









## PSHE School Overview 2023-2024

At Four Oaks, we recognise the importance of a progressive curriculum which builds over time from EYFS to Year 6. For further details of the Education Programmes at EYFS and KS1 and KS2, please see the Statutory Framework for the Early Years Foundation Stage 2021 and the National Curriculum for Key Stage 1 and 2, 2014.

Year Group	AUTUMN	SPRING	SUMMER
Nursery	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• 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.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Starting to eat independently and learning how to use a knife and fork.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> </ul>		
Reception	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>		

ELG	<b>Personal, Social and Emotional Development- Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show and ability to follow instructions involving several ideas or actions.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> </ul>		
REC	<u>Exploring feelings</u>  To talk about their emotions and how to manage as range of emotions using our calm corner. Children will be able to talk about the story The Colour Monster starts School and create their own feelings jar and talk about the feelings of the monster.  <u>Families</u> To know how families are different and how they are unique and special.	<u>Characters Feelings</u>  To know how to keep ourselves safe linked to our story. Children will know about the range of different characters and talk about their feelings. Children will talk about the importance of always being truthful. Children will know how to be a kind friend and how to help their friends and the characters in the story.  <u>Sharing</u> To know why it is important to share and how to share resources effectively in school and at home.	<u>Belonging</u>  To know that we can belong to different groups and be able to talk about their own feelings and where they belong.  <u>Right and Wrong</u> To know why we have rules and why it is important to follow them. The children will be able to explain why it is important to make that right choices and the impact choice can have.
	<u>Being a kind friend</u> To know how to be a kind friend and become independent with problems using known strategies.  <u>Understanding the feelings of others</u> To know what different emotions are and how they make you feel. Children will understand that actions have consequences and be able to articulate how our actions make others feel.	<u>Teamwork</u> To know what is meant by the word teamwork and why it is important. Children will be able to solve problems as a team and participate in a team game.  <u>Problem solving</u> To know what is meant by the word problem solving and why it is important. Children will be able to solve problems both individually and as a team.	<u>Transition</u> To know what the expectation is in Year 1 and be confident to try new activities and show independence, resilience and perseverance in their transition to Year 1. Children will name how they feel and think about why.  <u>Money smart</u> To understand what money is and discuss what money is used for. Children will develop an understanding of how people need to make choices when spending money and adults might say no.
YEAR 1	- Mental Health & Emotional Well-Being: Feelings	- Identity, society and equality: Me and others	- Physical Health and Well Being: Fun Times
	- Keeping safe and managing risk: Feeling Safe 	- Drug, alcohol and tobacco education: What do we put into and on to bodies? 	- Careers, financial capability and economic wellbeing: My money
YEAR 2	- Mental Health & Emotional Well-Being: Friendships	- Keeping safe and managing risk: Indoors and outdoors 	- Sex and relationship education: Boys and girls, families  
	Physical Health and Well – Being: What keeps me healthy?	- Drug, alcohol and tobacco education: Medicines and me 	

YEAR 3	- Mental Health & Emotional Well-Being: Strengths & Challenges	- Physical health and wellbeing: What helps me choose?	- Careers, financial capability and economic wellbeing Saving, spending and budgeting
	- Keeping safe and managing risk: Bullying – see it, say it, stop it 	- Identity, society and equality: Celebrating difference	- Drugs. Alcohol & Tobacco Education: Tobacco is a drug 
YEAR 4	- Physical Health – What is important to me?	- Keeping safe and managing risk - Playing safe 	- Sex and relationship education Growing up and changing  
	- Identity, society and equality - Democracy	- Drug, alcohol and tobacco education - Making choices 	
YEAR 5	- Mental Health & Emotional Well-Being: Dealing with feelings	- Physical health and well-being: In the Media	- Drug, alcohol and tobacco education: Different influences 
	- Keeping safe and managing risk: When things go wrong 	- Careers, financial capability and economic wellbeing: Borrowing and earning money	- Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia) 
YEAR 6	- Mental Health & Emotional Well-Being: Healthy minds 	- Drug, alcohol and tobacco education: Weighing up risk 	- Sex and relationship education: Healthy relationships / How a baby is made  
	- Keeping safe and managing risk: Keeping safe out and about / FGM 	- Identity, society and equality: Human Rights	



The yellow flag symbol, on the whole school curriculum overview and year group curriculum overview demarcates PSHE topics and lessons that directly relate to Relationships and Sex Education.



The red flag symbol, on the whole school curriculum overview and year group curriculum overviews demarcates PSHE topics and lessons that directly relate to safeguarding pupils.

- **Resiliency** – Teachers will teach resiliency lessons separate to PSHE scheme of work. Teachers will plan and deliver resiliency lessons based on RISE assessments of each class. See separate planning and assessment documentation.