

Branton Community Primary School and Breamish Valley Community Nursery Cycle B Coverage





Branton Community Primary School and Breamish Community Valley Nursery

Cycle B – PSHE & RSE Coverage

| Cycle B | | | | | | | | |
|----------------------------------|---------------|-------------|---|-------------|--------------------|------------------------------|-----------------------|------------|
| EYFS/KS1 Topics | | | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Well-being | Transition |
| KS2 Topics | | | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Wellbeing | Transition |
| Family & Relationship | 0 to 3 | CL | <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'</p> | ✓ | | | | |
| | | PSED | <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Thrive as they develop self-assurance.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> | ✓ | | | | |

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| Rec | UW | | 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. | ✓ | | | | | |
| | CL | | Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Develop social phrases. | ✓ | | | | | |
| | PSED | | 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. | ✓ | | | | | |
| | PD | | Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity - healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes | ✓ | | | | | |
| | UW | | 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. | ✓ | | | | | |
| ELG | CL | Listening, Attention and Understanding | Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. | ✓ | | | | | |
| | | Speaking | 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. | ✓ | | | | | |
| | PSED | Self-Regulation | 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. | ✓ | | | | | |

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| KS1 | | | 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 | 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 | 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. | ✓ | | | | | |
| | | PD | Gross Motor Skills | Negotiate space and obstacles safely, with consideration for themselves and others. | ✓ | | | | |
| | UW | Past and Present | Talk about the lives of people around them and their roles in society. | ✓ | | | | | |
| | Family | Understanding that families can include a range of people and how different members of a family are related to each other. | | ✓ | | | | | |
| | | Learning that families can be made up of different people. | | ✓ | | | | | |
| | | Understanding that families offer care, love and support. | | ✓ | | | | | |
| | Friendship | To begin to understand the characteristics of positive friendships. | | ✓ | | | | | |
| | | Learning that friendships can have problems but that these can be overcome. | | ✓ | | | | | |
| | | Exploring friendly behaviours. | | ✓ | | | | | |
| | | Understanding difficulties in friendships and action that can be taken. | | ✓ | | | | | |
| | Respectful relationships | Learning to recognise how other people show their feelings and how to care for others. | | ✓ | | | | | |
| | | Exploring the ability to successfully work with different people. | | ✓ | | | | | |
| Understanding ways to help others. | | ✓ | | | | | | | |

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| LKS2 | | Learning how other people show their feelings and how to respond to them. | ✓ | | | | | |
| | | Exploring the conventions of manners in different situations. | ✓ | | | | | |
| | | Developing an understanding of self-respect. | ✓ | | | | | |
| | Change and loss | Exploring how loss and change can affect us. | ✓ | | | | | |
| | Family | Learning that problems can occur in families and that there is help available if needed. | ✓ | | | | | |
| | | Understanding that families are varied, in the UK and across the world and having respect for these differences. | ✓ | | | | | |
| | Friendship | Exploring ways to resolve friendship problems. | ✓ | | | | | |
| | | Developing an understanding of the impact of bullying and what to do if bullying occurs. | ✓ | | | | | |
| | | Exploring physical and emotional boundaries in friendships. | ✓ | | | | | |
| | | Exploring different roles related to bullying including victim, bully and bystander. | ✓ | | | | | |
| | Respectful relationships | Understanding what trust is and identifying who I can trust. | ✓ | | | | | |
| | | Learning about the effects of non-verbal communication. | ✓ | | | | | |
| | | Developing listening skills. | ✓ | | | | | |
| | | Exploring stereotyping. | ✓ | | | | | |
| | | Understanding expected courtesy and manners in a range of scenarios. | ✓ | | | | | |
| | | Understanding how my actions and behaviour affects others. | ✓ | | | | | |
| | | Understanding stereotyping. | ✓ | | | | | |
| Chan | Learning what bereavement is and how to help someone who has experienced bereavement. | ✓ | | | | | | |



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| UKS2 | Family | Understanding that we all have different positive attributes and we should be proud of these. | ✓ | | | | | |
| | | Learning what marriage is and that it is a choice that people make. | ✓ | | | | | |
| | | Learning that sometimes families can make children feel unhappy or unsafe and that there is help available. Friendships | ✓ | | | | | |
| | Friendship | Understanding that friendships will encounter issues but that this may strengthen them. | ✓ | | | | | |
| | | Understanding the impact of bullying and what might influence the behaviour of a bully. | ✓ | | | | | |
| | | Learning that friendships can experience conflict and ways in which to resolve conflict, through negotiation and compromise. | ✓ | | | | | |
| | Respectful relationships | Learning how stereotypes can be unfair, negative and destructive. | ✓ | | | | | |
| | | Learning what respect is and that it is part of a relationship. | ✓ | | | | | |
| | | Understanding that everyone deserves to be respected but that respect can be lost. | ✓ | | | | | |
| | | Understanding stereotyping and bullying linked to it. | ✓ | | | | | |
| | Change and loss | Understanding grief and the associated emotions. | ✓ | | | | | |
| | | To explore the process and emotions relating to grief. | ✓ | | | | | |

Cycle B

| | | EYFS/KS1 Topics | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Well-being | Transition |
|-------------------------------|--|---|--------------------------|-------------|--------------------|------------------------------|-----------------------|------------|
| | | KS2 Topics | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Wellbeing | Transition |
| Health & Wellbeing | 0 to 3 | <p>CL</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone’s face as they talk. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Understand single words in context – ‘cup’, ‘milk’, ‘daddy’ Listen to other people’s talk with interest, but can easily be distracted by other things. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)</p> | | | | | ✓ | |
| | <p>PSED</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person. Find ways of managing transitions, for example from their parent to their key person. Feel strong enough to express a range of emotions. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> | | | | | ✓ | | |

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| 3 to 4 | | <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> | | | | | | |
| | PD | Start to eat independently and learning how to use a knife and fork. | | | | | ✓ | |
| | UW | Notice differences between people. | | | | | ✓ | |
| | CL | <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> | | | | | ✓ | |
| | PSED | <p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>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.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> | | | | | ✓ | |
| | PD | <p>Starting to eat independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> | | | | | ✓ | |

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|-----|------|--|--|--|--|--|--|---|--|
| Rec | UW | | <p>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.</p> | | | | | ✓ | |
| | CL | | <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Develop social phrases.</p> | | | | | ✓ | |
| | PSED | | <p>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.</p> | | | | | ✓ | |
| | PD | | <p>Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity - healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</p> | | | | | ✓ | |
| | UW | | <p>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.</p> | | | | | ✓ | |
| ELG | CL | Listening, Attention and Understanding | <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> | | | | | ✓ | |
| | | Speaking | <p>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.</p> | | | | | ✓ | |
| | PSED | Self-Regulation | <p>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.</p> | | | | | ✓ | |

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|--|------------|--|--|---|--|--|--|---|---|---|
| | | | 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 | 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 | 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. | | | | | ✓ | | |
| | | PD | Gross Motor Skills | Negotiate space and obstacles safely, with consideration for themselves and others. | | | | | ✓ | |
| | | UW | Past and Present | Talk about the lives of people around them and their roles in society. | | | | | ✓ | |
| | KS1 | Health & prevention | Understanding the importance of hand hygiene. | | | | | | ✓ | |
| | | | Understanding the risks of sun exposure and how to stay safe in the sun. | | | | | | ✓ | |
| | | | Developing an understanding of allergies and what to do if someone has an allergic reaction. | | | | | | ✓ | |
| | | | Developing an understanding of how to look after my teeth. | | | | | | | |
| | | Physical health & wellbeing | Exploring health related jobs and people who help to keep us healthy. | | | | | | | ✓ |
| Understanding the importance of sleep and positive sleep habits. | | | | | | | | ✓ | | |
| Exploring two different methods of relaxation: progressive muscle relaxation and laughter. | | | | | | | | ✓ | | |
| Understanding the importance of exercise and its effect on the body. | | | | | | | | ✓ | | |
| Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation. | | | | | | | | ✓ | | |

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| LKS2 | Mental wellbeing | Understanding my strengths and qualities. | | | | | ✓ | |
| | | Understanding and describing feelings and emotions. | | | | | ✓ | |
| | | Recognising an increasing range of feelings and some strategies for managing different emotions. | | | | | ✓ | |
| | | Developing empathy. | | | | | ✓ | |
| | | Identifying personal goals and how to work towards them. | | | | | ✓ | |
| | | Exploring the need for perseverance and developing a growth mindset. | | | | | ✓ | |
| | Health & prevention | Developing independence in looking after my teeth. | | | | | ✓ | |
| | Physical health & wellbeing | Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. | | | | | ✓ | |
| | | Understanding the positive impact of relaxation on the body and learning relaxation stretches. | | | | | ✓ | |
| | | Understanding what a balanced diet is and the effects upon mental and physical health. | | | | | ✓ | |
| | | Identifying what makes me feel calm and relaxed and learning visualization as a tool to aid relaxation. | | | | | ✓ | |
| | | Understanding the skills needed for different jobs | | | | | ✓ | |
| | Mental wellbeing | Exploring my identity through the groups I belong to. | | | | | ✓ | |
| | | Identifying my strengths and exploring how I use them to help others. | | | | | ✓ | |
| | | Understanding how to overcome problems by breaking them into smaller, achievable steps. | | | | | ✓ | |
| | | Understanding that it is normal to experience a range of emotions. | | | | | ✓ | |
| | | Developing the ability to appreciate the emotions of others in different situations. | | | | | ✓ | |



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| UKS2 | | Learning to take responsibility for my emotions and that I can control some things but not others. | | | | | ✓ | |
| | | Developing an understanding of mental health including experiencing problems. | | | | | ✓ | |
| | | Developing a growth mindset, acknowledging that mistakes are useful to learning. | | | | | ✓ | |
| | Health & prevention | Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun. | | | | | ✓ | |
| | | Understanding ways of preventing illness and the benefits of immunisation. | | | | | ✓ | |
| | | Developing an understanding of possible signs of illness and some actions I can take. | | | | | ✓ | |
| | Physical health & wellbeing | Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleep. | | | | | ✓ | |
| | | Understanding the relationship between stress and relaxation and exploring yoga as a technique for relaxation | | | | | ✓ | |
| | | Understanding that I have a responsibility to look after my overall health, including, diet, oral hygiene, physical activity, rest and relaxation. | | | | | ✓ | |
| | | Understanding the factors which contribute to my physical and mental health. | | | | | ✓ | |
| | | Identifying a range of relaxation strategies and situations in which they would be useful. | | | | | ✓ | |
| | Mental wellbeing | Understanding what can cause stress and how to deal with it. | | | | | ✓ | |
| | | Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets. | | | | | ✓ | |
| | | Developing the ability to take responsibility for and manage my feelings. | | | | | ✓ | |
| | | identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success. | | | | | ✓ | |
| | | Exploring my personal qualities and how to build on them. | | | | | ✓ | |
| | | Learning the importance of resilience and developing strategies for being resilient in challenging situations. | | | | | ✓ | |
| | | Identifying long-term goals and developing a plan as to how to achieve them. | | | | | ✓ | |

Cycle B

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|---------------------------------------|---------------|--|---------------------------------|--------------------|---------------------------|-------------------------------------|------------------------------|-------------------|
| | | KS2 Topics | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Wellbeing | Transition |
| Safety & the Changing Body | 0 to 3 | <p>CL</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone’s face as they talk. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Understand single words in context – ‘cup’, ‘milk’, ‘daddy’ Listen to other people’s talk with interest, but can easily be distracted by other things. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)</p> | | | | ✓ | | |
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| Rec | UW | 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. | | | | ✓ | | |
| | CL | Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Develop social phrases. | | | | ✓ | | |
| | PSED | 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. | | | | ✓ | | |
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| ELG | CL | Listening, Attention and Understanding | Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. | | | | ✓ | |
| | | Speaking | 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. | | | | ✓ | |
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| | | Building Relationships | 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. | | | | ✓ | | | |
| | | PD | Gross Motor Skills | Negotiate space and obstacles safely, with consideration for themselves and others. | | | | ✓ | | |
| | | UW | Past and Present | Talk about the lives of people around them and their roles in society. | | | | ✓ | | |
| | KS1 | Being Safe (inc online) | Understanding how to respond appropriately to adults in a range of settings. | | | | | ✓ | | |
| | | | Understanding what to do if I get lost. | | | | | ✓ | | |
| | | | Exploring potential hazards in the home and how to avoid these. | | | | | ✓ | | |
| | | | Understanding the roles people have within the local community to help keep me safe. | | | | | ✓ | | |
| | | | Developing an understanding of appropriate physical contact. | | | | | ✓ | | |
| Developing an understanding of being safe near roads, railways and open water and learning how to cross roads safely. | | | | | | ✓ | | | | |
| Understanding the safe use of medicines. | | | | | | ✓ | | | | |
| Beginning to understand the importance of staying safe online. | | | | | | ✓ | | | | |
| Understanding the difference between secrets and surprises. | | | | | | ✓ | | | | |
| Understanding the concept of privacy and naming the private parts of my body. | | | | | ✓ | | | | | |

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| LKS2 | Drugs, alcohol & | Exploring what is and isn't safe to put in or on my body. | | | | ✓ | | |
| | | Learning how to be safe around medicines. The changing adolescent body | | | | ✓ | | |
| | | Knowing the names of parts of my body. | | | | ✓ | | |
| | Basic | Understanding what classes as an emergency and how to make a call to the emergency services. | | | | ✓ | | |
| | | Understanding ways to keep safe when crossing and near roads. | | | | ✓ | | |
| | Being Safe (inc online) | Developing an understanding of ways to keep safe when around railways and open water (rivers, beach) | | | | ✓ | | |
| | | Developing skills as a responsible digital citizen. | | | | ✓ | | |
| | | Recognising and responding to cyberbullying. | | | | ✓ | | |
| | | Beginning to recognise unsafe digital content. | | | | ✓ | | |
| | | Developing an understanding of being safe online. | | | | ✓ | | |
| | | Understanding how to seek help if I need to. | | | | ✓ | | |
| | | Exploring the difference between private and public. | | | | ✓ | | |
| | | Understanding that age restrictions are designed to protect me. | | | | ✓ | | |
| | | Learning about the benefits and risks of sharing information online. | | | | ✓ | | |
| | | Drugs, alcohol & tobacco | Exploring that people and things can influence me and I need to make the right decision for me. | | | | ✓ | |
| | Exploring choices and decisions that I can make. | | | | | ✓ | | |
| | Understanding the risks associated with tobacco. The changing adolescent body | | | | | ✓ | | |
| | Developing an understanding of physical and emotional changes as I grow up. | | | | | ✓ | | |
| | Basic | Knowing how to call the emergency services. | | | | ✓ | | |

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| UKS2 | | Knowing how to respond to bites and stings. | | | | ✓ | | |
| | | Knowing how to help someone with asthma. | | | | ✓ | | |
| | Being Safe (inc online) | Developing an understanding of how to ensure relationships online are safe. | | | | ✓ | | |
| | | Recognising an increasing number of online risks and ways to stay safe online. | | | | ✓ | | |
| | | Developing an understanding about the reliability of online information. | | | | ✓ | | |
| | | Exploring online relationships including dealing with problems. | | | | ✓ | | |
| | | Understanding that online relationships should be treated in the same way as face to face relationships. | | | | ✓ | | |
| | | Knowing where to get help with any online problems. | | | | ✓ | | |
| | | Understanding ways to keep safe when around railways and open water (rivers, beach) and spot potential dangers. | | | | ✓ | | |
| | Drugs, alcohol & tobacco | Understanding the influence others can have on me. | | | | ✓ | | |
| | | Learning strategies, I can use to overcome pressure from others. | | | | ✓ | | |
| | | Understanding the risks associated with alcohol. The changing adolescent body | | | | ✓ | | |
| | | Understanding the physical changes from childhood to adulthood. | | | | ✓ | | |
| | | Developing an understanding of the main aspects of puberty, including menstruation. | | | | ✓ | | |
| | | Learning about the emotional changes during puberty. | | | | ✓ | | |
| | Basic First Aid | Knowing the changes experienced during puberty. | | | | ✓ | | |
| | | Knowing how to help someone who is bleeding. | | | | ✓ | | |
| | | <ul style="list-style-type: none"> Knowing how to help someone who is choking. Knowing how to help someone who is unresponsive | | | | ✓ | | |

| Cycle B | | | | | | | | |
|-----------------|--------|------|--|-------------|--------------------|------------------------------|-----------------------|------------|
| EYFS/KS1 Topics | | | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Well-being | Transition |
| KS2 Topics | | | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Wellbeing | Transition |
| Citizenship | 0 to 3 | CL | Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Understand single words in context – 'cup', 'milk', 'daddy' Listen to other people's talk with interest, but can easily be distracted by other things. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') | | ✓ | | | |
| | | PSED | Find ways to calm themselves, through being calmed and comforted by their key person. Find ways of managing transitions, for example from their parent to their key person. Feel strong enough to express a range of emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. | | ✓ | | | |

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|---------------|-------------|--|--|---|--|--|--|--|
| 3 to 4 | | <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> | | | | | | |
| | PD | Start to eat independently and learning how to use a knife and fork. | | ✓ | | | | |
| | UW | Notice differences between people. | | ✓ | | | | |
| | CL | <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> | | ✓ | | | | |
| | PSED | <p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>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.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> | | ✓ | | | | |
| | PD | <p>Starting to eat independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> | | ✓ | | | | |

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|--|-------------|-----------|---|---|---|---|--|--|--|
| | | | Make healthy choices about food, drink, activity and toothbrushing. | | | | | | |
| | UW | | 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. | | ✓ | | | | |
| | CL | | Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Develop social phrases. | | ✓ | | | | |
| | PSED | | 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. | | ✓ | | | | |
| | PD | | Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity - healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes | | ✓ | | | | |
| | UW | | 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. | | ✓ | | | | |
| | ELG | CL | Listening, Attention and Understanding | Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. | | ✓ | | | |
| | | | Speaking | Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and | | ✓ | | | |



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|-------------------------|----------------|-------------------------------|---|---|---|---|--|--|--|
| KS1 | PSED | | making use of conjunctions, with modelling and support from their teacher. | | | | | | |
| | | Self-Regulation | 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 | 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 | 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. | | ✓ | | | | |
| | | PD | Gross Motor Skills | Negotiate space and obstacles safely, with consideration for themselves and others. | | ✓ | | | |
| | UW | Past and Present | Talk about the lives of people around them and their roles in society. | | ✓ | | | | |
| | Responsibility | Rules. | | | ✓ | | | | |
| | | Caring for others: Animals. | | | ✓ | | | | |
| | | The needs of others. | | | ✓ | | | | |
| | | Rules beyond school. | | | ✓ | | | | |
| Our school environment. | | | ✓ | | | | | | |



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|------|----------------|--|--|---|--|--|--|
| LKS2 | Community | Our local environment. | | ✓ | | | |
| | | Similar, yet different. | | ✓ | | | |
| | | Belonging. | | ✓ | | | |
| | | Job roles in our local community. | | ✓ | | | |
| | | Similar yet different: My local community. | | ✓ | | | |
| | Democracy | Democratic decisions. | | ✓ | | | |
| | | School Council. | | ✓ | | | |
| | | Giving my opinion. | | ✓ | | | |
| | Responsibility | Rights of the child. | | ✓ | | | |
| | | Rights and responsibilities. | | ✓ | | | |
| | | Recycling. | | ✓ | | | |
| | | What are human rights? | | ✓ | | | |
| | | Caring for the environment. | | ✓ | | | |
| | Community | Local community groups. | | ✓ | | | |
| | | Charity. | | ✓ | | | |
| | | Community groups. | | ✓ | | | |
| | | Contributing. | | ✓ | | | |
| | | Diverse communities. | | ✓ | | | |
| | Democracy | Local democracy. | | ✓ | | | |
| | | Rules. | | ✓ | | | |



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|------|----------------|-----------------------------------|--|---|--|--|--|--|
| UKS2 | | Local councillors. | | ✓ | | | | |
| | Responsibility | Breaking the law. | | ✓ | | | | |
| | | Rights and responsibilities. | | ✓ | | | | |
| | | Protecting the planet. | | ✓ | | | | |
| | | Human rights. | | ✓ | | | | |
| | | Food choices and the environment. | | ✓ | | | | |
| | | Caring for others. | | ✓ | | | | |
| | Community | Contributing to the community. | | ✓ | | | | |
| | | Pressure groups. | | ✓ | | | | |
| | | Prejudice and discrimination. | | ✓ | | | | |
| | | Valuing diversity. | | ✓ | | | | |
| | Democracy | Parliament. | | ✓ | | | | |
| | | • National democracy. | | ✓ | | | | |

| Cycle B | | | | | | | | | |
|--------------------|--------|------|---|--------------------------|-------------|--------------------|------------------------------|-----------------------|------------|
| EYFS/KS1 Topics | | | | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Well-being | Transition |
| KS2 Topics | | | | Family and Relationships | Citizenship | Economic Wellbeing | Safety and the changing body | Health and Wellbeing | Transition |
| Economic Wellbeing | 0 to 3 | CL | <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'</p> | | | ✓ | | | |
| | | PSED | <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Thrive as they develop self-assurance.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> | | | ✓ | | | |

| | | | | | | | | |
|---------------|-------------|--|--|--|---|--|--|--|
| 3 to 4 | | <p>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> | | | | | | |
| | PD | Start to eat independently and learning how to use a knife and fork. | | | ✓ | | | |
| | UW | Notice differences between people. | | | ✓ | | | |
| | CL | <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> | | | ✓ | | | |
| | PSED | <p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>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.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Begin to understand how others might be feeling.</p> | | | ✓ | | | |
| | PD | <p>Starting to eat independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> | | | ✓ | | | |

| | | | | | | | | |
|-------------------------------|-------------|-------------------------------|---|--|---|---|---|--|
| | | Speaking | 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. | | | ✓ | | |
| | PSED | Self-Regulation | 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 | 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 | 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. | | | ✓ | | |
| | PD | Gross Motor Skills | Negotiate space and obstacles safely, with consideration for themselves and others. | | | ✓ | | |
| | UW | Past and Present | Talk about the lives of people around them and their roles in society. | | | ✓ | | |
| | KS1 | Money | Introduction to money. | | | | ✓ | |
| Looking after money. | | | | | ✓ | | | |
| Banks and building societies. | | | | | ✓ | | | |
| Saving and spending. | | | | | ✓ | | | |
| Where money comes from | | | | | ✓ | | | |



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|--------------|-------------------------|------------------------------------|--|---|---|--|--|
| UKS2 | Career and Aspirations | Needs and wants. | | | ✓ | | |
| | | Wants and needs. | | | ✓ | | |
| | | Looking after money. | | | ✓ | | |
| | | • Jobs in school. | | | ✓ | | |
| | | • Jobs. | | | ✓ | | |
| | Money | Ways of paying. | | | ✓ | | |
| | | Budgeting. | | | ✓ | | |
| | | How spending affects others. | | | ✓ | | |
| | | Impact of spending. | | | ✓ | | |
| | | Spending choices/ value for money. | | | ✓ | | |
| | | Keeping track of money. | | | ✓ | | |
| | | Looking after money. | | | ✓ | | |
| | Career and Aspirations | Jobs and careers. | | | ✓ | | |
| | | Gender and careers. | | | ✓ | | |
| | | Influences on career choices. | | | ✓ | | |
| Jobs for me. | | | | ✓ | | | |
| Money | Borrowing. | | | ✓ | | | |
| | Income and expenditure. | | | ✓ | | | |
| | Risks with money. | | | ✓ | | | |
| | Prioritising spending. | | | ✓ | | | |
| | Attitudes to money. | | | ✓ | | | |



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|----------|------|-------------------------------|--------------------------|--|---|---|--|---|--|
| | | Career and Aspirations | Keeping money safe. | | | ✓ | | | |
| | | | Gambling. | | | | | | |
| | | Stereotypes in the workplace. | | | ✓ | | | | |
| | | What jobs are available? | | | ✓ | | | | |
| | | Career routes. | | | ✓ | | | | |
| Identity | UKS2 | | What is identity? | | | | | ✓ | |
| | | | Gender identity. | | | | | ✓ | |
| | | | Identity and body image. | | | | | ✓ | |