

PSHE Curriculum Map **Social & Emotional Skills**

Year Group	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
EYFS	<p>*Identify feelings associated with belonging</p> <p>*Develop skills to play co-operatively with others</p> <p>*Be able to consider others' feelings</p> <p>*Identify feelings of happiness and sadness</p> <p>*Be responsible in the setting</p>	<p>*Recognise emotions when they or someone else is upset, frightened or angry</p> <p>*Identify and use skills to make a friend</p> <p>*Identify some ways they can be different and the same as others</p> <p>*Identify and use skills to stand up for themselves</p> <p>*Identify feelings associated with being proud</p> <p>*Identify things they are good at</p> <p>*Be able to vocalise success for themselves and about others successes</p> <p>*Recognise similarities and differences between their family and other families</p>	<p>*Understand that challenges can be difficult</p> <p>*Build Resilience</p> <p>*Recognise some of the feelings linked to perseverance</p> <p>*Recognise how kind words can encourage people</p> <p>*Talk about a time that they kept on trying and achieved a goal</p> <p>*Be ambitious</p> <p>*Feel proud</p> <p>*Celebrate success.</p>	<p>*Have a positive attitude</p> <p>*Can identify the feeling of disappointment</p> <p>*Cope with disappointment</p> <p>*Identify what resilience is</p> <p>*Identify a time when they have felt disappointed</p> <p>*Talk about their hopes and dreams and the feelings associated with these</p> <p>*Help others to cope with disappointment</p> <p>*Enjoy being part of a group challenge</p> <p>*Share their success with others</p> <p>*Store feelings of success (in their internal</p>	<p>*Identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>*Suggest ways to make a friend or help someone who is lonely</p> <p>*Use different ways to mend a friendship</p> <p>*Recognise what being angry feels like</p> <p>*Use Calm Me when angry or upset</p>	<p>*Recognise that changing class can elicit happy and/or sad emotions</p> <p>*Say how they feel about changing class/ growing up</p> <p>*Identify how they have changed from a baby</p> <p>*Say what might change for them they get older</p> <p>*Identify positive memories from the past year in school/home</p>

				treasure chest) to be used at another time		
Year 1	<p>*Understand that they are safe in their class</p> <p>*Identify helpful behaviours to make the class a safe place</p> <p>*Understand that they have choices</p> <p>*Understand that they are special</p> <p>*Identify what it's like to feel proud of an achievement</p> <p>*Recognise feelings associated with positive and negative consequences</p>	<p>*Identify what is bullying and what isn't</p> <p>*Understand how being bullied might feel</p> <p>*Recognise ways in which they are the same as their friends and ways they are different</p> <p>*Know ways to help a person who is being bullied</p> <p>*Identify emotions associated with making a new friend</p> <p>*Verbalise some of the attributes that make them unique and special</p>	<p>*Recognise things that they do well</p> <p>*Explain how they learn best</p> <p>*Recognise their own feelings when faced with a challenge/obstacle</p> <p>*Recognise how they feel when they overcome a challenge/obstacle</p> <p>*Celebrate an achievement with a friend</p> <p>*Store feelings of success so that they can be used in the future</p>	<p>*Know how to keep themselves safe</p> <p>*Recognise how being healthy helps them to feel happy</p> <p>*Recognise ways to look after themselves if they feel poorly</p> <p>*Recognise when they feel frightened and know how to ask for help</p> <p>*Feel good about themselves when they make healthy choices</p> <p>*Realise that they are special</p>	<p>*Express how it feels to be part of a family and to care for family members</p> <p>*Say what being a good friend means</p> <p>*Identify forms of physical contact that they prefer</p> <p>*Say 'no' when they receive a touch they don't like</p> <p>*Show skills of friendship</p> <p>*Praise themselves and others</p> <p>*Recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>*Understand and accept that change is a natural part of getting older</p> <p>*Suggest ways to manage change, e.g. moving to a new class</p> <p>*Identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>*Express why they enjoy learning</p>
Year 2	<p>*Know how to make their class a safe and fair place</p> <p>*Show good listening skills</p>	<p>*Explain how being bullied can make someone feel</p>	<p>*Recognise how working with others can be helpful</p>	<p>*Feel positive about caring for their bodies and keeping it healthy</p> <p>*Have a healthy relationship with food</p>	<p>*Identify the different roles and responsibilities in their family</p>	<p>*Say who they would go to for help if worried or scared</p> <p>*Say what types of touch they find</p>

	<p>*Be able to work co-operatively</p> <p>*Recognise own feelings and know when and where to get help</p> <p>*Recognise the feeling of being worried</p>	<p>*Know how to stand up for themselves when they need to</p> <p>*Understand that everyone's differences make them special and unique</p> <p>*Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>*Understand that boys and girls can be different in lots of ways and that is OK</p> <p>*Choose to be kind to someone who is being bullied</p> <p>*Recognise that they shouldn't judge people because they are different</p>	<p>*Work effectively with a partner</p> <p>*Choose a partner with whom they work well</p> <p>*Work as part of a group</p> <p>*Describe their own achievements and the feelings linked to this</p> <p>*Recognise their own strengths as a learner</p> <p>*Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>*Desire to make healthy lifestyle choices</p> <p>*Identify when a feeling is weak and when a feeling is strong</p> <p>*Express how it feels to share healthy food with their friends</p>	<p>*Recognise the value that families can bring</p> <p>*Recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>*Identify the negative feelings associated with keeping a worry secret</p> <p>*Identify who they trust in their own relationships</p> <p>*Use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>*Identify the feelings associated with trust</p> <p>*Give and receive compliments</p> <p>*Say who they would go to for help if they were worried or scared</p>	<p>comfortable/uncomfortable</p> <p>*Confidently ask someone to stop if they are being hurt or frightened</p> <p>*Appreciate that changes will happen and that some can be controlled and others not</p> <p>*Express how they feel about changes</p> <p>*Show appreciation for people who are older</p> <p>*Recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>*Say what greater responsibilities and freedoms they may have in the future</p> <p>*Say what they are looking forward to in the next year</p>
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Year 3	<p>*Make other people feel valued</p> <p>*Develop compassion and empathy for others</p> <p>*Work collaboratively</p> <p>*Recognise self-worth</p> <p>*Identify personal strengths</p> <p>*Set a personal goal</p> <p>*Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>	<p>*Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>*'Problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>*Show appreciation for their families, parents and carers</p> <p>*Empathise with people who are bullied</p> <p>*Employ skills to support someone who is bullied</p> <p>*Recognise, accept and give compliments</p> <p>*Recognise feelings associated with receiving a compliment</p>	<p>*Break down a goal into small steps</p> <p>*Manage feelings of frustration linked to facing obstacles</p> <p>*Imagine how it will feel when they achieve their dream/ambition</p> <p>*Recognise other people's achievements in overcoming difficulties</p> <p>*Recognise how other people can help them to achieve their goals</p> <p>*Share their success with others</p> <p>*Store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>*Respect their own bodies and appreciate what they do</p> <p>*Take responsibility for keeping themselves and others safe</p> <p>*Identify how they feel about drugs</p> <p>*Express how being anxious or scared feels</p> <p>*Set themselves a fitness challenge</p> <p>*Recognise what it feels like to make a healthy choice</p>	<p>*Identify the responsibilities they have within their family</p> <p>*Know how to access help if they are concerned about anything on social media or the internet</p> <p>*Empathise with people from other countries who may not have a fair job or are less fortunate</p> <p>*Understand that they are connected to the global community in many different ways</p> <p>*Use Solve it together in a conflict scenario and find a win-win outcome</p> <p>*Identify similarities in children's rights around the world</p> <p>*Identify their own wants and needs and how these may be similar or different from other children in</p>	<p>*Express how they feel about puberty</p> <p>*Say who they can talk to about puberty if they have any worries</p> <p>*Suggest ways to help them manage feelings during changes they are more anxious about</p> <p>*Identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>*Express how they feel about babies</p> <p>*Describe the emotions that a new baby can bring to a family</p> <p>*Identify changes they are looking forward to in the next year</p>
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					school and the global community.	
Year 4	<p>*Identify the feelings associated with being included or excluded</p> <p>*Take on a role in a group discussion / task and contribute to the overall outcome</p> <p>*Know how to regulate their emotions</p> <p>*Make others feel cared for and welcome</p> <p>*Recognise the feelings of being motivated or unmotivated</p> <p>*Make others feel valued and included</p> <p>*Understand why the school community benefits from a Learning Charter</p> <p>*Help friends make positive choices</p>	<p>*Be comfortable with the way they look</p> <p>*Try to accept people for who they are</p> <p>*Be non-judgemental about others who are different</p> <p>*Identify influences that have made them think or feel positively/negatively about a situation</p> <p>*Identify feelings that a bystander might feel in a bullying situation</p> <p>*Identify reasons why a bystander might join in with bullying</p> <p>*Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>*Identify their own uniqueness</p> <p>*Identify when a first impression they had was right or wrong</p>	<p>*Have a positive attitude</p> <p>*Identify the feeling of disappointment</p> <p>*Cope with disappointment</p> <p>*Identify what resilience is</p> <p>*Identify a time when they have felt disappointed</p> <p>*Talk about their hopes and dreams and the feelings associated with these</p> <p>*Help others to cope with disappointment</p> <p>*Enjoy being part of a group challenge</p> <p>*Share their success with others</p> <p>*Store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>*Identify the feelings that they have about their friends and different friendship groups</p> <p>*Recognise negative feelings in peer pressure situations</p> <p>*Identify the feelings of anxiety and fear associated with peer pressure</p> <p>*Tap into their inner strength and know-how to be assertive</p> <p>*Recognise how different people and groups they interact with impact on them</p> <p>*Identify which people they most want to be friends with</p>	<p>*Identify feelings and emotions that accompany jealousy</p> <p>*Suggest positive strategies for managing jealousy</p> <p>*Identify people who are special to them and express why</p> <p>*Identify the feelings and emotions that accompany loss</p> <p>*Suggest strategies for managing loss</p> <p>*Talk about someone they no longer see</p> <p>*Suggest ways to manage relationship changes including how to negotiate</p>	<p>*Appreciate their own uniqueness and that of others</p> <p>*Express any concerns they have about puberty</p> <p>*Have strategies for managing the emotions relating to change</p> <p>*Express how they feel about having children when they are grown up</p> <p>*Say who they can talk to about puberty if they are worried</p> <p>*Apply the circle of change model to themselves to have strategies for managing change</p>

