

PHSE Curriculum Cycle A 2023 - 2024

2023 - 2024	EYFS	KS1	Lower KS2	Upper KS2
Autumn 1 Term 1	New Beginnings To know the people in my class. To know that people in my class like me. To like to ways we are all different. To recognise something special about me. To recognise if I am happy or sad. To be able to tell someone if I feel happy, excited, sad or scared. To know that it is okay to have any feeling but that it is not okay to behave in any way we like if it hurts other people).	New Beginnings To know that I belong to a community. To feel safe within my class. To feel good about the ways I am different. To know how to make someone feel welcome. To be able to say how I am the same and how I am different from my friends. To know what I have to do to make the classroom and school a safe and fair place for everyone and to know that it is not okay for other people to make it unsafe or unfair. To help make the class a safe and fair place. To help make the class a good place to learn. Road Safety Firework Safety	New Beginnings To know something about everyone in my class. To know that I am valued at school. To know how to make someone feel welcomed and valued at school. To know what it feels like to be unwelcome. To know how to join a group. To tell you one special thing about me. To know how it feels to be happy, sad or scared and can usually tell if other people are feeling these. To predict how I am going to feel in a new situation or meeting new people. To understand my rights and responsibilities in school. To understand why we need to have different rules in different places and to know what the rules are in school.	New Beginnings To have worked with and talked with everyone in my class. To know that I am valued at school. To understand how it feels to do or start something new and why. To understand my rights and responsibilities in school. To know some of the things that help us in school to learn and play well together. To understand the need for rules in society and why we have the rules we do in school. To know how to go about changing something, if I don't agree with something in school.

<p>Autumn 2 Term 1</p>	<p>Getting On and Falling Out</p> <p>To know the people in my class. To know that people in my class like me. To like to ways we are all different. To recognise something special about me. To recognise if I am happy or sad. To be able to tell someone if I feel happy, excited, sad or scared. To know that it is okay to have any feeling but that it is not okay to behave in any way we like if it hurts other people).</p>	<p>Getting On and Falling Out</p> <p>To know what being a good friend means to me. To know how to listen well to other people when they are talking. To know how to make someone else feel good by giving them a compliment. To know what to say when someone gives me a compliment. To know that people do not always see things in the same way. To be able to see things from someone else's point of view. To explore stories about working together. To know when I am starting to feel angry. To know what happens on the inside and outside of my body when I start to get angry. To know some ways to calm down when I am starting to feel angry. To know that sometimes anger builds up and I can become overwhelmed by my feelings. Zones of Regulation To know how to make up with a friend when we have fallen out. To be able to use peaceful problem solving to sort out problems so both people feel okay.</p>	<p>Getting On and Falling Out</p> <p>To know how to be friendly, be a good listener, give and receive compliments and see things from someone else's point of view. To know ways to give friendship tokens to others. To know how it feels to start something new and have ways to cope with these feelings. To manage my feelings and find a way to calm myself when necessary. To know what my triggers are for anger and ways I can calm. To know why it is important to calm down before becoming overwhelmed by anger. To give and accept a compliment. To know some more ways to solve a problem. To take on a role in a group and contribute to the overall outcome. To discuss how well a group are working together. BRITISH VALUES (Building a nation- rules and laws) ROAD SAFETY</p>	<p>Getting On and Falling Out</p> <p>To know the different ways of behaving are appropriate to different types of relationships. To accept and appreciate people's friendships and try not to demand more than they are able or wish to give. To know that sometimes difference can be a barrier to friendships. To try to recognise when I, or other people, are pre-judging people and I make an effort to overcome my own assumptions. To be able to see s situation from another person's perspective. To know how it might feel to be excluded or treated badly because of being different in some way. To be able to say some things that a good leader should do. To work well in a group and say what helps my group to work we;; together. To be able to explain how I go about solving a problem and can give an example of a problem I have solved. To understand that when working in a group, I can tell people if I agree or do not agree with them and why. To know that when I am working in a group I can listen to other</p>
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<p>Spring 1 Term 2</p>	<p>Say No to Bullying To know that I belong in my classroom. To like the ways we are different and be able to say something special about me. To be able to recognise some ways in which children can be unkind and bully others. To be able to tell you how it feels when someone bullies you. To be kind to children who have been bullied. To know who I can talk to in school if I was feeling unhappy or being bullied. To know what to do if I am being bullied.</p>	<p>Say No to Bullying To know what bullying is. To be proud of the ways in which I am different from my friends. To be able to tell how someone feels who is being bullied. To be kind to children who have been bullied. To know that when you are sad it affects the way you behave and think. To know some people in and out of school who I could talk to if I was feeling unhappy or being bullied. To know what to do if I am being bullied.</p>	<p>Say No to Bullying To know what it means to be a witness to bullying. To know that a witness can make a situation better or worse by what they do. To know how it might feel to witness and/ or to be a target of bullying. To know why witnesses sometimes join in with bullying and don't tell. To know some ways of how to make someone who is being bullied feel better. To know that sometimes bullying is hard to spot and know what to do if I think it is going on but I am not sure. To know how to solve a bullying situation with others. RACISM</p>	<p>Say No to Bullying To understand how rumour spreading and name-calling can be bullying behaviours. To explain the differences between direct and indirect types of bullying. To explain some ways in which one person (or group of people) can have power over another. To know some reasons why people use bullying behaviours. To be able to tell a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one. RACISM</p>
<p>Spring 2 Term 2</p>	<p>Good to Be Me To say the things I like doing and the things I don't like doing. To say how I feel when I am feeling proud. To tell when I am feeling excited. To tell or show how I feel when I am excited. To say when I am feeling good or happy. To tell or show what feeling proud looks like.</p>	<p>Good To Be Me To be able to recognise my gifts and talents. To recognise something that makes me feel proud. To recognise when I learn best. To say what I have learnt. To recognise the things I am good at and the things I find difficult. To recognise when I am being impulsive and when I am thinking things through.</p>	<p>Good To Be Me To know about myself and how I learn. To extend my learning. To explain the things I am good at. To recognise when I find something difficult and do something about it. To tell whether I like a surprise or things to stay the same. To explain what hopeful or disappointed mean.</p>	<p>Good To Be Me To accept myself for who and what I am. To tell the difference between showing I am proud and boasting. To know that boasting can make other people feel inadequate or useless. To explain how I am feeling even if I have mixed feelings.</p>

	<p>To be able to stay still and quiet for a short time.</p> <p>To be able to relax with help.</p> <p>To say what I need.</p> <p>To stand up for my own needs and rights without hurting others.</p>	<p>To know the difference between a weak feeling and a strong feeling.</p> <p>To know more names for feelings than I did before.</p> <p>To use more words to express feelings.</p> <p>To tell when I am feeling worried or anxious.</p> <p>To recognise some things that make me feel anxious.</p> <p>To know when I am feeling proud.</p> <p>To recognise something that makes me feel proud.</p> <p>To help someone else feel proud.</p> <p>To be able to be still and quiet and relax my body.</p> <p>To know what it feels like to be relaxed.</p> <p>To be able to show or tell what relaxed means.</p> <p>To recognise what makes me feel stressed.</p> <p>To know what places help me to relax.</p> <p>To explain some things that help me stop worrying.</p> <p>To know when it is right to stand up for myself.</p> <p>To know how to solve a problem/ use the problem solving process.</p> <p>MENTAL HEALTH</p>	<p>To understand why we sometimes fight or run away when we feel threatened.</p> <p>To know why it is important to stop and think before I act.</p> <p>To recognise worries and decide what I might do about them.</p> <p>To recognise my feelings and have strategies to calm down or cope. (mindfulness and mental health)</p> <p>To tell when it is good to relax.</p> <p>To know how to be assertive.</p> <p>MENTAL HEALTH</p>	<p>To understand that sometimes the feeling part of my brain takes over and I might make mistakes.</p> <p>To understand how my strong feelings might build up and how I might be overwhelmed by my feelings.</p> <p>To recognise when I am beginning to be overwhelmed by my feeling and that I can use a calming down strategy.</p> <p>To be able to use some strategies to help me when I am feeling useless or inadequate.</p> <p>To be able to feel positive even when things are going wrong.</p> <p>To avoid situations that are likely to hurt my feelings or make me feel angry.</p> <p>To be able to recognise when I am feeling worried.</p> <p>To know how to do something about my worry.</p> <p>To know when and how to stop and think before I act.</p>
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<p>Summer 1 Term 3</p>	<p>Going for Goals</p> <p>To know that I can do more things now than I could when I was younger.</p> <p>To know that I will be able to do more things when I am older.</p> <p>To know that we are all good at different things.</p> <p>To be able to say what I like doing and learning.</p> <p>To be able to try new things in my learning.</p> <p>To recognise what a goal is.</p> <p>To be able to set a goal for myself.</p> <p>To be able to say what I want to achieve and how I am going to do so.</p> <p>To be able to say what I am going to do next.</p> <p>To be able to focus my attention and start a task.</p> <p>To concentrate on what I am doing.</p> <p>To work to reach my goal.</p> <p>To know that working hard is important to reaching my goal.</p> <p>To be able to say what I have done and the things that have worked well.</p>	<p>Going for Goals</p> <p>To know that we learn in different ways.</p> <p>To be able to say some of my strengths as a learner.</p> <p>To be able to say what I want to happen when there is a problem (set a goal.)</p> <p>To be able to predict and understand the consequences of reaching my goal.</p> <p>To break a goal down into small steps.</p> <p>To choose a realistic goal.</p> <p>To know how to resist distractions.</p> <p>To be able to work towards a reward or for the satisfaction of finishing a task.</p> <p>To know ways to overcome boredom and frustration.</p> <p>To think of lots of different ideas or solutions to problems.</p> <p>To predict and understand consequences of my solutions or ideas.</p> <p>To choose between my ideas and give reasons.</p> <p>To learn from my successes</p> <p>To tell you what I have learned.</p> <p>To tell you what I might do differently to learn more effectively.</p> <p>To be able to say why something has been successful.</p> <p>To be able to say what has gone wrong with a plan and why.</p>	<p>Going for Goals</p> <p>To celebrate differences.</p> <p>To use my strengths as a learner.</p> <p>To know that I am responsible for my own learning and behaviour.</p> <p>To know what I need to learn effectively.</p> <p>To know how my feelings can influence my learning.</p> <p>To be able to foresee obstacles and plan to overcome them when I am setting goals.</p> <p>To set success criteria so that I will know whether I have reached my goal.</p> <p>To know that others can help me to achieve my goal and vice versa.</p> <p>To recognise when I am finding learning difficult and persevere when I need to.</p> <p>To manage frustration by using a number of strategies.</p> <p>To know when to keep trying and when to try something else.</p> <p>To identify some barriers to my learning and think of ways to overcome them.</p> <p>To identify advantages and disadvantages of the solutions or goals I set myself.</p> <p>To predict the consequences of my actions or goals for myself and others.</p> <p>To make a choice about what to do based upon my predictions of the likely consequences.</p>	<p>Going for Goals</p> <p>To know the skills and attributes to be an effective leader.</p> <p>To know what some of the people in my class like or admire about me.</p> <p>To recognise when I am using an excuse instead of finding a way around a problem. To recognise and celebrate my own achievements.</p> <p>To be able to set myself a goal or challenge.</p> <p>To make a personal or learning long term plan and break it down into smaller, achievable goals.</p> <p>To know that it is up to me to get things done by taking the first step.</p> <p>To know that if I first don't succeed it is worth trying again.</p> <p>To know I can try again even when I have been unsuccessful.</p> <p>To consider the consequences of possible solutions or reaching my goal for myself and for others, communities or groups.</p> <p>To be able to apply what I have learned.</p> <p>To be able to say what I need to do next.</p> <p>To be a critical friend to myself and others.</p>
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Summer 2 Term 3	Relationships To tell when I am feeling sad or angry. To begin to understand that if someone leaves me they can still love me. To remember someone I care about even if they are not there. To be able to talk about how I can feel better when I am feeling sad or am missing someone. To be able to tell if someone is happy, sad or angry. To recognise what is fair and unfair. To be able to say when I think things are fair or unfair. To know some ways I can make things fair.	Relationships To know the people who are important to me. To recognise when I feel cared for. To recognise when I feel jealous and can say what has made me feel jealous. To understand that being unkind and hurting someone doesn't make me feel better. To be able to tell how I feel when I lose someone or something I care about. To feel proud on behalf of my friends when they have done something well. To be able to think of ways to make me feel better when I am hurt. To be able to make myself feel better without hurting others. To be able to share the people I care about. To be able to talk about my feelings when I feel alone or when I have to share someone or something that is important to me. To understand that if someone leaves me they might still love me. To understand people have to make hard choices and sometimes they have no choice. PANTS - Personal safety	Relationships To tell when something is my fault or not my fault. To take responsibility for my behaviour. To know and explain the things that hurt my feelings. To express feelings of guilt and know some things to do when I feel guilty. To tell when I feel ashamed about something. (PANTS lessons) To know when to tell someone about it. To understand how I might hurt others. To know how most people feel when they lose something or someone they love. To tell how I can make someone who is important to me happy. To recognise some ways to make amends if I have done something unkind. To recognise how I feel about the important people or animals in my life. To know some ways to celebrate the life of someone I care about.	Relationships To think about what embarrasses me and say a time I felt embarrassed. To know some things to do when I feel embarrassed that will not make things worse. To be able to help someone who feels embarrassed. To know how to make people feel good about themselves. To learn something about me that I did not know before. To understand there is not just one way to grieve. To know some strategies to use to manage feelings associated with loss. To know some of the feelings people have when someone dies or leaves. To understand that different people show their feelings in different ways. To know how to help support someone who is unhappy because they have lost someone or something. To be able to think about when to forgive someone. To understand when breaking friends might be the best thing to do.

			<p>To explain about someone I no longer see.</p> <p>To understand that we can remember people even if we no longer see them.</p> <p>To know that I can take responsibility for what I choose to do.</p> <p>PANTS</p>	<p>To recognise when I am using a put-down.</p> <p>To recognise stereotypes.</p> <p>To know how to try to challenge stereo -types.</p> <p>To be able to tell you about people who are important to me.</p> <p>SUMMER/BEACH SAFETY</p>
<p>Summer 3 Term 3</p>	<p>Changes</p> <p>To tell what I can do now that I could not do when I started school/nursery.</p> <p>To be able to say how I have changed.</p> <p>To remember feeling I have had and why I felt like that.</p> <p>To sometimes be able to tell how change makes me feel.</p> <p>To know that sometimes when people are not very nice to me it is because they do not feel very good inside.</p> <p>To know how to help someone when they are feeling sad.</p> <p>To tell you about a plan I have made with my class to change something in our school.</p> <p>To be able to plan to overcome obstacles that might get in the way.</p> <p>To tell you what I did with my class to make something better.</p>	<p>Changes</p> <p>To be able to tell some things about me that have changed and some things that will not change.</p> <p>To be able to say how I might change in the future.</p> <p>To know that some changes are natural and happen by themselves.</p> <p>To know different ways that help me to learn to do things.</p> <p>To tell what a habit is and know that it is hard to change one.</p> <p>To know what it means when something is or isn't your fault.</p> <p>To tell someone about a plan I have made to change something about my behaviour.</p> <p>To be able to think about and plan to overcome obstacles.</p> <p>To be able to say about changes that I can make happen.</p> <p>To know how to make some changes quickly and easily.</p> <p>To know that to make some changes it is hard and can take a long time.</p> <p>To know that I make my own choices about my behaviour.</p>	<p>Changes</p> <p>To know that change can be really good talk about some changes that have made our lives better.</p> <p>To know that everybody goes through many different sorts of changes all the time.</p> <p>To recognise some of the things that have changed in my life and how I feel about them.</p> <p>To know what I feel and think affects how I behave.</p> <p>To know that even changes I want to happen can sometimes feel uncomfortable.</p> <p>To be able to tell how I would feel if a change that I didn't want to happen was imposed on me.</p> <p>To be able to understand why other people are behaving as they are when they are finding a change difficult.</p> <p>To know ways of dealing with the feelings that sometimes arise from changes.</p>	<p>Changes</p> <p>To be aware of common responses to difficult changes and that they are sometimes similar to responses when we are experiencing loss.</p> <p>To be able to tell some of the good things about me that my classmates like and value.</p> <p>To understand how it might make you feel when a change takes you away from familiar people and places.</p> <p>To tell you mu 'sore spots' and recognise when I might overreact because someone has touched my 'sore spot'.</p> <p>To recognise that my behaviour is my responsibility even when someone has touched a 'sore spot'.</p> <p>To know that people respond differently to changes and challenges.</p>

		SUMMER SAFETY	<p>To be able to recognise how it feels to belong to a group and know it is important for everyone.</p> <p>SUMMER SAFETY</p>	<p>To know that many children have mixed feelings about going to secondary school.</p> <p>To try to understand other people's behaviour by thinking about what they might be feeling or thinking.</p> <p>To be able to say how people might feel and behave when they go to a new school.</p> <p>To know that when I move to secondary school many things in my life will stay the same.</p> <p>To know some strategies for managing the feelings I have when I change schools.</p> <p>To know that sometimes there are positive outcomes from changes that we didn't initially welcome.</p> <p>To know that change can interfere with our feeling of belonging and can make us feel insecure and unconfident.</p>
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