



LACEBY STANFORD SCHOOL

PSHE & Personal Development Curriculum 2023/24



		Autumn Term			Spring Term			Summer Term		
EYFS Personal Development Expectations		<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Develop appropriate ways to be assertive. Talk with others to solve conflicts. Can become engrossed in an activity and finds it difficult to switch attention to another task. Can focus attention in a whole class group for a teaching session, e.g. phonics. Is willing to keep trying if something is difficult or challenging. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Remember rules without needing an adult to remind them. Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows instructions to dress and undress for Forest School. Washes hands without reminders. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Is aware of the needs of others but can find it hard to let others take the lead. Interacts with a variety of children and is building good relationships with adults and other children. Is able to identify when another child is upset and respond appropriately. Makes new friends in the class, and talks to adults to share news or as part of an activity. 			<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Can label and talk about own and others' emotions. Think about the perspectives of others. Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Completes set challenges/tasks independently. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Manage their own needs. More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and can talk about their importance. Knows some ways to keep healthy. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> See themselves as a valuable individual. Talk about things they think they are good at or are proud of. Express their feelings and consider the feelings of others. Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Uses words to solve conflicts. Takes turns in group activities. Work and play cooperatively and take turns with others. 			<p><u>Self-Regulation</u></p> <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. <p><u>Managing Self</u></p> <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. <p><u>Building Relationships</u></p> <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 to others' needs. 		
	KS1/KS2	Health and Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money	



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Year 1	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise
Year 4	What makes a balanced lifestyle and	Recognising what they are good at;	How to keep safe in local area and	Keeping something confidential or	Acceptable and unacceptable physical	Listen and respond effectively to	Discuss and debate health and wellbeing	Sustainability of the environment	Role of money; managing money (saving



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	making choices; drugs common to everyday life; hygiene and germs	setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	online; people who help them stay healthy and safe	secret; when to break a confidence; recognise and manage dares	contact; solving disputes and conflicts amongst peers	people; share points of view	issues. Appreciating difference and diversity in the UK and around the world	across the world	and budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes;	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise



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			against FGM); who is responsible for their health and safety; where to get help and advice		forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	discrimination and bullying	communities. Being critical of what is in the media and what they forward to others		
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