



EYFS	Three and Four-year-olds	Communication and Language	<ul style="list-style-type: none"> • 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. • Can start a conversation with an adult or a friend and continue it for many turns.
		Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling.
		Physical Development	<ul style="list-style-type: none"> • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
		Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Continue to develop 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.

	Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases.
		Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.
		Physical Development	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <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 • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene
		Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

Throughout the year, children in Reception are given play-based opportunities linked to all areas of the curriculum, including PSED and UW. As PSED is a Prime Area, it threads through all that the children experience in both adult-led and child-choice learning opportunities. Staff support children to build positive relationships with adults and peers alike, managing conflict and learning to adhere to the behavioural expectations of the setting. In most topics, there is an additional focus on a particular area of PSED or UW as detailed below.

Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
<p>All about me/People Who help us</p> <p>Learning rules and routines Talk about what makes them special, things they like/dislike Understanding and talking about our feelings - happy, sad</p>	<p>Sparkle & shine</p> <p>Getting on and falling out. Working in a group; understanding how to be a friend; feeling angry and dealing with this feeling; asking for help; making up and saying sorry.</p>	<p>Winter Wonderland</p> <p>How to make friends; how to be a good friend; what is kindness. Linking to learning on story 'Henry's Holiday'.</p> <p>Who is in your family; what do members of your family do for you that is kind; what do you do for them that is kind; making up and saying sorry. Linking to learning on film 'Olaf's Frozen Adventure'.</p>	<p>Superheroes</p> <p>Discussing the differences between goodies and baddies. Looking into how superheroes work together as teams. Practice playing in our role-plays with other children, understanding that we play in ways which respect each other, and listening to each other's ideas.</p>	<p>Pets/Dinosaurs</p> <p>Bringing in a cuddly pet from home. Talking about how to care for their pet. Discuss what their pet likes and dislikes. Looking at how to be kind and care for pets. Developing independence - getting dressed for PE, getting own letters and reading folders out of bags.</p>		<p>Once Upon a time</p> <p>Understanding how to be kind and patient, learning to share and take care of each other. Practice playing in our role-plays with other children, understanding that we share and take turns, respecting what is being played with.</p>	<p>Minibeasts</p> <p>Discuss fear of certain minibeasts. Caring for the environment and our minibeasts - set of rules. The Bad-Tempered Ladybird - being friendly</p>	<p>Splash!</p> <p>Linked to the text <i>Rainbow Fish</i>—exploring feelings within the context of our important relationships including family and friends. Develop knowledge, understanding and skills in self-awareness, managing feelings and empathy.</p>

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p>TEAM (Together Everyone Achieves More) Children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.</p> <p>Think Positive The children are given opportunities to recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. The children are also encouraged to explore the positive feelings associated with being thankful, grateful and mindful.</p>	<p>Aiming High Children learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning for the rest of the year.</p> <p>Diverse Britain This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences</p>	<p>It's My Body The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <p>One World We can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>

Year 3/4	Cycle B	<p>Digital Wellbeing This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.</p> <p>Safety First In this unit of work, children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.</p>	<p>Be Yourself Having confidence to ‘be yourself’ can have a positive impact on mental health and emotional wellbeing. This unit aims to enable children to recognise their positive qualities and appreciate their individuality. They are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.</p> <p>Growing Up This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others’ bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</p>	<p>Money matters The children are encouraged to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need.</p> <p>VIPs This unit explores the Very Important Persons (VIPs) in the children’s lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.</p>
	Cycle A	<p>TEAM (Together Everyone Achieves More) Children explore that if a class team works well together, it has a positive impact on all</p>	<p>Aiming High The children focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed.</p>	<p>It’s My Body Children explore the choices they can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep</p>

		<p>of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p> <p>Think Positive The children build on what they have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.</p>	<p>They will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. In doing this we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.</p> <p>Diverse Britain This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.</p>	<p>and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <p>One World People's life experiences and opportunities differ throughout the world and our actions can have both positive and harmful effects on people living in different countries. This unit aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. Children also learn about climate change and its effects, fair trading practices and organisations which help people in need. They will also learn about how to be a good global citizen.</p>
	<p>Cycle B</p>	<p>Digital Wellbeing This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn</p>	<p>Be Yourself Children explore the idea that it is important to have confidence to be yourself. They are given opportunities to identify their strengths and achievements as well as helping them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes and the importance of learning from these.</p>	<p>Money matters The children think about where money comes from and how it can be used. They will discuss how we spend money, why people might need to borrow money and the consequences of this. They will begin to discuss the difference between things we want, things we need and how to prioritise our spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.</p> <p>VIPs There is a focus on relationships we have with our VIPs. It will look at friendships, how friendships</p>

		<p>about pressures and challenges that are often associated with social media.</p> <p>Safety First The children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. Children will look at e-Safety, considering what should never be shared and how to report any concerns about online incidents.</p>	<p>Growing Up This topic builds on children’s knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.</p>	<p>are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5/6</p>	<p>Cycle A</p>	<p>TEAM (Together Everyone Achieves More) Learning focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.</p> <p>Think Positive Children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as: the links between our thoughts, feelings and emotions; making</p>	<p>Aiming High The children focus on achievements, aspirations and opportunities. They start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They also learn about their own personal preferred learning styles, to understand how they learn best. Children look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.</p> <p>Diverse Britain</p>	<p>It’s My Body In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have and learn about the support that is available to them.</p> <p>One World We all have a responsibility to live as global citizens. Children explore the idea that we all have a responsibility to help the environment and</p>

		<p>good choices; mindfulness and applying a growth mindset approach to life.</p>	<p>This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.</p>	<p>all living things throughout the world through the choices we make. Lessons enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.</p>
	<p>Cycle B</p>	<p>Digital Wellbeing This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of 'fake news' will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information. Safety First The children consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They assess the risk associated</p>	<p>Be Yourself We are all individuals and it is important to 'be yourself'. The children are encouraged to develop a positive view of themselves and are given opportunities that enable them to recognise the importance of being proud of their individuality. The children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. They will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.</p> <p>Growing Up The children build on their existing knowledge of how we grow and change, both physically and emotionally and the types of relationships that people have. They learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.</p>	<p>Money matters The children think about how money is used in the wider world. They discuss the possible consequences of taking financial risks and identify ways to avoid these. Children also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. Having learned about ways we can spend money, children will also learn about budgeting and discuss what happens if people cannot afford what they need to buy. Through this unit of learning, children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax.</p> <p>VIPs This unit focuses on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. Learning addresses conflicts and resolutions in relationships. The children will also look at secrets and dares as well as healthy and unhealthy relationships.</p>

		<p>with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Lessons look at e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.</p>		
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