

Subject Pathway – PSHE – Cycle B

Cycle A	EYFS		Year 1 & 2		Year 3 & 4		Year 5 & 6	
Autumn 1 (Me and My Relationships)	Out and About Making Relationships F1: I can play cooperatively and make good relationships with adults and children. F2: I can initiate conversations, and listen to what others say, playing in a group and making good relationships.	Friend, friendly, share, sharing, take turns, feelings, happy, sad, scared, angry, worried	Are We There Yet? Bullying and Teasing: I can tell you some ways that I can help someone else who is being bullied, if this happens. School Rules and Bullying: I can give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. I can explain that most people do not bully and that bullying is not very common. (Understands norms of bullying). Being a Good Friend: I can give examples of ways that I have tried to help others be good friends to each other. Feelings and Self-Regulation: Almost always, I can express my feelings in a safe controlled way, and help others to do the same.	Bullying, teasing, feelings, actions, help, rules, right, wrong, kind, unkind	Our Wonderful World Recognising Feelings: I can give examples of body language from a range of different emotions. Bullying: I can give examples of how I can help someone else who is upset or being bullied. Assertive Skills: I can give different examples of when (and why) I might need to be assertive.	Emotions, friendship, positive, negative, rights and responsibilities, assertiveness	Space Assertiveness: I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied. Co-operation: I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills. Safe/unsafe touchers: I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	Emotional responses, morals, obligations, companionship, negotiation, compromise
	Toy Story Self-confidence and self awareness: F1: I can talk to my friends and familiar adults about my family. I am becoming more confident in new situations. F2: I can talk about the things I am good at and say why I like some activities more than others. I can talk about my ideas and ask for help if I need it.		The Workshop Being Kind and Helping Others: I can tell you how I recognise if someone else is being left out, and I can say some ways I could help them. Listening Skills: I can use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.		Same, different, fair, unfair, respect		The Tudors Recognising and celebrating difference: I can say how differences sometimes cause conflict but can also be something to celebrate. Understanding and challenging stereotypes: I can explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.	
Spring 1 (Keeping Myself Safe)	Paws and Claws Health and Self-Care F1: I understand that equipment and tools have to be used safely. I can tell an adult when I want to rest or play. F2: I can talk about how I can keep myself healthy and safe.	Safe, unsafe, healthy, unhealthy, dangerous, medicine	Dangerous Dinosaurs Safe and Unsafe Secrets: If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe. Appropriate Touch: I can say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy. Medicine Safety: I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).	Healthy, unhealthy, safe, unsafe dangerous, medicine	Africa Managing Risks: I can work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk. Understanding the norms of drug use: I can explain why smoking and drinking alcohol is particularly harmful for a young person's body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect). Influences: I can give examples of consequences of decisions and explain how these can be either positive or negative.	Medicine, prescription, legal, illegal, harmful, unhelpful, positive/negative influences	Storms and Shipwrecks Emotional Needs: I can give an example of how I have been able to get one (or more) of my emotional needs met. Staying Safe Online: I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made. Drugs (norms and risks): I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).	Social media, online, offline, wellbeing, limits, restrictions, GDPR, privacy, alcohol, misuse, illicit substances
	Spring Watch Managing Feelings and Behaviour F1: I can accept the needs of others and take turns and share resources. I can adapt to different situations and changes in routine. F2: I can talk about how I and others show feelings. I can talk about my own and others behaviour and its consequences and know some behaviour is unacceptable.		Into The Woods Co-operation and self-regulation: I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.		Feelings, good/bad, co-operation, environment, self-regulation		Tomb Raiders Making a Difference: I can tell you what an <i>active bystander</i> is and give an example of when I might be able to be an active bystander, or when I have done this. Media Influence: I can give an example of this and talk about the different sides of a news story. Decisions about Spending Money: I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live.	
Summer 1 (Being My Best)	If You Go Into The Woods Today Self-confidence and Self-awareness F1: I can talk about my self in positive terms and talk about things I am good at. I can talk about my own needs, wants, interests and opinions. F2: I am confident to try new things and say why I like some things more than others. I can talk about my ideas and ask for help if I need it.	Same, different, family, home, like, don't like, idea, confident, interests	Amazing Authors Looking After My Body: I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly. Growth Mindset: I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.	Resilience, healthy, unhealthy, trusted adults, progress, independence, reflectiveness, bereavement	Nottingham Having choices and making decisions about health: I can explain the benefits of looking after myself both now and in the future. Taking care of environment: I can explain the benefits of looking after my environment both now and in the future, and for future generations. Body changes during puberty: I can talk about how some parts of the body change during puberty.	Responsibility, health, diet, balanced, eco-friendly	China & Japan Aspirations and Goal Setting: I can give examples of ways that I've overcome challenges and barriers to achieving my goals. Managing Risk: I can tell you about the things I (and others) can do to reduce or remove risk in different situations. Keeping Safe: I can offer advice about whether a secret should be kept or shared, and who it should be shared with.	Independence, responsibility, morals, attractiveness, qualities, personality traits, learned behaviours, resilience, change, transition, safe/unsafe secrets
	Walk The Plank Managing feelings and behaviour F1: Understand how my actions affect other people and I am aware of boundaries set. I can try to negotiate and solve problems. F2: I can talk about how I and others show feelings. I can talk about my own and others behaviour and its consequences and know some behaviour is unacceptable. I can follow rules and work as part of a group.		Minibeast Adventures Life Cycles: I can tell you what I am looking forward to when I am older (at 10 years and again at 21 years old). Dealing with Loss: I can suggest ways of keeping in touch with someone if they move away. Being Supportive: I can explain the difference between positive feedback and constructive support.		Turn, share, sharing, fair, unfair, behaviour, feelings, happy, safe, scared, cross, angry, worried behaviour, rules, cooperate, solve		Managing difficult feelings: I can suggest some good ways to compromise to reduce conflict. Relationships including marriage: I can explain why some people choose to have a civil ceremony or live together instead.	

Subject Pathway – PSHE – Cycle A

Cycle B	EYFS		Year 1 & 2		Year 3 & 4		Year 5 & 6	
Autumn 1 (Me and My Relationships)	<u>Expressing Yourself</u> Making Relationships	Friend, Friendly, share, sharing, take turns, feelings, happy, sad, scared, angry, worried.	<u>Fire of London</u> Feelings: I can give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.	Feelings, actions, help, rules, right, wrong, kind, unkind	<u>Incredible Inventions</u> Co-operation: I can find ways of helping others to resolve arguments or disputes. Friendships: I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.	Emotions, friendship, positive, negative, rights and responsibilities	<u>Planet Earth</u> Feelings: I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me.	Emotional responses, morals, obligations, companionship, assertiveness
	F1: I can play cooperatively and make good relationships with adults and children. F2: I can initiate conversations, and listen to what others say, playing in a group and making good relationships with them.		Getting help: I know the signs of needing help and can identify a range of adults that I can turn to, when needed. Classroom Rules: I can tell you a range of classroom rules and explain why we have them.		Assertive Skills: I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).			
Autumn 2 (Valuing Difference)	<u>Whizz, Bang, Colour</u> Self-confidence and self awareness	Same, different, family, home, like, don't like, idea	<u>The Workshop</u> Recognising, valuing and celebrating difference: I can give examples of differences that are something to be valued and celebrated.	Same, different, fair, unfair, respect	<u>Rock 'n' Roll</u> Recognising and Respecting Diversity: I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged.	Community spirit, tolerance, similarities, differences	<u>The Victorians</u> Recognising and celebrating difference (including religions and culture): I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)	Cultural and religious similarities, Cultural and religious differences, influence, tolerance, impression
	F1: I can talk to my friends and familiar adults about my family. I am becoming more confident in new situations. F2: I can talk about the things I am good at and say why I like some activities more than others. I can talk about my ideas and ask for help if I need it.		Developing tolerance: I can explain why sometimes things seem unfair to other people. Being Respectful and Tolerant: I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.		Influence and Pressure of Social Media: I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)			
Spring 1 (Keeping Myself Safe)	<u>Passport to the World</u> Health and Self-care	Safe, unsafe, healthy, unhealthy, dangerous medicine	<u>Caribbean</u> How our feelings keep us safe: I can recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.	Healthy, unhealthy, safe, unsafe, dangerous, medicine	<u>Extreme Earth</u> Managing risks: I can say why some people might take risks and why others choose to avoid risky situations.	Medicine, prescription, legal, illegal, harmful, unharmed, online, offline	<u>Bodies</u> Managing risk, including staying safe online: I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).	Social media, online, offline, wellbeing, community, limits, restrictions, actions, messaging, positive, negative, tobacco, misuse, illicit substances
	F1: I understand that equipment and tools have to be used safely. I can tell an adult when I want to rest or play. F2: I can talk about how I can keep myself healthy and safe.		Keeping Healthy: I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body). Medicine Safety: I can explain why medicines need to be kept out of reach and sight of children.		Drugs and their risks: I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks. Staying safe online: I can give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.		Norms around use of legal drugs: I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.	
Spring 2 (Rights and Responsibilities)	<u>Spring Watch</u> Managing Feelings and Behaviour	Turn, share, sharing, fair, unfair, behaviour, feelings, happy, sad, scared, cross, angry, worried	<u>Where We Live</u> Looking After Things: I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.	Recycle, green, environment	<u>Virtual Reality</u> Skills we need to develop as we grow up: I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked. Helping and being helped: I can give a few examples of how I've helped people who help me and how I can help myself.	Fact, opinion, recycling, eco-friendly, globally aware	<u>Vikings</u> Rights and responsibilities: I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment.	Rights, responsibilities, moral obligation, health, fitness, well-being, finance, spending, democracy
	F1: I can accept the needs of others and take turns and share resources. I can adapt to different situations and changes in routine. F2: I can talk about how I and others show feelings. I can talk about my own and others behaviour and its consequences and know some behaviour is unacceptable.		Locking After Things: I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.		Helping and being helped: I can give a few examples of how I've helped people who help me and how I can help myself.		R&R relating to health: I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.	
Summer 1 (Being My Best)	<u>If You Go Down to the Woods Today</u> Self-confidence and Self-awareness	Same, different, family, home, like, don't like, idea Confident, interests	<u>Inside Out</u> Growth Mindset: I can give examples of how these ideas have helped me when I have found something difficult.	Resilience, healthy, unhealthy, trusted adults, progress, independence	<u>Community Café</u> Keeping Myself Healthy: I can give several examples of things that I do to take responsibility for my health and can explain the benefits of this to me and to other people who choose to do them.	Responsibility, health, diet, balanced, goal setting, aspirations	<u>Mexico & South America</u> Growing independence and taking responsibility: I can predict the increasing levels of independence and responsibilities I will have as I grow older, by giving some examples of this, from teenage to adult years.	Independence, responsibility, morals, attractiveness, qualities, personality traits, learned behaviours, resilience, change, transition, safe/unsafe secrets
	F1: I can talk about my self in positive terms and talk about things I am good at. I can talk about my own needs, wants, interests and opinions. F2: I am confident to try new things and say why I like some things more than others. I can talk about my ideas and ask for help if I need it.		Keeping Healthy: I can explain about different food groups and why we need to choose and eat food from these different groups.		Celebrating and Developing my Skills: I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.		Media Awareness and Safety: I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.	
Summer 2 (Growing and Changing)	<u>Walk the Plank</u> Managing feelings and behaviour	Turn, share, sharing, fair, unfair, behaviour, feelings, happy, sad, scared, cross, angry, worried, behaviour, rules, cooperate, solve	<u>Inside Out</u> Getting Help: I can identify a range of adults in my life that I can trust and ask for help.	Resilience, healthy, unhealthy, trusted adults, progress, independence	<u>The Romans</u> Relationships: I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).	Positive/ negative relationships, choices, actions, consequences	Managing difficult feelings: I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.	Independence, responsibility, morals, attractiveness, qualities, personality traits, learned behaviours, resilience, change, transition, safe/unsafe secrets
	F1: I understand how my actions affect other people and I am aware of boundaries set. I can try to negotiate and solve problems. F2: I can talk about how I and others show feelings. I can talk about my own and others behaviour and its consequences and know some behaviour is unacceptable. I can follow rules and work as part of a group.		Becoming Independent: I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.		Menstruation: I can tell you some of the correct words for the parts of the woman's body that are involved in menstruation.		Managing change: I can suggest ways to cope with strong emotions in response to change.	
			Body Parts: I can tell you which body parts girls and boys have that are the same and which body parts are different.		Keeping Safe: I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.		Getting help: I can recognise when others may need to get help and can advise them to talk to a trusted adult.	