

# Subject Map

## Subject: PSHE

PSHE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
STRANDS—move around depending on topics but cover strands throughout year.	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
<b>EYFS</b>	PSHE IS NOT A DISCRETE SUBJECT IN EYFS—BUT OBJECTIVES ARE COVERED THROUGH THE AREAS OF PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT AND UNDERSTANDING OF THE WORLD.					

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<p><b>Y1</b></p>	<ul style="list-style-type: none"> <li>To join in a range of activities in one-to-one situations and in small or large groups.</li> <li>To choose, initiate and follow through new tasks and self-selected activities.</li> <li>To seek help when needed, <i>for example, assistance in fastening their clothes.</i></li> <li>To begin to communicate feelings and ideas in simple phrases.</li> <li>To be often sensitive to the needs and feelings of others and show respect for themselves and others.</li> <li>To treat living things and their environment with care and concern.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to vocalisations of danger or risk e.g. 'no' and begin to respond to suggestions as to how to keep safe e.g. it's good walking.</li> <li>To begin to engage in new and unfamiliar activities / opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>To join in with healthy activities e.g. physical , food tasting, mindfulness , hygiene.</li> <li>To begin to follow safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of how they and their friends are the same or different,</li> <li>To begin to form friendships and play alongside / with others.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the need for rules in games, and show awareness of how to join in different situations.</li> <li>To understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, <i>for example, while queuing in a supermarket.</i></li> <li>To show a basic understanding of what is right and wrong in familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>To make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations, <i>for example, if other pupils wish to use the same piece of equipment.</i></li> <li>To know that they belong to a family and begin to name some of the people within their family.</li> <li>To say yes / no or I like it / I don't like it .</li> <li>To express an opinion.</li> </ul>

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STRANDS	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
<b>Y1</b>	<ul style="list-style-type: none"> <li>To join in some activities on a 1:1 / small group basis.</li> <li>To begin to make choices (using a choice board) of an activity they would like to partake in / toy they would like to play with.</li> <li>To seek and accept help from a familiar adult.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To combine two elements of communication to express their feelings, needs and choices.</li> <li>To react to the feelings of others and show some recognition/ interest / acknowledgement of that feeling.</li> <li>To begin to care for their environment with support and prompting e.g. put litter in the bin, begin to tidy up, water a plant.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to react to 'no' 'stop" 'I don't like it'.</li> <li>To respond to praise / 'I like it.'</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To engage in familiar activities in a variety of places.</li> <li>To begin to engage in new activities with support.</li> </ul>	<ul style="list-style-type: none"> <li>To show some interest in, and begin to join in with some healthy activities :-               <ul style="list-style-type: none"> <li>e.g. physical ,</li> <li>food tasting,</li> <li>mindfulness ,</li> <li>hygiene.</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to react to no / stop in relation to keeping safe.</li> <li>To begin to recognise some dangers.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of themselves and others.</li> <li>To begin to recognize some obvious similarities / differences.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to play alongside others.</li> <li>To begin to show a preference / interest in a particular 'friend' .</li> </ul>	<ul style="list-style-type: none"> <li>To take part in work or play involving two or three others.</li> <li>To maintain interactions.</li> <li>To take turns in a small group with some support.</li> </ul> <hr/>	<ul style="list-style-type: none"> <li>To join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences, <i>for example, 'What does the baby need?'</i></li> <li>To recognise members of their family.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to express 'yes' 'no' 'I like it' 'I don't like it' through symbol,/sign / speech.</li> <li>To express a preference in a range of situations.</li> </ul>

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STRANDS	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING Spring 2	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
<p style="text-align: center; font-size: 2em; font-weight: bold;">Y1</p>	<ul style="list-style-type: none"> <li>To respond to my name</li> <li>To begin to develop my understanding of familiar single words</li> <li>To gain attention from others</li> <li>To begin to initiate interaction with peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of the effects of the movements they make</li> <li>To begin to show an understanding of cause and effect</li> <li>To repeat an action to create a desired effect</li> <li>To repeat an action and modify an action to create a desire effect</li> </ul>	<ul style="list-style-type: none"> <li>To get my coat</li> <li>To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</li> <li>To actively co-operate with changing and personal care</li> <li>To actively co-operate with brushing teeth</li> <li>To attempt to feed myself</li> <li>To know the function of everyday items.</li> <li>To attempt to help with dressing and undressing</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of themselves and what they look like</li> <li>To engage in an activity of own choosing.</li> <li>To celebrate personal achievements</li> <li>To explore food from various cultures</li> <li>To smell foods/ spices from various cultures</li> <li>To taste foods from various cultures</li> <li>To experience music from various cultures</li> <li>To wear clothes from various cultures</li> <li>To observe / participate in celebration assemblies</li> <li>To express my own feelings / likes and dislikes in relation to cultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand that some things are theirs, some things are shared and some things belong to other people</li> <li>To begin to take turns</li> <li>To begin to engage in parallel play</li> <li>To begin to be interested in others' play.</li> <li>To be able to seek out others' to share experiences.</li> <li>To pay alongside others</li> <li>To respond to a few appropriate boundaries with decreasing level of adult support</li> </ul>	<ul style="list-style-type: none"> <li>To show an awareness of other people</li> <li>To recognise familiar adults</li> <li>To observe and participate in birthday celebrations</li> <li>To respond to sensory stimuli related to personal celebrations -e..g. Christmas, Chinese NY, Fathers Day, New home,</li> </ul>
	<ul style="list-style-type: none"> <li>To react to the feelings/behaviours of others e.g. turning around when they hear someone crying</li> <li>To respond to praise</li> </ul>	<ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To be willing to try and explore new foods (e.g. tasting, touching, smelling)</li> <li>To seek help when needed.</li> <li>To have a growing sense of will and determination</li> </ul>	<ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough.</li> <li>To be able to find familiar objects in their correct place.</li> </ul>	<ul style="list-style-type: none"> <li>To express a preference from a choice of 2</li> <li>To be able to express own preferences and interests.</li> </ul>	

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<h1>Y2</h1>	<ul style="list-style-type: none"> <li>• To play with others</li> <li>• To find a partner</li> <li>• To develop listening skills</li> <li>• To share with others</li> <li>• To demonstrate compassion</li> <li>• To recognise simple body language</li> <li>• To say No and mean No</li> <li>• To use I like / I don't like consistently</li> <li>• To make simple choices</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To have fun.</li> <li>• To feel good / feel valued/ having my needs met.</li> <li>• To recognise and name feelings</li> </ul>	<ul style="list-style-type: none"> <li>• To make rules for keeping safe.</li> <li>• To feel comfortable in different situations.</li> <li>• To keep safe at home .</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To understand the concept of risk.</li> </ul>	<ul style="list-style-type: none"> <li>•To make healthy choices.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To keep ourselves safe.</li> <li>• To follow safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise difference.</li> <li>• To celebrate difference.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To make friends.</li> <li>• To share.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the need for rules in the classroom and why rules help.</li> <li>• To understand right and wrong.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To understand families - who provides the money in my house?</li> <li>• To know that there are a range of people who help us.</li> <li>• To understand that people work for money.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about friends- choosing, falling out, making new friends / best friends</li> <li>• To recognise me, myself &amp; others.</li> <li>• To understand families .</li> <li>• To learn about people who help us.</li> <li>• To practice and understand good hygiene.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To recognise and know when things are not right.</li> <li>• To know who to tell when things are not right.</li> <li>• To explore how we tell.</li> </ul>

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<h1>Y2</h1>	<ul style="list-style-type: none"> <li>To respond to others in group situations, playing or working in a small group cooperatively, <i>for example, taking turns appropriately.</i></li> <li>To begin to chose a favoured adult or child to work / play alongside.</li> <li>To seek out less familiar adult (e.g. at playtimes) for help.</li> <li>To begin to share a toy / activity with another child.</li> <li>To begin to make simple choices using a choice board / symbol support.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to share in joint attention activities and express some enjoyment.</li> <li>To show concern for others, <i>for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort.</i></li> </ul>	<ul style="list-style-type: none"> <li>To react to words of encouragement or warning e.g. stopping when told to, trying when prompted to.</li> <li>To respond appropriately to I like it / I don't like it and begins to offer own preferences.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To show some hesitation / awareness of danger.</li> <li>To carry out routine activities in a familiar context and show an awareness of the results of their own actions.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to make healthy choices with support.</li> <li>To join in willingly with a range of healthy activities e.g. physical , food tasting, mindfulness , hygiene.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To recognise some dangers.</li> <li>To begin to experience / seek out some ways to keep safe.</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of others and beginning to be aware of different likes/ dislikes.</li> <li>To identify some similarities / differences between themselves and their peers.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to seek out others to play with.</li> <li>To show a preference for a favoured friend.</li> </ul>	<ul style="list-style-type: none"> <li>To show a developing awareness of some of the classroom rules and expectations.</li> <li>To begin to have a sense of what is good behavior and what is not.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To know that money is needed to buy things.</li> <li>To begin to know where things come from and that someone has to provide them.</li> <li>To begin to know that there are different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>To show an awareness of friends and what they like to do with them.</li> <li>To begin to recognise different members of a family and some of the roles they may have,</li> <li>To begin to understand and practice good hygiene.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To express 'yes' 'no' 'I like it' 'I don't like it' through symbol,/sign / speech.</li> <li>To recognize adults who can help.</li> </ul>

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<b>Y2</b>	<ul style="list-style-type: none"> <li>To respond to my name</li> <li>To begin to develop my understanding of familiar single words</li> <li>To gain attention from others</li> <li>To begin to initiate interaction with peers and adults</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To react to the feelings/behaviours of others e.g. turning around when they hear someone crying</li> <li>To respond to praise</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of the effects of the movements they make</li> <li>To begin to show an understanding of cause and effect</li> <li>To repeat an action to create a desired effect</li> <li>To repeat an action and modify an action to create a desire effect</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To be willing to try and explore new foods (e.g. tasting, touching, smelling)</li> <li>To seek help when needed.</li> <li>To have a growing sense of will and determination</li> </ul>	<ul style="list-style-type: none"> <li>To get my coat</li> <li>To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</li> <li>To actively co-operate with changing and personal care</li> <li>To actively co-operate with brushing teeth</li> <li>To attempt to feed myself</li> <li>To know the function of everyday items.</li> <li>To attempt to help with dressing and undressing</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of themselves and what they look like</li> <li>To engage in an activity of own choosing.</li> <li>To celebrate personal achievements</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore food from various cultures</li> <li>To smell foods/ spices from various cultures</li> <li>To taste foods from various cultures</li> <li>To experience music from various cultures</li> <li>To wear clothes from various cultures</li> <li>To observe / participate in celebration assemblies</li> <li>To express my own feelings / likes and dislikes in relation to cultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand that some things are theirs, some things are shared and some things belong to other people</li> <li>To begin to take turns</li> <li>To begin to engage in parallel play</li> <li>To begin to be interested in others' play.</li> <li>To be able to seek out others' to share experiences.</li> <li>To pay alongside others</li> <li>To respond to a few appropriate boundaries with decreasing level of adult support</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough.</li> <li>To be able to find familiar objects in their correct place.</li> </ul>	<ul style="list-style-type: none"> <li>To show an awareness of other people</li> <li>To recognise familiar adults</li> <li>To observe and participate in birthday celebrations</li> <li>To respond to sensory stimuli related to personal celebrations -e..g. Christmas, Chinese NY, Fathers Day, New home,</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To express a preference from a choice of 2</li> <li>To be able to express own preferences and interests.</li> </ul>

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<p><b>Y3</b></p>	<ul style="list-style-type: none"> <li>To recognise feelings</li> <li>To sit with a partner</li> <li>To develop listening skills</li> <li>To negotiate with one another</li> <li>To demonstrate empathy</li> <li>To recognise and respond body language/ verbal communication</li> <li>To use the assertive 'I'.</li> <li>To consistently use I like / I don't like</li> <li>To begin to know why they made a choice</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To be sensitive to the feelings of others/ knowing the impact of our behaviour on others.</li> <li>To recognise feelings.</li> <li>To understand what 'being assertive' means.</li> <li>To know about happy life events.</li> <li>To understand that sometimes people are sad.</li> </ul>	<ul style="list-style-type: none"> <li>To explore personal safety - playing safely / rules/ places of danger and getting lost.</li> <li>To know how to keep safe outside.</li> <li>To know how to keep safe from crime.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To understand the concept of risk.</li> <li>To know who and how to tell.</li> </ul>	<ul style="list-style-type: none"> <li>To make healthy choices.</li> <li>To begin to understand and recognise influences on health.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore and follow safety rules</li> <li>To make good choices</li> </ul>	<ul style="list-style-type: none"> <li>To understand and explore differences.</li> <li>To celebrate difference.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To know how to keep safe from bullying behaviour.</li> <li>To reflect on other significant people in my life.</li> </ul>	<ul style="list-style-type: none"> <li>To know the need for rules elsewhere</li> <li>To know the difference between right and wrong</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To learn about pocket money</li> <li>To consider—can I always have whatever I want?</li> <li>To decide what to buy.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about friends - Co-operating and team building</li> <li>To explore the skills of Co-operation, sharing and respect.</li> <li>To play safely / follow basic rules.</li> <li>To begin to identify places of danger / what to do if you get lost.</li> <li>To begin to explore growing from young to old.</li> <li>To begin to use correct terminology for parts of the body.</li> <li>To learn about the birth of animals.</li> <li>To explore different family situations</li> <li>To learn about sharing and caring / Love between family members</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To identify when things are not right?</li> <li>To know who we tell when things are not right?</li> <li>To know how do we tell?</li> </ul>



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<p><b>Y3</b></p>	<ul style="list-style-type: none"> <li>To join in a range of activities in one-to-one situations and in small or large groups.</li> <li>To choose, initiate and follow through new tasks and self-selected activities.</li> <li>To know that they can seek help when needed, for example, assistance in fastening their clothes.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to vocalisations of danger or risk e.g. 'no' .</li> <li>To begin to respond to suggestions as to how to keep safe e.g. it's good walking.</li> </ul>	<ul style="list-style-type: none"> <li>To join in with healthy activities.</li> <li>To join in with physical ,food tasting, mindfulness , hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of how they and their friends are the same .</li> <li>To begin to be aware of how they and their friends are different.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the need for rules in games, and show awareness of how to join in different situations.</li> <li>To understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, for example, while queuing in a supermarket.</li> <li>To show a basic understanding of what is right and wrong in familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li>To purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations, for example, if other pupils wish to use the same piece of equipment.</li> <li>To know that they belong to a family and begin to name some of the people within their family.</li> </ul>
	<ul style="list-style-type: none"> <li>To begin to communicate feelings and ideas in simple phrases.</li> <li>To be often sensitive to the needs and feelings of others and show respect for themselves and others.</li> <li>To treat living things and their environment with care and concern.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to engage in new and unfamiliar activities / opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to follow safety rules .</li> <li>To begin to follow safety rules in different situations or environments.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to form friendships .</li> <li>To play alongside / with others.</li> </ul>		<ul style="list-style-type: none"> <li>To say yes / no or I like it / I don't like it to express an opinion.</li> </ul>

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<h1>Y3</h1>	<ul style="list-style-type: none"> <li>To respond to my name</li> <li>To begin to develop my understanding of familiar single words</li> <li>To gain attention from others</li> <li>To begin to initiate interaction with peers and adults</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To react to the feelings/behaviours of others e.g. turning around when they hear someone crying</li> <li>To respond to praise</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of the effects of the movements they make</li> <li>To begin to show an understanding of cause and effect</li> <li>To repeat an action to create a desired effect</li> <li>To repeat an action and modify an action to create a desire effect</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To be willing to try and explore new foods (e.g. tasting, touching, smelling)</li> <li>To seek help when needed.</li> <li>To have a growing sense of will and determination</li> </ul>	<ul style="list-style-type: none"> <li>To get my coat</li> <li>To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</li> <li>To actively co-operate with changing and personal care</li> <li>To actively co-operate with brushing teeth</li> <li>To attempt to feed myself</li> <li>To know the function of everyday items.</li> <li>To attempt to help with dressing and undressing</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of themselves and what they look like</li> <li>To engage in an activity of own choosing.</li> <li>To celebrate personal achievements</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore food from various cultures</li> <li>To smell foods/ spices from various cultures</li> <li>To taste foods from various cultures</li> <li>To experience music from various cultures</li> <li>To wear clothes from various cultures</li> <li>To observe / participate in celebration assemblies</li> <li>To express my own feelings / likes and dislikes in relation to cultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand that some things are theirs, some things are shared and some things belong to other people</li> <li>To begin to take turns</li> <li>To begin to engage in parallel play</li> <li>To begin to be interested in others' play.</li> <li>To be able to seek out others' to share experiences.</li> <li>To pay alongside others</li> <li>To respond to a few appropriate boundaries with decreasing level of adult support</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough.</li> <li>To be able to find familiar objects in their correct place.</li> </ul>	<ul style="list-style-type: none"> <li>To show an awareness of other people</li> <li>To recognise familiar adults</li> <li>To observe and participate in birthday celebrations</li> <li>To respond to sensory stimuli related to personal celebrations -e..g. Christmas, Chinese NY, Fathers Day, New home,</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To express a preference from a choice of 2</li> <li>To be able to express own preferences and interests.</li> </ul>

# Subject Map

## Subject: PSHE

STRANDS	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS,ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
<p><b>Y4</b></p>	<ul style="list-style-type: none"> <li>To explain their ideas and responses</li> <li>To work with a partner</li> <li>To ask questions for clarification</li> <li>To speak in front of a group</li> <li>To demonstrate tolerance</li> <li>To understand verbal /non-verbal communication</li> <li>To know it is ok to make mistakes</li> <li>To make safe choices</li> <li>To begin to explain why they made a choice</li> <li>To be caring.</li> <li>To understand what it is like to 'be in someone else's shoes.'</li> <li>To deal with anger.</li> <li>To recognise how being angry makes us feel inside</li> <li>To know how to respond appropriately.</li> <li>To set goals for myself.</li> <li>To develop self-</li> </ul>	<ul style="list-style-type: none"> <li>To explore personal safety - me and my secrets/ it's ok to tell.</li> <li>To talk about worries / touches good and bad.</li> <li>To know how to keep my body safe</li> <li>To explore protective behaviours</li> <li>To explore my safety network.</li> <li>To understand the concept of risk.</li> <li>To know who and how to tell.</li> <li>To begin to recognise how other facts can influence choice.</li> </ul>	<ul style="list-style-type: none"> <li>To make healthy choices consistently.</li> <li>To consistently understand and recognise influences on health.</li> <li>To know how to maintain health.</li> <li>To begin to show understanding about drugs and medicines</li> <li>To know how to keep themselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify differences. .</li> <li>To celebrate difference and how this makes our society more diverse and interesting.</li> <li>To explore when things go wrong in a friendship.</li> <li>To explore what is teasing and aggression.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between right and wrong.</li> <li>To explore how to make the right choices.</li> <li>To use correct terminology</li> <li>To explore what we can buy.</li> <li>To know how to save money.</li> <li>To know that most people get paid for the work they do, some people don't, some people don't work.</li> </ul>	<ul style="list-style-type: none"> <li>To explore friends - Teasing and aggression</li> <li>To develop self-confidence</li> <li>To explore Me and my secrets - it's ok to tell.</li> <li>To explore worries / good touches and bad. (safe and unsafe)</li> <li>To explore a new baby in the family.</li> <li>To know about different family situations / living with one parent.</li> <li>To explore touches - good and bad (safe and unsafe)</li> </ul>

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<b>Y4</b>	<ul style="list-style-type: none"> <li>• To play with others</li> <li>• To find a partner</li> <li>• To develop listening skills</li> <li>• To share with others</li> <li>• To demonstrate compassion</li> <li>• To recognise simple body language</li> <li>• To say No and mean No</li> <li>• To use I like / I don't like</li> <li>• To make simple choices</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To have fun.</li> <li>• To explore feeling good / being valued/ having my needs met.</li> <li>• To recognise and name feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• To make rules for keeping safe.</li> <li>• To feel comfortable in different situations.</li> <li>• To know how to keep safe at home .</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To understand the concept of risk.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to explore healthy choices.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To know how to keep themselves safe.</li> <li>• To follow rules to keep safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to identify differences.</li> <li>• To celebrate differences.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To explore making friends</li> <li>• To consistently share with others.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the need for rules in the classroom and why rules help.</li> <li>• To explore right and wrong.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To explore families - who provides the money in my house?</li> <li>• To know there are a range of people who help us.</li> <li>• To understand that people work for money.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore Friendship- choosing, falling out, making new friends / best friends</li> <li>• To explore Me, myself &amp; others.</li> <li>• To explore different families.</li> <li>• To explore roles of people who help us.</li> <li>• To explore good hygiene.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To begin to identify when things are not right?</li> <li>• To explore who to tell when things are not right.</li> <li>• To know how to tell.</li> </ul>

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<h1>Y4</h1>	<ul style="list-style-type: none"> <li>To respond to my name</li> <li>To begin to develop my understanding of familiar single words</li> <li>To gain attention from others</li> <li>To begin to initiate interaction with peers and adults</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To react to the feelings/behaviours of others e.g. turning around when they hear someone crying</li> <li>To respond to praise</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of the effects of the movements they make</li> <li>To begin to show an understanding of cause and effect</li> <li>To repeat an action to create a desired effect</li> <li>To repeat an action and modify an action to create a desire effect</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To be willing to try and explore new foods (e.g. tasting, touching, smelling)</li> <li>To seek help when needed.</li> <li>To have a growing sense of will and determination</li> </ul>	<ul style="list-style-type: none"> <li>To get my coat</li> <li>To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</li> <li>To actively co-operate with changing and personal care</li> <li>To actively co-operate with brushing teeth</li> <li>To attempt to feed myself</li> <li>To know the function of every-day items.</li> <li>To attempt to help with dressing and undressing</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of themselves and what they look like</li> <li>To engage in an activity of own choosing.</li> <li>To celebrate personal achievements</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore food from various cultures</li> <li>To smell foods/ spices from various cultures</li> <li>To taste foods from various cultures</li> <li>To experience music from various cultures</li> <li>To wear clothes from various cultures</li> <li>To observe / participate in celebration assemblies</li> <li>To express my own feelings / likes and dislikes in relation to cultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand that some things are theirs, some things are shared and some things belong to other people</li> <li>To begin to take turns</li> <li>To begin to engage in parallel play</li> <li>To be able to seek out others' to share experiences.</li> <li>To begin to be interested in others' play.</li> <li>To play alongside others</li> <li>To respond to a few appropriate boundaries with decreasing level of adult support</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough.</li> <li>To be able to find familiar objects in their correct place.</li> </ul>	<ul style="list-style-type: none"> <li>To show an awareness of other people</li> <li>To recognise familiar adults</li> <li>To observe and participate in birthday celebrations</li> <li>To respond to sensory stimuli related to personal celebrations -e..g. Christmas, Chinese NY, Fathers Day, New home,</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To express a preference from a choice of 2</li> <li>To be able to express own preferences and interests.</li> </ul>

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<h2>Y5</h2>	<ul style="list-style-type: none"> <li>To recognise own likes/dislikes, traits and individual preferences.</li> <li>To work in a pair.</li> <li>To demonstrate active listening skills.</li> <li>To speak in front of others.</li> <li>To negotiate in small groups.</li> <li>To demonstrate compassion/empathy and tolerance.</li> <li>To recognise simple body language.</li> <li>To understand verbal and non-verbal communication</li> <li>To speak using the assertive 'I' and put it into practice.</li> <li>To know that they have choices.</li> <li>To recognise the influences over choice and decisions.. both internal and external.</li> </ul> <p>Continued below...</p>	<ul style="list-style-type: none"> <li>To explore personal safety in relation to hygiene / risky behaviour / self-respect.</li> <li>To feel comfortable / recognising uncomfortable situations and responding appropriately.</li> <li>To be safe on the roads.</li> <li>To know about safety in the environment - Health and Safety rules.</li> <li>To explore risky situations.</li> <li>To explore when can a risk become dangerous?</li> </ul>	<ul style="list-style-type: none"> <li>To make choices - immunisation / hand washing.</li> <li>To understand and recognise different aspects of health - how are infections spread?</li> <li>To understand drugs and medicines.</li> <li>To know how to keep themselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>To explore being equal</li> <li>To celebrate ethnicity and culture.</li> <li>To begin to explore Stereotyping and what it is.</li> <li>To explore what does bullying mean?</li> <li>To know the differences between bullying and teasing.</li> <li>To understand what it feels like to be bullied.</li> </ul>	<ul style="list-style-type: none"> <li>To explore issues around making and breaking rules.</li> <li>To know that there are consequences of breaking rules.</li> <li>To explore being a responsible citizen.</li> <li>To know how to be polite, respectful and considerate.</li> <li>To be part of a team.</li> <li>To play a part of the school community.</li> <li>To practice recycling.</li> <li>To know about the importance of conservation.</li> <li>To explore an environmental issue</li> <li>To take part in an active citizenship project.</li> <li>To show an awareness of my own needs.</li> <li>To show an awareness of the needs of others.</li> <li>To understand that money is used in the exchange of goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>To know about good hygiene related to body changes.</li> <li>To explore risky behavior.</li> <li>To work on self-respect</li> <li>To develop self-esteem</li> <li>To know its ok to express feelings and emotions.</li> <li>To explore the birth of a baby.</li> <li>To know how to care for a baby.</li> <li>To be true to oneself.</li> <li>To know about the role of Media/ advertising.</li> <li>To show respect for others.</li> <li>To show an awareness of the needs of others.</li> <li>To consider how others see me?</li> <li>To know who are my friends /who are my acquaintances.</li> <li>To explore different types of relationships.</li> <li>Knowing how and where to go for help.</li> </ul>

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<b>Y5</b>	<ul style="list-style-type: none"> <li>• To understand compassion</li> <li>• To understand the feelings of others</li> <li>• To be confident.</li> <li>• To know who to go to if I feel unhappy.</li> <li>• To explore ambitions.</li> <li>• To feel good / feel valued.</li> <li>• To have self-belief—I know I can..</li> <li>• To have fun / to be valued.</li> <li>• To have the language of feelings.</li> <li>• To know how to deal with and manage anger.</li> <li>• To know how to deal with difficulties.</li> </ul>				<ul style="list-style-type: none"> <li>• To understand how prices are determined.</li> <li>• To understand that some jobs are paid more than others.</li> <li>• To understand that some jobs are unpaid as they are 'voluntary'</li> <li>• To know how to keep money safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the importance of families.</li> <li>• To understand belonging to a family.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To know how to recognise the feeling that something is not right.</li> </ul>

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<b>Y5</b>	<ul style="list-style-type: none"> <li>To recognise feelings</li> <li>To sit with a partner</li> <li>To develop listening skills</li> <li>To negotiate with one another</li> <li>To demonstrate empathy</li> <li>To recognise and respond body language/ verbal communication</li> <li>To use the assertive 'I'.</li> <li>To use I like / I don't like</li> <li>To begin to know why they made a choice</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To be sensitive to the feelings of others</li> <li>To know the impact of our behaviour on others.</li> <li>To recognise feelings.</li> <li>To understand what 'being assertive' means.</li> <li>To know about happy life events.</li> <li>To understand that sometimes people</li> </ul>	<ul style="list-style-type: none"> <li>To understand Personal safety – playing safe / rules/ places of danger and getting lost.</li> <li>To know how to keep safe outside.</li> <li>To know how to keep safe from crime.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore and understand the concept of risk.</li> <li>To know who and how to tell.</li> </ul>	<ul style="list-style-type: none"> <li>To consistently make healthy choices.</li> <li>To understand and recognise influences on health.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore safety rules in relation to medicines.</li> <li>To know the importance of making the right choices.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to explore different cultures / ethnicities.</li> <li>To celebrate differences.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To know how to keep safe from bullying behaviour.</li> <li>To know the importance of other people in my life.</li> </ul>	<ul style="list-style-type: none"> <li>To know the need for rules in different places.</li> <li>To explore the concept of right and wrong. Are there any 'grey' areas?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore how to earn pocket money</li> <li>To consider can I always have whatever I want?</li> <li>To explore how we decide what to buy.</li> </ul>	<ul style="list-style-type: none"> <li>To experience co-operating and team building exercises.</li> <li>To show co-operation, sharing and respect.</li> <li>To know to playsafe / basic rules.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To identify places of danger .</li> <li>To know what to do if you get lost.</li> <li>To explore growing from young to old.</li> <li>To use correct terminology for parts of the body.</li> <li>To learn about the birth of animals.</li> <li>To learn about different family situations</li> <li>To explore sharing and Caring / Love between family members</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To know when things are not right?</li> <li>To know who tell when things are not right?</li> <li>To know how do to tell?</li> </ul>



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<b>Y5</b>	<ul style="list-style-type: none"> <li>To respond to my name</li> <li>To begin to develop my understanding of familiar single words</li> <li>To gain attention from others</li> <li>To begin to initiate interaction with peers and adults</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To react to the feelings/behaviours of others e.g. turning around when they hear someone crying</li> <li>To respond to praise</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of the effects of the movements they make</li> <li>To begin to show an understanding of cause and effect</li> <li>To repeat an action to create a desired effect</li> <li>To repeat an action and modify an action to create a desire effect</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To be willing to try and explore new foods (e.g. tasting, touching, smelling)</li> <li>To seek help when needed.</li> <li>To have a growing sense of will and determination</li> </ul>	<ul style="list-style-type: none"> <li>To get my coat</li> <li>To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</li> <li>To actively co-operate with changing and personal care</li> <li>To actively co-operate with brushing teeth</li> <li>To attempt to feed myself</li> <li>To know the function of everyday items.</li> <li>To attempt to help with dressing and undressing</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of themselves and what they look like</li> <li>To engage in an activity of own choosing.</li> <li>To celebrate personal achievements</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore food from various cultures</li> <li>To smell foods/spices from various cultures</li> <li>To taste foods from various cultures</li> <li>To experience music from various cultures</li> <li>To wear clothes from various cultures</li> <li>To observe / participate in celebration assemblies</li> <li>To express my own feelings / likes and dislikes in relation to cultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand that some things are theirs, some things are shared and some things belong to other people</li> <li>To begin to take turns</li> <li>To begin to engage in parallel play</li> <li>To begin to be interested in others' play.</li> <li>To be able to seek out others' to share experiences.</li> <li>To pay alongside others</li> <li>To respond to a few appropriate boundaries with decreasing level of adult support</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough.</li> <li>To be able to find familiar objects in their correct place.</li> </ul>	<ul style="list-style-type: none"> <li>To show an awareness of other people</li> <li>To recognise familiar adults</li> <li>To observe and participate in birthday celebrations</li> <li>To respond to sensory stimuli related to personal celebrations -e..g. Christmas, Chinese NY, Fathers Day, New home,</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To express a preference from a choice of 2</li> <li>To be able to express own preferences and interests.</li> </ul>

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## Subject: PSHE

STRANDS	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS, ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
<h1>Y6</h1>	<ul style="list-style-type: none"> <li>To accept other people's likes/ dislikes, traits and preferences.</li> <li>To work well in a small group.</li> <li>To demonstrate active listening skills.</li> <li>To confidently speak in front of others.</li> <li>To know how to come to a 'consensus'.</li> <li>To demonstrate compassion/ empathy and tolerance.</li> <li>To demonstrate active speaking and listening skills.</li> <li>To know it is ok to make mistakes.</li> <li>To say no and mean it.</li> <li>To ask for time to think things over.</li> <li>To explore factors which influence choosing.</li> <li>To make more informed choices.</li> <li>To know where to get help if something feels uncomfortable or if someone is trying to influence them in a</li> </ul>	<ul style="list-style-type: none"> <li>To learn about personal safety in relation to good and bad secrets / touches / children's rights.</li> <li>To review my safety network.</li> <li>To know about protective behaviours - and how to keep safe from abuse.</li> <li>To understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something.</li> <li>To know that risk taking can be good when it means trying something new that we might like .</li> </ul>	<ul style="list-style-type: none"> <li>To learn about positive influences - healthy lunchboxes / sports facilities.</li> <li>To know about some different medical conditions.</li> <li>To understand the difference between drugs and medicines.</li> <li>To recognise a drug as a substance that might be harmful.</li> <li>To begin to explore the law and drugs,</li> </ul>	<ul style="list-style-type: none"> <li>To consider the Equality of opportunities.</li> <li>To be positive about differences.</li> <li>To explore the concept of 'Best friends.'</li> </ul>	<ul style="list-style-type: none"> <li>To explore rights.</li> <li>To know—What are values?</li> <li>To explore expectations.</li> <li>To understand human rights.</li> <li>To understand that with rights come responsibilities.</li> <li>To play their part in class and/ or school council.</li> <li>To have a debate.</li> <li>To be able to communicate opinions.</li> <li>To understand that they can use different ways to express and communicate their views.</li> <li>To contribute to decision making.</li> <li>To begin to understand the democratic process.</li> <li>To learn about costs related to a new baby.</li> <li>To explore what does a child cost from birth to leaving home?</li> <li>To know what bills do you have to pay</li> </ul>	<ul style="list-style-type: none"> <li>To explore what is personal space.</li> <li>To know what are-Good and bad secret / Good and bad touches</li> <li>To know who are my support networks.</li> <li>To know Who can I tell?</li> <li>To explore how feelings affect behaviour.</li> <li>To recognise changing emotions</li> <li>To be able to use the language of feelings.</li> <li>To learn about the growth of a baby to adolescence.</li> <li>To know what is puberty and explore bodily changes.</li> <li>To know what is meant by a moral code?</li> <li>To consider simple ethical dilemmas.</li> <li>To explore body image expectations.</li> <li>To know how to challenge stereotypes.</li> </ul>

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<p><b>Y6</b></p>	<ul style="list-style-type: none"> <li>• To be able to empathise.</li> <li>• To develop an understanding of compassion.</li> <li>• To be confident.</li> <li>• To understand how and why we celebrate happy life events.</li> <li>• To understand bereavement and loss.</li> <li>• To explore feelings of disappointment.</li> <li>• To be part of a group/team and set appropriate personal goals.</li> <li>• To value others.</li> <li>• To know how we learn well.</li> <li>• To have pride in - Self-affirmation.</li> <li>• To know who will listen and understand</li> <li>• To be able to talk about problems</li> <li>• To understand and recognise stress.</li> <li>• To know how to relax.</li> <li>• To show appropriate responses to feelings.</li> </ul>				<ul style="list-style-type: none"> <li>• To understand that people need to budget and to live within their means.</li> <li>• To begin to understand how banks work.</li> <li>• To realise most jobs require qualifications and training.</li> <li>• To explore the difference between a job and a profession.</li> <li>• To know what enterprise means.</li> <li>• To take part in a Class mini enterprise activity.</li> <li>• To know how to keep money safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To celebrate diversity.</li> <li>• To know what it means to belong to a community.</li> <li>• To explore what makes a good parent?</li> <li>• To explore the unconditional love of a parent.</li> <li>• To be able to identify and recognise different family situations.</li> <li>• To explore second marriages and merged families</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To explore good secrets / bad secrets.</li> <li>• To explore touching - good and bad touches / personal space.</li> </ul>

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<b>Y6</b>	<ul style="list-style-type: none"> <li>To explain their ideas and responses</li> <li>To work with a partner</li> <li>To ask questions for clarification</li> <li>To speak in front of a group</li> <li>To demonstrate tolerance</li> <li>To understand verbal and non-verbal communication</li> <li>To know it is ok to make mistakes</li> <li>To make safe choices</li> <li>To begin to explain why they made a choice</li> <li>To be caring.</li> <li>To understand what it is like to 'be in someone else's shoes.'</li> <li>To know how to deal with anger.</li> <li>To recognise how being angry makes us feel inside</li> <li>To know how to respond appropriately.</li> <li>To set goals for myself.</li> <li>To develop self-affirmation</li> </ul>	<ul style="list-style-type: none"> <li>To know about Personal safety - me and my secrets/ it's ok to tell. Worries / touches good and bad.</li> <li>To know how to keep my body safe</li> <li>To know some protective behaviours</li> <li>To know My safety network.</li> <li>To understand the concept of risk.</li> <li>To know who and how to tell.</li> <li>To begin to recognise how other facts can influence choice.</li> </ul>	<ul style="list-style-type: none"> <li>To make healthy choices.</li> <li>To understand and recognise influences on health.</li> <li>To maintain health.</li> <li>To be introduced to the differences between drugs and medicines.</li> <li>To know how to keep safe around medicines.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to explore the concept of equality.</li> <li>To begin to think about differences in a positive manner.</li> <li>To know how to maintain a friendship—saying sorry.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to explore the rights of people.</li> <li>To begin to make the right choices in relation to a range of simple dilemmas.</li> <li>To use correct terminology in relation to handling money.</li> <li>To know / make decisions about what to buy.</li> <li>To explore wants vs needs.</li> <li>To know that most people get paid for the work they do, some people don't, some people don't work.</li> <li>To play a part in a Class Mini Enterprise .</li> </ul>	<ul style="list-style-type: none"> <li>To explore friends - Teasing and aggression</li> <li>To develop self-confidence</li> <li>To explore Me and my secrets - it's ok to tell.</li> <li>To explore worries / good touches and bad. (safe and unsafe)</li> <li>To explore a new baby in the family.</li> <li>To know about different family situations / living with one parent.</li> <li>To explore touches - good and bad (safe and unsafe)</li> </ul>

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<h1>Y6</h1>	<ul style="list-style-type: none"> <li>To respond to my name</li> <li>To begin to develop my understanding of familiar single words</li> <li>To gain attention from others</li> <li>To begin to initiate interaction with peers and adults</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To react to the feelings/behaviours of others e.g. turning around when they hear someone crying</li> <li>To respond to praise</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of the effects of the movements they make</li> <li>To begin to show an understanding of cause and effect</li> <li>To repeat an action to create a desired effect</li> <li>To repeat an action and modify an action to create a desire effect</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To be willing to try and explore new foods (e.g. tasting, touching, smelling)</li> <li>To seek help when needed.</li> <li>To have a growing sense of will and determination</li> </ul>	<ul style="list-style-type: none"> <li>To get my coat</li> <li>To anticipate an event in a familiar routine (e.g. at tuck time, home time, toileting, playtime etc).</li> <li>To actively co-operate with changing and personal care</li> <li>To actively co-operate with brushing teeth</li> <li>To attempt to feed myself</li> <li>To know the function of everyday items.</li> <li>To attempt to help with dressing and undressing</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To begin to recognise dangers with support</li> <li>To seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of themselves and what they look like</li> <li>To engage in an activity of own choosing.</li> <li>To celebrate personal achievements</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To explore food from various cultures</li> <li>To smell foods/ spices from various cultures</li> <li>To taste foods from various cultures</li> <li>To experience music from various cultures</li> <li>To wear clothes from various cultures</li> <li>To observe / participate in celebration assemblies</li> <li>To express my own feelings / likes and dislikes in relation to cultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand that some things are theirs, some things are shared and some things belong to other people</li> <li>To begin to take turns</li> <li>To begin to engage in parallel play</li> <li>To begin to be interested in others' play.</li> <li>To be able to seek out others' to share experiences.</li> <li>To pay alongside others</li> <li>To respond to a few appropriate boundaries with decreasing level of adult support</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To solve simple problems e.g. reaching for a biscuit from a self, opening a cupboard for playdough.</li> <li>To be able to find familiar objects in their correct place.</li> </ul>	<ul style="list-style-type: none"> <li>To show an awareness of other people</li> <li>To recognise familiar adults</li> <li>To observe and participate in birthday celebrations</li> <li>To respond to sensory stimuli related to personal celebrations -e..g. Christmas, Chinese NY, Fathers Day, New home,</li> </ul> <hr/> <ul style="list-style-type: none"> <li>To express a preference from a choice of 2</li> <li>To be able to express own preferences and interests.</li> </ul>