

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Friendships/ All About Me Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>Starting school Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Tidying up responsibilities Develop their sense of responsibility and membership of a community.</p>		<p>All about our friends Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk with others to solve conflicts.</p>	<p>Healthy food: Make healthy choices about food, drink, activity and tooth brushing. ²</p>		
Development Matters statements	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, ² using the toilet, washing and drying their hands thoroughly. 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 appropriate ways of being assertive. Talk with others to solve conflicts.</p>					
Reception	<p>Friendships/ All About Me: See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Road safety day-¹ Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian</p>			<p>Healthy eating- Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p>		
Development matters Statements	<p>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 - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine - tooth brushing ²- being a safe pedestrian. ¹</p>					

<p>*Early Learning Goals</p>	<p><i>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> <i>*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.</i> <i>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <i>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <i>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> <i>*Work and play cooperatively and take turns with others.</i> <i>*Form positive attachments to adults and friendships with peers.</i> <i>*Show sensitivity to their own and to others' needs.</i></p>					
<p>Year 1 and 2</p>	<p>Keeping / staying safe – Road Safety^{1 7}</p> <p>Keeping / staying healthy- Washing Hands</p>	<p>Relationships – Friendships</p> <p>Fire Safety – Hoax Calling</p> <p>Being Responsible – Water spillages</p>	<p>Feelings and Emotions- Jealously</p>	<p>Computer Safety – Online Bullying</p>	<p>Our World- Growing our World</p>	<p>Hazard Watch – Is it safe to eat or drink?</p>
<p>Year 3 and 4</p>	<p>Keeping / Staying Safe – Staying Safe (Leaning out of Windows)⁷</p> <p>Keeping / Staying Healthy – Medicine⁷</p>	<p>Growing and Changing – Touch (discrete for Y3 only)</p> <p>Growing and Changing – Appropriate touch (discrete for Y4 only)</p> <p>Being responsible – Stealing</p>	<p>Feelings and Emotions – Grief</p>	<p>Computer Safety – Making Friends online</p>	<p>Our World – Looking After our World</p>	<p>First Aid⁷- Asthma and Anaphylactic shock (Y4 discrete)</p> <p>A World without Judgement- Introduction to Breaking Down Barriers (Y3) Breaking Down Barriers (Y4)</p>
<p>Year 5 and 6</p>	<p>Keeping / Staying Safe- Peer Pressure (covered also at Crucial Crew)⁷</p> <p>Keeping / Staying Healthy - Smoking (Y6 Science objective and covered in DART sessions)⁶</p>	<p>Growing and Changing – Puberty (discrete Y5 only)</p> <p>Growing and Changing – Conception (discrete for Y6 only)</p> <p>Being Responsible – Looking out for Others</p>	<p>Feelings and Emotions – Anger⁸</p>	<p>Computer Safety – Image Sharing</p>	<p>The Working World – Enterprise</p>	<p>First Aid⁷- Basic life support (Y5 discrete) Head injuries and severe bleeding (Y6 discrete) Minor burns and scalds (Y6 discrete)</p> <p>A World Without Judgement – Inclusion and Acceptance</p>
<p>Data for children in Barnsley that links to PSHE – areas that drive our curriculum and we need to consider teaching in further detail.</p>	<p>¹ Children killed and seriously injured on the road. ² 5 year olds with visibly obvious dental decay. ³ Under 18 conception rate. ⁴ Teenage mothers. ⁵ Admissions to hospital for alcohol specific conditions. ⁶ Mothers smoking at the time of delivery. ⁷ A&E attendance. ⁸ Hospital admissions as a result of self-harm.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Friendships/ All About Me Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>Starting school Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Tidying up responsibilities- Develop their sense of responsibility and membership of a community.</p>		<p>All about our friends- Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk with others to solve conflicts.</p>	<p>Healthy food: Make healthy choices about food, drink, activity and tooth brushing. ²</p>		
Development Matters statements	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, ² using the toilet, washing and drying their hands thoroughly. 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. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>					
Reception	<p>Friendships/ All About Me: See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Road safety day-¹ Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian</p>			<p>Healthy eating- Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p>		
Development matters Statements	<p>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 - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine - tooth brushing ² - being a safe pedestrian. ¹</p>					

<p>Early Learning Goals*</p>	<p><i>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> <i>*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.</i> <i>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs.</i></p>					
<p>Year 1 and 2</p>	<p>Keeping / staying safe - Preventing Accidents (tying Shoelaces)⁷</p> <p>Keeping / staying healthy - Healthy Eating healthy and Brushing Teeth²</p>	<p>Relationships- Bullying</p> <p>Fire Safety- Petty Arson</p> <p>Being Responsible - Practise makes perfect and Helping someone in need</p>	<p>Feelings and Emotions- Worry and Anger</p>	<p>Computer Safety - Image sharing</p>	<p>Our World- Living in our World and Working in our world</p>	<p>Hazard Watch - Is it safe to play with?</p>
<p>Year 3 and 4</p>	<p>Keeping / Staying Safe - Cycle Safety¹</p> <p>Keeping / Staying Healthy - Healthy Living</p>	<p>Growing and Changing - Touch (discrete Y3 only)</p> <p>Growing and Changing - Appropriate touch (discrete Y4 only)</p> <p>Being Responsible - Coming Home on Time</p>	<p>Feelings and Emotions - Jealousy</p>	<p>Computer Safety - Online Bullying⁸</p>	<p>The Working world - Chores at Home</p>	<p>First Aid⁷- Asthma and Anaphylactic shock (Y4 discrete)</p> <p>A World without Judgement Introduction to Breaking Down Barriers (Y3) Breaking Down Barriers (Y4)</p>
<p>Year 5 and 6</p>	<p>Keeping / Staying Safe - Water Safety⁷</p> <p>Keeping / Staying healthy - Alcohol (Y6 Science objective + covered in DART sessions)^{5 7}</p>	<p>Growing and Changing - Puberty (discrete Y5 only)</p> <p>Growing and Changing - Conception (discrete Y6 only)^{3 4}</p> <p>Being responsible - Stealing</p>	<p>Feelings and Emotions - Worry⁸</p>	<p>Computer Safety - Making friends online</p>	<p>The Working World- In-app purchases</p>	<p>First Aid⁷- Basic life support (Y5 discrete) Head injuries and severe bleeding (Y6 discrete) Minor burns and scalds (Y6 discrete)</p> <p>A World Without Judgement - British Values</p>
<p>Data for children in Barnsley that links to PSHE – areas that drive our curriculum and we need to consider teaching in further detail.</p>	<p>¹ Children killed and seriously injured on the road. ² 5 year olds with visibly obvious dental decay. ³ Under 18 conception rate. ⁴ Teenage mothers. ⁵ Admissions to hospital for alcohol specific conditions. ⁶ Mothers smoking at the time of delivery. ⁷ A&E attendance. ⁸ Hospital admissions as a result of self-harm.</p>					