



PSHE Skills Overview

Year Group	Term					
	Autumn 1 New beginnings	Autumn 2 Getting on and falling out	Spring 1 Going for goals	Spring 2 Good to be me (Healthy Eating/Wellbeing)	Summer 1 Relationships	Summer 2 Changes
EYFS - Nursery	<p>Skill: Observing others and copying ideas. Select from a small range of resources on offer within a single activity.</p> <p>Context: Developing rules and routines</p>	<p>Skill: Begin to link up with others from their group by holding hands and travelling to the same play area. Locate and bring additional resources to activities.</p> <p>Context: Saying no to bullying</p>	<p>Skill: Choose and locate the resources they need to achieve a goal.</p> <p>Context: Going for goals My family- who is special to me</p>	<p>Skill: Follow very simple rules to stay safe when visiting a wider locality with familiar adults. Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair.</p> <p>Context: Good to be me</p>	<p>Skill: Follow rules without reminders. Listen and talk to special visitors to the setting. Use play with another child to extend and elaborate ideas. Accept simple resolutions suggested by an adult and move on with play. Use self calming spontaneously. Carry out simple tasks to help others. Talk about emotions to help others. Talk about the emotions of story characters and friends.</p> <p>Context: PANTS RULE</p>	<p>Skill: Articulate simple rules to other children. Use a range of adjectives to describe feelings of friends and characters in books and films. Spontaneously carry out a job for others in the group. For example putting shared toys away. Take a role in domestic play and speak from another point of view.</p> <p>Context: Moving to Reception</p>
EYFS - Reception	<p>Skill: Settling into new routines, class boundaries, belonging to a class, school.</p> <p>Context: New beginnings</p>	<p>Skill: Forming relationships, sharing and turn taking</p> <p>Context: Anti-bullying</p>	<p>Skill: Awareness of needs of others, taking responsibility for own behaviour and choices.</p> <p>Context: Good to be me</p>	<p>Skill: Healthy eating, where does food come from, making healthy choices, keeping ourselves safe.</p> <p>Context: Healthy choices</p>	<p>Skill: My body, keeping myself safe and clean</p> <p>Context: PANTS</p>	<p>Skill: Forming good relationships with others</p> <p>Context: Moving to Year 1</p>

One	<p>Skill: Identify how to keep oneself safe.</p> <p>Context: Rules at school, code of conduct.</p>	<p>Skill: Identify and name feelings.</p> <p>Context: Emotions using mirror</p>	<p>Skill: Talk about who helps us when we are unwell and how we can feel better.</p> <p>Context: Class dojo, growth mindset.</p>	<p>Skill: Explain ways of keeping clean. Explain different ways that family and friends care for one another.</p> <p>Context: Science links, instructions hand washing (glitter test)</p>	<p>Skill: Name parts of the body and discuss how to keep oneself safe.</p> <p>Context: PANTS rules</p>	<p>Skill: Identify healthy and unhealthy choices.</p> <p>Context: Healthy foods</p>
Two	<p>Skill: Emotional intelligence - being self aware and understanding ourselves and how the choices we make impact on others.</p> <p>Context: Emotional Health and Well-being</p>	<p>Skill: Recognising how to stay safe in different situations. Understanding what bullying is and how to respond suitably.</p> <p>Context: Safety Education (Bonfire Night) and Anti-bullying Education</p>	<p>Skill: Knowledge of what medication is and of other household products that can be harmful.</p> <p>Context: Child Protection and Drugs Education</p>	<p>Skill: Listening to others. Showing respect and tolerance to others.</p> <p>Context: Citizenship</p>	<p>Skill: Recognise how our bodies have changed since being a baby. Recognising different body parts.</p> <p>Context: SRE</p>	<p>Skill: Recognising peer pressure</p> <p>Context:</p>
Three	<p>Skill: Talk about how I keep myself safe and who looks after me.</p> <p>Context: My personal safety</p>	<p>Skill: Describe the nature and consequences of bullying and express ways of responding to it.</p> <p>Context: Discussing feelings, how they are affected. Explaining who you turn to</p>	<p>Skill: Talk about what goes into my body and the effects it may have. Talk about people I trust and why. Understand my money.</p> <p>Context: Discuss what drugs are, how some are legal and illegal explaining the reasons behind this</p>	<p>Skill: Understand body growth and changes. Talk about keeping oneself happy. Discuss the importance of food hygiene.</p> <p>Context: Discuss differences between each person and how different people may have various talents.</p>	<p>Skill: Begin to talk about different types of relationships and challenge stereotypes.</p> <p>Context: Discuss what relationships children have and explain how these relationships may be stronger than others</p>	<p>Skill: Make choices about how to develop healthy lifestyles.</p> <p>Context: Discuss lifestyle choices, including food intake, regularity of exercise</p>
Four	<p>Skill: Know how to keep oneself safe around roads, water and rail.</p> <p>Context: My personal safety</p>	<p>Skill: Knowing when to say yes or no within different situations. Know what a friend is and does and know how to cope with some friendship problems.</p> <p>Context: Peer Pressure & Friendships</p>	<p>Skill: List the commonly available drugs and substances that are legal and illegal. Know when to keep secrets and promises.</p> <p>Context: Medicines and Introduction to Drug safety</p>	<p>Skill: Understanding what to believe and that I can be persuaded.</p> <p>Context: Emotional Health & Wellbeing</p>	<p>Skill: Personal hygiene, difference between like and love.</p> <p>Context: Liking and loving, my family, We are all Different</p>	<p>Skill: What happens when I exercise. Whose job is it to keep me healthy.</p> <p>Context: Changes, Is our school a healthy environment?</p>

Five	<p>Skill: Understand that I am responsible for my own safety.</p> <p>Context: My personal safety.</p>	<p>Skill: Rules and laws and how they affect us.</p> <p>Context: Safety Education Child Protection Citizenship</p>	<p>Skill: Talk about what happens if prescribed medicines are taken. Mood changing substances.</p> <p>Context: Drugs Education Citizenship Going for goals</p>	<p>Skill: Identify factors which affect emotional health and wellbeing. Identify and explain how to manage risks in different familiar situations.</p> <p>Context: Good to be me Emotional Health and Well being Healthy Eating</p>	<p>Skill: Discuss bodily and emotional changes at puberty and demonstrate ways of dealing with these in a positive way. Respond to or challenge negative behaviours such as stereotyping or aggression.</p> <p>Context: Relationships SRE</p>	<p>Skill: Coping with emotions. Building good relationships. Keeping oneself safe within a relationship.</p> <p>Context: Changes Physical and social environment</p>
Six	<p>Skill: First aid and what causes accidents. Who to trust.</p> <p>Context: Basic first aid</p>	<p>Skill: Recognising and respecting differences between communities.</p> <p>Context: Different countries in sporting events</p>	<p>Skill: List the commonly available drugs and substances that are legal and illegal. Can describe effects and risks. What is involved in growing up and careers</p> <p>Context: Drugs Education Safetyworks trip</p>	<p>Skill: Valuing myself and giving myself confidence.</p> <p>Context: Sats prep</p>	<p>Skill: Describe different beliefs and values in society and can demonstrate respects and tolerance towards people different to themselves. Discuss emotional changes at puberty and how to deal with these positively.</p> <p>Context: Sex Ed talk</p>	<p>Skill: Transitions to high school and how to deal with change.</p> <p>Context: Transition visits to high school.</p>

To include Enrichment opportunities / Visits out and Visitors In