

Personal, Social and Emotional Development (P.S.E.D.) CURRICULUM MAPS - Year 1 & 2



	Strand	Autumn	Spring	Summer
Reception	Citizenship British Values SMSC	<ul style="list-style-type: none"> To identify themselves as part of a group To interact with others as part of a group To begin to understand basic class rules 	<ul style="list-style-type: none"> To become familiar with the classroom routine To recognise their own belongings 	<ul style="list-style-type: none"> To identify what they are good at To recognise kind behaviours
	Social and Emotional Aspects of Development	<ul style="list-style-type: none"> To recognise class staff To begin to greet known adults and peers appropriately 	<ul style="list-style-type: none"> To recognise, with support, happy and sad faces To express things they like to do 	<ul style="list-style-type: none"> To tell/show someone when I feel happy or sad To name things you have learned to do in school
	Keeping safe Independence, Online safety, FGM, Prevent, Safeguarding, Drugs	<ul style="list-style-type: none"> To accept appropriate physical contact with familiar adults To become familiar with own personal hygiene routines 	<ul style="list-style-type: none"> To begin to be aware of how to move safely around the classroom To begin to handle classroom equipment safely 	<ul style="list-style-type: none"> To begin to follow basic hygiene routines To put away, with support, their own belongings
	Healthy Lifestyles	<ul style="list-style-type: none"> To respond and interact with a wide range of environments To respond to a range of sensory stimuli to help calm and relax them. To associate their PE kit with exercise 	<ul style="list-style-type: none"> To sequence the basic lifecycle of a human with support To name fruit and vegetables required to help them to grow with support To experience healthy snacks and know they help them to grow. To role play sequence of brushing teeth with support 	<ul style="list-style-type: none"> To begin to sort healthy and unhealthy foods To begin to understand the balance between healthy and unhealthy
	Living in the Wider world Financial capability Environmental safety	<ul style="list-style-type: none"> To recognise a range of familiar places e.g. school, home, shop, swimming pool 	<ul style="list-style-type: none"> To identify money from a range of different objects 	<ul style="list-style-type: none"> To put their own rubbish in the bin in their classroom
Relationships RSE	<ul style="list-style-type: none"> To name friends within the class. 	<ul style="list-style-type: none"> To begin to tolerate a peer in a personal space with little or no interaction 	<ul style="list-style-type: none"> To play in parallel with the same equipment 	
Year 1	Citizenship British Values SMSC	<ul style="list-style-type: none"> To recognise what is good about their class group To identify what they like about their class group To contribute with support to create class rules 	<ul style="list-style-type: none"> To become familiar with the school routine e.g. lunchtime and the end of the day To begin to take care and responsibility of their own belongings 	<ul style="list-style-type: none"> To identify what self and others are good at To recognise kind and unkind behaviour
	Social and Emotional Aspects of Development	<ul style="list-style-type: none"> To recognise a range of familiar school staff who help them throughout the day To develop relationships within the class To name a friend in the class and explain why you like to play with them (link to Anti Bullying Week) 	<ul style="list-style-type: none"> To try new activities within their learning with support To express things they do not like to do 	<ul style="list-style-type: none"> To identify things that make them happy and things that make them sad To identify how they have changed over the year
	Keeping safe Independence, Online safety, FGM, Prevent, Safeguarding, Drugs	<ul style="list-style-type: none"> To recognise the main items that are required for personal care routines To role play sequences of personal care routines 	<ul style="list-style-type: none"> To learn how to move safely around different areas of the school To handle and use equipment safely in other areas of the school e.g. kitchen To follow instructions during the fire alarm 	<ul style="list-style-type: none"> To follow instructions during the fire alarm To begin to understand how alarms keep us safe To finish and tidy away their own resources independently
	Healthy Lifestyles	<ul style="list-style-type: none"> To participate in a variety of physical exercise activities To identify one PE activity that they like to do 	<ul style="list-style-type: none"> To recognise a range of familiar foods required for personal growth. To indicate likes and dislikes using foods required for growth. To sort food into healthy and unhealthy To name the differences between a baby and an adult With support To match pictures to symbols of teeth brushing routine 	<ul style="list-style-type: none"> To begin to recognise people who look healthy/unhealthy. To begin to explain with support why it is important to be healthy
	Living in the Wider world Financial capability Environmental safety	<ul style="list-style-type: none"> To identify where they live (England, London, Ealing) To name things that are different about home and school. 	<ul style="list-style-type: none"> To exchange a coin for an item in shop role play 	<ul style="list-style-type: none"> To understand ways to look after their classroom environment
Relationships RSE	<ul style="list-style-type: none"> To be able to tolerate a peer in my personal space with little or no interaction 	<ul style="list-style-type: none"> To begin to recognise behaviours that are right and wrong in their classroom To positively interact with peers upon adult direction 	<ul style="list-style-type: none"> To begin to interact with peers independently using mostly appropriate actions 	
Year 2	Citizenship British Values SMSC	<ul style="list-style-type: none"> To contribute towards creating class rules To set an individual goal for the year with support 	<ul style="list-style-type: none"> To become familiar with using an individual schedule independently To independently take care of own belongings and whole class items e.g. arm bands for swimming or aprons for painting To recognise familiar staff 	<ul style="list-style-type: none"> To recognise basic ways they are similar and different to a friend (appearance) To recognise the qualities of a good friend
	Social and Emotional Aspects of Development	<ul style="list-style-type: none"> To take turns and share in my new class group To recognise how you can be kind to your friends (link to Anti Bullying Week) 	<ul style="list-style-type: none"> To say and show how I feel when I am feeling happy and sad 	<ul style="list-style-type: none"> To begin to understand why sharing, turn taking and winning is fair To begin to express how change makes them feel
	Keeping safe Independence, Online safety, FGM, Prevent, Safeguarding, Drugs	<ul style="list-style-type: none"> To recognise the main items that are required for personal care routines To role play sequences of personal care routines To develop skills to wash, feed, toilet and dress themselves with some support 	<ul style="list-style-type: none"> To be aware of how to walk around the school safely and independently 	<ul style="list-style-type: none"> To be aware of how to cross a road safely To identify the basic risks associated with crossing the road and fire
	Healthy Lifestyles	<ul style="list-style-type: none"> To respond to choices in exercise. To begin to understand how exercise keeps us healthy 	<ul style="list-style-type: none"> To sort foods into fruit, vegetable, meat and dairy To match basic foods to the animal that produces them e.g. egg, milk Recognise that food can be grown at home or purchased from local farms and markets, shops and supermarkets With support sequence pictures of tooth brushing with support 	<ul style="list-style-type: none"> To begin to recognise why they need to keep healthy. To begin to recognise where to store common foods.
	Living in the Wider world Financial capability Environmental safety	<ul style="list-style-type: none"> To begin to understand the functions of different familiar places e.g. doctor, dentist, places of worship 	<ul style="list-style-type: none"> To begin to recognise the value of coins To begin to understand what money is used for 	<ul style="list-style-type: none"> To understand ways to look after their classroom environment

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Relationships RSE	<ul style="list-style-type: none">To play in parallel with the same equipment	<ul style="list-style-type: none">To begin to work/play as part of a small group (but may not always participate)To respond appropriately to right and wrong behaviours	<ul style="list-style-type: none">To show an interest in other children's playTo begin to share with others with adult support.

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	Strand	Autumn	Spring	Summer
Year 3	Citizenship <i>British Values, SMSC</i>	<ul style="list-style-type: none"> To contribute to classroom rules To be aware of classroom rules To understand that they belong to a school community and are aware of the people who work there To vote for a school council representative To set an individual goal for the year with support 	<ul style="list-style-type: none"> To recognise the roles of people in school To identify their basic responsibilities in the classroom To identify kind and unkind behaviour To identify how they are similar and different to another without focusing on appearance 	<ul style="list-style-type: none"> To recognise ways they can help in the school community To identify ways they are similar and different to people outside of the school community e.g. sports stars
	Social and Emotional Aspects of Development	<ul style="list-style-type: none"> To recognise new class group – peers and staff To identify who is their friend and what makes a good friend (link to anti bullying week) 	<ul style="list-style-type: none"> To recognise things that they are good at and their friends are good at To recognise a range of emotions 	<ul style="list-style-type: none"> To name the people that are important to them and why To recognise what has changed for them over the year
	Keeping safe <i>Independence, Online safety, Prevent, Safeguarding, Drugs</i>	<ul style="list-style-type: none"> See anti bullying link above To understand children need adult supervision when using technology 	<ul style="list-style-type: none"> To discuss why people use medicine To be aware of the dangers of some medicines and household liquids 	<ul style="list-style-type: none"> To begin to understand how to be safe around water. To begin to understand how to stay safe at home
	Healthy Lifestyles	<ul style="list-style-type: none"> To explain why exercise is important 	<ul style="list-style-type: none"> To begin to recognise what makes a balanced diet To independently sort foods into healthy and unhealthy 	<ul style="list-style-type: none"> To begin to recognise what makes a balanced diet To independently sort foods into healthy and unhealthy
	Living in the Wider world <i>Financial capability</i> <i>Environmental safety</i>	<ul style="list-style-type: none"> To identify the ethnic identifies of peers and to learn something new about that country of origin 	<ul style="list-style-type: none"> To identify different jobs To identify why jobs are important 	<ul style="list-style-type: none"> To understand ways to look after their school environment
	Relationships <i>RSE, FGM</i>	<ul style="list-style-type: none"> To indicate approval or disapproval for physical contact To identify who is a boy and a girl Link to PANTS rule 	<ul style="list-style-type: none"> To identify places in home and school that are public and private 	<ul style="list-style-type: none"> To label the different parts of the body
Year 4	Citizenship <i>British Values, SMSC</i>	<ul style="list-style-type: none"> To participate in establishing class rules To be aware that school is part of a wider community To vote for a school council representative To set an individual goal for the year 	<ul style="list-style-type: none"> To recognise how people in the school community look after them To recognise people to talk to if they are worried To identify the importance of rules in school 	<ul style="list-style-type: none"> To identify how your family life is different to someone else e.g. family make up, culture, religion
	Social and Emotional Aspects of Development	<ul style="list-style-type: none"> To know that they belong to a new class group To know it is ok to think and feel differently from others To recognise kind and unkind behaviours (link to anti bullying week) To recognise what we can do to help our friends at school (link to anti bullying week) 	<ul style="list-style-type: none"> To sort a range of emotions into positive and negative To begin to recognise when others are displaying positive or negative emotions 	<ul style="list-style-type: none"> To understand what jealousy is To recognise what makes them jealous To recognise what has changed for them over the year
	Keeping safe <i>Independence, Online safety, Prevent, Safeguarding, Drugs</i>	<ul style="list-style-type: none"> See anti bullying link above To recognise that unkind behaviour can happen in real life and online To know how to show an adult if something unusual happens when using technology 	<ul style="list-style-type: none"> To begin to understand how to be safe around medicine To sort medicines into need it all the time e.g. insulin and need it sometimes e.g. cough bottle 	<ul style="list-style-type: none"> To identify possible hazards around the school To identify possible hazards at home
	Healthy Lifestyles	<ul style="list-style-type: none"> To give examples of different types of exercise 	<ul style="list-style-type: none"> To begin to sort foods into the different food groups To begin to understand why each of the food groups is important 	<ul style="list-style-type: none"> To begin to understand how to store food safety To begin to understand the difference between natural and processed foods
	Living in the Wider world <i>Financial capability</i> <i>Environmental safety</i>	<ul style="list-style-type: none"> To identify the main ethnic groups in Ealing To show awareness of community practices within these groups. 	<ul style="list-style-type: none"> To begin to identify how people spend money 	<ul style="list-style-type: none"> To know some ways that people look after the local environment park, rangers, gardeners, bin-man

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Relationships <i>RSE, FGM</i>	<ul style="list-style-type: none">• To begin to identify positive and negative touch• To begin to develop strategies and scripts to respond to negative touch• Link to PANTS rule	<ul style="list-style-type: none">• To understand that some personal care routines are done in private• To begin to name the areas of the body that are private	<ul style="list-style-type: none">• To explain how boys and girls are different• To explain how people change as they grow up (taller, hair, wider)

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	Strand	Autumn	Spring	Summer
Year 5	Citizenship <i>British Values, SMSC</i>	<ul style="list-style-type: none"> To develop own rules for group work and play To contribute to the school community through whole school events To vote for a school council representative and explain why they voted for them To set an individual goal for the year 	<ul style="list-style-type: none"> To recognise people in the wider community who look after them To begin to understand that certain jobs and responsibilities can be for men and women To identify the importance of rules in the wider community 	<ul style="list-style-type: none"> To begin to understand the impact of topical issues (Newsround)
	Social and Emotional Aspects of Development	<ul style="list-style-type: none"> To identify people at home and school who help to make them feel safe (link to anti bullying week) To think about what they can do to help friends if they see unkind behaviour at school (link to anti bullying week) 	<ul style="list-style-type: none"> To identify when they are feeling angry and upset To begin to understand some strategies to help them to cope with or divert their feelings of anger and upset To begin to give examples of times when you might experience positive and negative emotions 	<ul style="list-style-type: none"> To begin to use with support some strategies to help them cope with or divert their feelings of anger, jealousy, upset To recognise what has changed for them over the year
	Keeping safe <i>Independence, Online safety, Prevent, Safeguarding, Drugs</i>	<ul style="list-style-type: none"> See anti bullying link above To begin to understand cyber bullying To begin to understand that not everything you see on the internet is true 	<ul style="list-style-type: none"> To begin to understand the dangers of smoking To begin to rehearse phrases to resist peer pressure 	<ul style="list-style-type: none"> To identify obvious risks in a range of situations and begin to identify ways to manage these risks
	Healthy Lifestyles	<ul style="list-style-type: none"> To be aware of the changes that regular exercise can lead to 	<ul style="list-style-type: none"> To use the eat well plate to create a balanced meal with support. To begin to understand the meaning behind the food pyramid 	<ul style="list-style-type: none"> To begin to understand the nutritional wheel with support. (food packaging)
	Living in the Wider world <i>Financial capability</i> <i>Environmental safety</i>	<ul style="list-style-type: none"> To identify the different groups of people that live in London To discuss how these groups of people contribute to life in London 	<ul style="list-style-type: none"> To identify ways to save money and why saving is important 	<ul style="list-style-type: none"> To identify types of rubbish e.g. food waste, recyclable To identify the need to recycle
	Relationships <i>RSE, FGM</i>	<ul style="list-style-type: none"> To identify areas of the body that are private To identify people who may ask permission to touch private parts of the body e.g. parent, doctor, nurse Link to PANTS rule 	<ul style="list-style-type: none"> To name the areas of the body that are private To identify positive and negative touch 	<ul style="list-style-type: none"> To begin to understand the basic physical and emotional changes related to puberty To discuss the different types of relationships
Year 6	Citizenship <i>British Values, SMSC</i>	<ul style="list-style-type: none"> To develop own rules for group work and play To understand that different situations have different rules and consequences if broken inside and outside school To vote for a school council representative and explain why they voted for them To set an individual goal for the year 	<ul style="list-style-type: none"> To identify the consequence of breaking rules in school and the wider community To begin to understand how life in Britain is different to life in other countries around the world 	<ul style="list-style-type: none"> To develop a deeper understanding of topical issues and share their thoughts and opinions (Newsround)
	Social and Emotional Aspects of Development	<ul style="list-style-type: none"> To learn what anti bullying is and consider verbal and physical bullying (link to anti bullying week) To show all the ways we are anti bullying at school (link to anti bullying week) 	<ul style="list-style-type: none"> To develop strategies to deal with their feelings of anger and upset To name, share and manage different emotions with decreasing support 	<ul style="list-style-type: none"> To discuss emotions linked to changes that will happen to them e.g. moving to high school
	Keeping safe <i>Independence, Online safety, Prevent, Safeguarding, Drugs</i>	<ul style="list-style-type: none"> See anti bullying link above To understand how cyber bullying is carried out and how to keep themselves safe online To begin to understand that not everything you see on the internet is true 	<ul style="list-style-type: none"> To begin to understand the dangers of alcohol To begin to rehearse phrases to resist peer pressure 	<ul style="list-style-type: none"> To identify subtle risks in a range of situations and begin to identify ways to manage these risks
	Healthy Lifestyles	<ul style="list-style-type: none"> To understand the amount of exercise needed to be healthy 	<ul style="list-style-type: none"> To understand that food portions may vary for different people and that food choices may differ due to allergies, culture, etc. To identify which lack of foods could, over time, cause bone and muscle damage. 	<ul style="list-style-type: none"> To create a healthy meal using the nutritional wheel. (food packaging)
	Living in the Wider world <i>Financial capability</i> <i>Environmental safety</i>	<ul style="list-style-type: none"> To identify the different groups of people that live in Britain To discuss how these groups of people contribute to life in Britain 	<ul style="list-style-type: none"> To begin to understand how and why people give money to charity 	<ul style="list-style-type: none"> To begin to be aware of the effects on our world if we do not recycle waste

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Relationships <i>RSE, FGM</i>	<ul style="list-style-type: none"> To understand what a secret and a surprise are To understand that secrets should not be kept from parents or teachers Link to PANTS rule 	<ul style="list-style-type: none"> To recognise public and private places e.g. toilet and swimming pool To identify how you would respond to negative touch 	<ul style="list-style-type: none"> To begin to understand changes of puberty To begin to identify how to manage the emotional changes and urges of puberty To discuss what makes a good relationship (not sexual, friendship)