudes about the differences of people</p>	<p>I know how to share with my friends I know how to speak nicely to my friends I know how to play together and take turns</p> <p><u>3-4 YO</u></p> <p>Develop their sense of responsibility and membership of a community</p> <p>Play with one or more children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalry.</p>	<p>I can work in a small group cooperatively I can solve difficult problems with my friend</p> <p><u>3-4 YO</u></p> <p>Help to find solutions to conflict and rivalry</p> <p>Play with one or more children</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Understand gradually how others may feel</p> <p>Be able to express a point of view with an adult or friend</p>	<p>I can tell you the things I like doing and the things I don't like doing. I can say how I feel when I am feeling proud or excited. I can listen attentively for a short period of time I can say what I need.</p> <p><u>3-4 YO</u></p> <p>Start a conversation with friends or an adult and continue it for many turns</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend Talk about their feelings using words such as happy, sad</p> <p>Be increasingly independent in meeting their own needs eg brushing teeth, going to the toilet, washing & drying hands thoroughly</p> <p>Be increasingly independent they get dressed and undressed eg putting coats on & doing up zips</p> <p>Begin to make sense of their own life story and families history</p>	<p>I know what different means I can say what differences we have</p> <p><u>3-4 YO</u></p> <p>Show an interest in different occupations</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>	<p>I can tell you what I can do now that I couldn't do when I started school/nursery. I can tell you how I have changed. I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different. I know how to help someone when they are feeling sad</p> <p><u>3-4 YO</u></p> <p>Talk about their feelings using words such as happy, sad</p> <p>Talk with others to solve conflict</p> <p>Understand gradually how others might be feeling</p>

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Reception	<p>I can make people feel welcome and explain how I am going to do it I know what happens in my classroom and can explain to other children where things are I can tell my friends why they are special and why I am special</p> <p><u>ELG:</u> To show an understanding of their own feelings & those of others, begin to regulate their behaviour accordingly, Express ideas & feelings using full sentences Use talk to help work out problems & organise thinking & activities, explain how things work and why they might happen See themselves as a valuable individual</p>	<p>I understand why it is important to share and how it makes my friends feel. I know how to speak nicely to my friends and use kind words I take turns in games and understand the importance of taking turns</p> <p>Rachael Bright – Mine!</p> <p><u>ELG:</u> Work and play cooperatively & take turns with others, form positive attachments to adults and friendship with peers, show sensitivity to their own and others needs. Express their feelings & consider the feelings of others Think about the perspective of others Negotiate space & obstacles safely with consideration for themselves and others</p>	<p>I can work cooperatively to help a group keeping calm and overcoming feelings of anger solving a difficult problem with a friend</p> <p><u>ELG:</u> Build constructive & respectful relationships Use talk to help work out a problem & organise thinking Think about the perspectives of others Express their feelings & consider those of others Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly Show sensitivity to their own and others needs</p>	<p>I understand my feelings I can tell when I am feeling excited. I can say and show you when I am feeling good and happy. I can tell or show what feeling proud looks like. Managing my feelings I can concentrate and focus when working on an independent. Standing up for myself I can stand up for my own needs and rights without hurting others.</p> <p><u>ELG:</u> See themselves as a valuable individual.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Further develop the skills that they need to manage the school day successfully: lining up & queuing, mealtimes</p>	<p>Why do we celebrate differences? I understand what differences are. Differences make our world a more interesting and exciting place. It helps us to learn about different families, cultures and religions. It teaches us to show respect for everyone. Everyone feels included and special.</p> <p>The Lion inside or the Koala who could - Rachael Bright</p> <p>Elmer</p> <p><u>ELG:</u> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad. I can tell you what I did with my class/group to make the outdoor area/classroom/setting better.</p> <p>Have you fill a bucket today? Carol Mccloud Could use bk The Koala who could</p> <p><u>ELG:</u> Show resilience and perseverance in the face of challenge Think about the perspectives of others Show sensitivity to their own and others' needs.</p>
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	Managing feelings and behaviour- talk to each other.	Managing feelings and behaviour- talk about their own and others behaviours.	Managing feelings and behaviour- talk about their own and others behaviours.	Managing feelings and behaviour- talk about their own and others behaviours.	Manage feelings and relationships	Making relationships-Sensitivity to others needs and feelings
Cycle B	<p><u>Going for goals SEAL</u> <u>R- use knife and fork correctly, hold pen/pencil correctly</u></p>	<p><u>All about Emotion & Kindness- SEAL School values Forgiveness</u> <u>R- use knife and fork correctly</u> <u>Road safety week November</u></p>	<p><u>Say no to bullying SEAL</u></p>  <p>https://www.youtube.com/watch?v=TUepS9yGANQ</p>	<p><u>Manners Service(to the community)</u></p> <p>RHE: The conventions of courtesy & manners</p> <p>Economics- play shops while taking turns, saying please & thank you can children recognise coins & cards? We need money in order to buy things we want.</p>  <p>https://www.youtube.com/watch?v=Ok5B_Efy-2Q</p>	<p><u>Water safety talk</u> <u>Health and Hygiene</u></p> 	<p><u>Caring for others and our environment, looking after Gods world</u> <u>Teddy bear picnic for new starters GG</u></p> 
	0-3 Year Olds	<p>C&L Start to say how they are feeling, using words as well as actions. PSED - Be increasingly able to talk about and manage their emotions. PSED - Safely explore emotions beyond their normal range through play and stories PSED - Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>PSED Express preferences and decisions. They also try new things and start establishing their autonomy. C&L Start to say how they are feeling, using words as well as actions</p>	<p>PSED - Thrive as they develop self- assurance. PSED - Establish their sense of self. PSED - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<p>PD - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. PD - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress PD – Learn to use the toilet with help, and then independently.</p>	<p>PSED - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. UTW Notice differences between people.</p>

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	Nursery	<p>I can try new things in my learning. I know that I can do more things now than I could when I was younger. I know that I will be able to do more things when I am older.</p> <p style="text-align: center;"><u>3-4 YO</u></p> <p>Become more outgoing with unfamiliar people in the safe context of their setting</p> <p>Show more confidence in new social situations</p> <p>Develop appropriate ways of being assertive</p>	<p>I know different emotions (happy, sad, annoyed, upset) I can tell someone when I'm happy/sad</p> <p>To understand why we need to be kind To know how to have kind hands and kind feet To know what kind words are and when it is appropriate to say 'sorry'</p> <p style="text-align: center;"><u>3-4 YO</u></p> <p>Talk about their feelings using words such as happy, sad, angry, worried</p> <p>Understand gradually how others might be feeling</p> <p>Help find solutions to conflicts and rivalries</p> <p>Talk with others to solve conflicts</p>	<p>I can tell someone when my feelings are hurt by others. I can tell you how it feels when people are nasty to me</p> <p style="text-align: center;"><u>3-4 YO</u></p> <p>I know I can tell my teacher if I am unhappy.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions</p> <p>Talk about their feelings using words like happy, sad, angry, worried etc.</p>	<p>In role play children will demonstrate how and when to say please and thank you.</p> <p style="text-align: center;"><u>3-4 YO</u></p> <p>Show more confidence in new social situations</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Remember rule without needing an adult to remind them</p>	<p>I know it is important to wash and dry my hands properly</p> <p>I know it is important to eat healthily</p> <p>I know I need to keep active to be healthy</p> <p style="text-align: center;"><u>3-4 YO</u></p> <p>Become increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy food choices about drink, activity and toothbrushing</p>	<p>In setting children take care of caterpillars and butterflies, learning importance of food, water and gentleness. In setting children take care of their friends and show kindness towards them. In setting children understand how to help the environment by not wasting paper, pens etc.</p> <p style="text-align: center;"><u>3-4 YO</u></p> <p>Develop their sense of responsibility and membership of a community</p> <p>Know that there are different countries on the world and talk about the differences they have experienced or seen in photos</p>
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	Reception	<p>I know that we are all good at different things. I can tell you what I like doing and learning. I can set a realistic goal I can tell you what I want to achieve and how I am going to do so. Persistence I can focus my attention and start a task. I can sustain my attention. I can work hard to achieve my goal. I know that working hard is important to reaching my goal.</p> <p><u>ELG</u></p> <p>Be confident to try new activities</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>	<p>I can name different emotions and when we feel them I know what to do when I'm feeling blue I know how to calm down if I feel upset. I can help my friends calm down and be happy To explain why we should be kind and give an example To explain how we have kind kinds and feet To explain why saying sorry is important and understand that people forgive</p> <p><u>ELG</u></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others Express their ideas and feelings about their experiences using full sentences</p> <p>Explain the reason for rules, know right from wrong and try to behave accordingly</p> <p>Work cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p>	<p>I know I belong in my classroom. I can tell you some ways in which children can be unkind and bully others. I can tell you how it feels when someone bullies you. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied</p> <p><u>ELG</u></p> <p>Explain the reasons for rules and know right from wrong and try to behave accordingly</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Hold conversations when engaged in back and forth exchanges with their teachers and peers</p>	<p>To understand it is polite to say please and thankyou and name places they will need to say these words. To use role play areas to demonstrate their knowledge of manners To show manners when in the dinner queue at lunchtime.</p> <p><u>ELG</u></p> <p>Form positive attachments to adults and friendships with peers</p> <p>Think about the perspectives of others</p> <p>Express their feelings and consider the feelings of others</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p> <p>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>I know how to look after myself by being clean, brushing my teeth.</p> <p>I know that need to sleep and have sensible amounts of screen time.</p> <p>I know how to keep safe in the sun.</p> <p>I know we need physical activity and eat healthy.</p> <p>I am a safe pedestrian. <u>ELG</u></p> <p>To manage basic hygiene and personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices</p> <p>Manage their own needs- personal hygiene.</p> <p>Know & talk about the different factors that support the overall health & wellbeing</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy eating - Toothbrushing - Sensible amounts of screen time - Having a good sleep routine - being a safe pedestrian 	<p>To explain how they can take care of animals and friends. To understand what 'wasteful' means and why we need to look after our things</p> <p><u>ELG</u></p> <p>Work and play cooperatively and take turns with others</p> <p>Talk about the lives of people around them and their role in society</p> <p>Talk about members of their immediate family & community Name & describe people who are familiar to them</p>
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			Show sensitivity to their own and others needs.					
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