

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



	Strand	Autumn	Spring	Summer
Reception	<b>Citizenship</b> British Values SMSC	<ul style="list-style-type: none"> <li>To identify themselves as part of a group</li> <li>To begin to understand basic class rules</li> <li>To interact with others as part of a group</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' – page 54 and 73 and 'My Play and Leisure' page 13, 20, 24</i></p>	<ul style="list-style-type: none"> <li>To become familiar with the classroom routine</li> <li>To recognise their own belongings</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 12</i></p>	<ul style="list-style-type: none"> <li>To identify activities they enjoy within the class</li> <li>To recognise kind behaviours</li> </ul>
	<b>Social and Emotional Aspects of Development</b>	<ul style="list-style-type: none"> <li>To recognise class staff</li> <li>To begin to greet known adults and peers appropriately</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' – page 54</i></p>	<ul style="list-style-type: none"> <li>To recognise, with support, happy and sad faces</li> <li>To express things they like to do</li> </ul>	<ul style="list-style-type: none"> <li>To tell/show someone when I feel happy or sad</li> <li>To name things you have learned to do in school</li> </ul>
	<b>Keeping safe</b> Independence, Online safety, FGM, Prevent, Safeguarding, Drugs	<ul style="list-style-type: none"> <li>To accept appropriate physical contact with familiar adults</li> <li>To become familiar with own personal hygiene routines</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' – 'My Dressing and Undressing' page 14</i></p>	<ul style="list-style-type: none"> <li>To begin to be aware of how to move safely around the classroom</li> <li>To begin to handle classroom equipment safely</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Travel training' page 5</i></p>	<ul style="list-style-type: none"> <li>To begin to follow basic hygiene routines</li> <li>To put away, with support, their own belongings</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 12, 14</i></p>
	<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>To respond and interact with a wide range of environments</li> <li>To respond to a range of sensory stimuli to help calm and relax them.</li> <li>To associate their PE kit with exercise</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To name fruit and vegetables required to help them to grow with support</li> <li>To experience healthy snacks and know they help them to grow.</li> <li>To role play sequence of brushing teeth with support</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 14</i></p>	<ul style="list-style-type: none"> <li>To begin to name familiar healthy foods such as fruit and vegetables</li> <li>To make a choice between healthy snacks</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>
	<b>Living in the Wider world</b> Financial capability Environmental safety	<ul style="list-style-type: none"> <li>To recognise a range of familiar places e.g. school, home, shop, swimming pool</li> </ul> <p><i>For SLD Cooking Curriculum strands please see 'My Cooking/Food Technology' within EQUALS scheme of work for 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To identify money from a range of different objects</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Shopping' page 9</i></p>	<ul style="list-style-type: none"> <li>To put their own rubbish in the bin in their classroom</li> </ul>
<b>Relationships</b> RSE	<ul style="list-style-type: none"> <li>To be able to tolerate a peer in my personal space with little or no interaction</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Play and Leisure' page 13, 20, 24</i></p>	<ul style="list-style-type: none"> <li>To being to tolerate a peer in a personal space with little or no interaction</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Play and Leisure' page 13, 20, 24</i></p>	<ul style="list-style-type: none"> <li>To play in parallel with the same equipment</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Play and Leisure' page 20</i></p>	
Year 1	<b>Citizenship</b> British Values SMSC	<ul style="list-style-type: none"> <li>To recognise what is good about their class group</li> <li>To identify what they like about their class group</li> <li>To contribute with support to create class rules</li> </ul>	<ul style="list-style-type: none"> <li>To become familiar with the school routine e.g. lunchtime and the end of the day</li> <li>To begin to take care and responsibility of their own belongings</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 12</i></p>	<ul style="list-style-type: none"> <li>To identify things that they are good at</li> <li>To recognise kind and unkind behaviour</li> </ul>
	<b>Social and Emotional Aspects of Development</b>	<ul style="list-style-type: none"> <li>To recognise a range of familiar school staff who help them throughout the day</li> <li>To develop relationships within the class</li> <li>To name a friend in the class and explain why you like to play with them (link to Anti Bullying Week)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' – page 54 and 73</i></p>	<ul style="list-style-type: none"> <li>To try new activities within their learning with support</li> <li>To express things they do not like to do</li> </ul>	<ul style="list-style-type: none"> <li>To identify things that make them happy and things that make them sad</li> <li>To identify how they have changed over the year</li> </ul>
	<b>Keeping safe</b> Independence, Online safety, FGM, Prevent, Safeguarding, Drugs	<ul style="list-style-type: none"> <li>To recognise the main items that are required for personal care routines</li> <li>To role play sequences of personal care routines</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 14</i></p>	<ul style="list-style-type: none"> <li>To learn how to move safely around different areas of the school</li> <li>To handle and use equipment safely in other areas of the school e.g. kitchen</li> <li>To follow instructions during the fire alarm</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Travel training' page 5</i></p>	<ul style="list-style-type: none"> <li>To follow instructions during the fire alarm</li> <li>To finish and tidy away their own resources independently</li> <li>To begin to understand how to walk safely outside of school</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 12 and 'My Independence' – 'My travel training' page 5</i></p>
	<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>To participate in a variety of physical exercise activities</li> <li>To identify one PE activity that they like to do</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To recognise a range of familiar foods required for personal growth.</li> <li>To indicate likes and dislikes using foods required for growth.</li> <li>To match pictures to symbols of teeth brushing routine</li> <li>To sequence the basic lifecycle of a human with support e.g. baby, child, adult</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 14</i></p>	<ul style="list-style-type: none"> <li>To begin to sort healthy and unhealthy food with support</li> <li>To begin to sort activities which are healthy and unhealthy with support</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>
	<b>Living in the Wider world</b> Financial capability Environmental safety	<ul style="list-style-type: none"> <li>To identify where they live (England, London, Ealing)</li> <li>To name things that are different about home and school.</li> </ul>	<ul style="list-style-type: none"> <li>To exchange a coin for an item in shop role play</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Shopping' page 9</i></p>	<ul style="list-style-type: none"> <li>To understand ways to look after their classroom environment</li> </ul>
<b>Relationships</b> RSE	<ul style="list-style-type: none"> <li>To play in parallel with the same equipment</li> <li>To name friends within the class.</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Play and Leisure' page 13, 20, 24</i></p>	<ul style="list-style-type: none"> <li>To begin to recognise behaviours that are right and wrong in their classroom</li> <li>To positively interact with peers upon adult direction</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54</i></p>	<ul style="list-style-type: none"> <li>To begin to interact with peers independently using mostly appropriate actions</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Play and Leisure' page 13, 20, 24 and 'My Communication' page 73</i></p>	

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	Strand	Autumn	Spring	Summer
Year 2	<b>Citizenship</b> British Values SMSC	<ul style="list-style-type: none"> <li>To contribute towards creating class rules</li> <li>To set an individual goal for the year with support</li> </ul>	<ul style="list-style-type: none"> <li>To become familiar with using an individual schedule independently</li> <li>To independently take care of own belongings and whole class items e.g. arm bands for swimming or aprons for painting</li> <li>To recognise familiar staff</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 12</i></p>	<ul style="list-style-type: none"> <li>To recognise basic ways they are similar and different to a friend (appearance)</li> <li>To recognise the qualities of a good friend</li> </ul>
	<b>Social and Emotional Aspects of Development</b>	<ul style="list-style-type: none"> <li>To take turns and share in my new class group</li> <li>To recognise how you can be kind to your friends (link to Anti Bullying Week)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 73 and 'My Play and Leisure' page 30</i></p>	<ul style="list-style-type: none"> <li>To say and show how I feel when I am feeling happy and sad</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand why sharing, turn taking and winning is fair</li> <li>To begin to express how change makes them feel</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Play and Leisure' page 13, 20, 24 and 'My Communication' page 73</i></p>
	<b>Keeping safe</b> Independence, Online safety, FGM, Prevent, Safeguarding, Drugs	<ul style="list-style-type: none"> <li>To recognise the main items that are required for personal care routines</li> <li>To role play sequences of personal care routines</li> <li>To develop skills to wash, feed, toilet and dress themselves with some support</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 14</i></p>	<ul style="list-style-type: none"> <li>To be aware of how to walk around the school safely and independently</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Travel training' page 5</i></p>	<ul style="list-style-type: none"> <li>To be aware of how to cross a road safely</li> <li>To identify the basic risks associated with crossing the road and fire</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' – 'My travel training' page 5</i></p>
	<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>To respond to choices in exercise.</li> <li>To begin to understand how exercise keeps us healthy</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To sort foods into fruit, vegetable, meat and dairy with support</li> <li>To match basic foods to the animal that produces them e.g. egg to chicken, milk to cow</li> <li>Recognise that food can be grown at home or purchased from local farms and markets, shops and supermarkets</li> <li>With support sequence pictures of tooth brushing with support</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Dressing and Undressing' page 14</i></p>	<ul style="list-style-type: none"> <li>To begin to recognise with support why they need to keep healthy.</li> <li>To begin to recognise people who look healthy/unhealthy.</li> <li>To begin to recognise where to store common foods.</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>
	<b>Living in the Wider world</b> Financial capability Environmental safety	<ul style="list-style-type: none"> <li>To begin to understand the functions of different familiar places e.g. doctor, dentist, places of worship</li> </ul>	<ul style="list-style-type: none"> <li>To begin to recognise the value of coins</li> <li>To begin to understand what money is used for</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Shopping' page 9</i></p>	<ul style="list-style-type: none"> <li>To understand ways to look after their classroom environment</li> </ul>
	<b>Relationships</b> RSE	<ul style="list-style-type: none"> <li>To name friends within the class.</li> <li>To interact with peers with adult direction</li> <li>To begin take turns with adult support</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 73 and 'My Play and Leisure' page 13, 20, 24</i></p>	<ul style="list-style-type: none"> <li>To begin to work/play as part of a small group (but may not always participate)</li> <li>To respond appropriately to right and wrong behaviours</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54 and 'My Play and Leisure' – page 20, 24</i></p>	<ul style="list-style-type: none"> <li>To show an interest in other children's play</li> <li>To begin to share with others with adult support.</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Play and Leisure' page 24, 30 and 'My Communication' page 73</i></p>
Year 3	<b>Citizenship</b> British Values, SMSC	<ul style="list-style-type: none"> <li>To contribute to classroom rules</li> <li>To be aware of classroom rules</li> <li>To understand that they belong to a school community and are aware of the people who work there</li> <li>To vote for a school council representative</li> <li>To set an individual goal for the year with support</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the roles of people in school</li> <li>To identify their basic responsibilities in the classroom</li> <li>To identify kind and unkind behaviour</li> <li>To identify how they are similar and different to another without focusing on appearance</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54</i></p>	<ul style="list-style-type: none"> <li>To recognise ways they can help in the school community</li> <li>To identify ways they are similar and different to people outside of the school community e.g. sports stars</li> </ul>
	<b>Social and Emotional Aspects of Development</b>	<ul style="list-style-type: none"> <li>To recognise new class group – peers and staff</li> <li>To identify who is their friend and what makes a good friend (link to anti bullying week)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54</i></p>	<ul style="list-style-type: none"> <li>To recognise things that they are good at and their friends are good at</li> <li>To recognise a range of emotions</li> </ul>	<ul style="list-style-type: none"> <li>To name the people that are important to them and why</li> <li>To recognise what has changed for them over the year</li> </ul>
	<b>Keeping safe</b> Independence, Online safety, Prevent, Safeguarding, Drugs	<ul style="list-style-type: none"> <li>See anti bullying link above</li> <li>To understand children need adult supervision when using technology</li> </ul>	<ul style="list-style-type: none"> <li>To discuss why people use medicine</li> <li>To be aware of the dangers of some medicines and household liquids</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand how to be safe around water.</li> <li>To begin to understand how to stay safe at home</li> <li>To be aware of how to cross a road safely</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Travel training' page 5</i></p>
	<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>To explain why exercise is important</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To begin to recognise what makes a balanced diet</li> <li>To independently sort foods into healthy and unhealthy</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To being to recognise what makes a balanced diet</li> <li>To independently sort foods into healthy and unhealthy</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>
	<b>Living in the Wider world</b> Financial capability Environmental safety	<ul style="list-style-type: none"> <li>To identify the ethnic identifies of peers and to learn something new about that country of origin</li> </ul>	<ul style="list-style-type: none"> <li>To identify different jobs</li> <li>To identify why jobs are important</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Shopping' page 9</i></p>	<ul style="list-style-type: none"> <li>To understand ways to look after their school environment</li> </ul>
	<b>Relationships</b> RSE, FGM	<ul style="list-style-type: none"> <li>To indicate approval or disapproval for physical contact</li> <li>To identify who is a boy and a girl</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' – 'My Dressing and Undressing' page 8 and 14</i></p>	<ul style="list-style-type: none"> <li>To identify places in home and school that are public and private</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' – 'My Dressing and Undressing' page 8 and 14</i></p>	<ul style="list-style-type: none"> <li>To label the different parts of the body</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' – 'My Dressing and Undressing' page 8</i></p>

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	Strand	Autumn	Spring	Summer
Year 4	<b>Citizenship</b> <i>British Values, SMSC</i>	<ul style="list-style-type: none"> <li>To participate in establishing class rules</li> <li>To be aware that school is part of a wider community</li> <li>To vote for a school council representative</li> <li>To set an individual goal for the year</li> </ul>	<ul style="list-style-type: none"> <li>To recognise how people in the school community look after them</li> <li>To recognise people to talk to if they are worried</li> <li>To identify the importance of rules in school</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54</i></p>	<ul style="list-style-type: none"> <li>To identify how your family life is different to someone else e.g. family make up, culture, religion</li> </ul>
	<b>Social and Emotional Aspects of Development</b>	<ul style="list-style-type: none"> <li>To know that they belong to a new class group</li> <li>To know it is ok to think and feel differently from others</li> <li>To recognise kind and unkind behaviours (link to anti bullying week)</li> <li>To recognise what we can do to help our friends at school (link to anti bullying week)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54</i></p>	<ul style="list-style-type: none"> <li>To sort a range of emotions into positive and negative</li> <li>To begin to recognise when others are displaying positive or negative emotions</li> </ul>	<ul style="list-style-type: none"> <li>To understand what jealousy is</li> <li>To recognise what makes them jealous</li> <li>To recognise what has changed for them over the year</li> </ul>
	<b>Keeping safe</b> <i>Independence, Online safety, Prevent, Safeguarding, Drugs</i>	<ul style="list-style-type: none"> <li>See anti bullying link above</li> <li>To recognise that unkind behaviour can happen in real life and online and begin to understand what to do in these situations</li> <li>To know how to show an adult if something unusual happens when using technology</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand how to be safe around medicine</li> <li>To sort medicines into need it all the time e.g. insulin and need it sometimes e.g. cough bottle</li> </ul>	<ul style="list-style-type: none"> <li>To identify possible hazards around the school</li> <li>To identify possible hazards at home</li> <li>To identify possible hazards for pedestrians</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Travel training' page 5</i></p>
	<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>To give examples of different types of exercise</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To begin to sort foods into the different food groups</li> <li>To begin to understand why each of the food groups is important</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To begin to understand how to store food safely</li> <li>To begin to understand the difference between natural and processed foods</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>
	<b>Living in the Wider world</b> <i>Financial capability</i> <i>Environmental safety</i>	<ul style="list-style-type: none"> <li>To identify the main ethnic groups in Castlebar school</li> <li>To learn something new about that country of origin</li> </ul>	<ul style="list-style-type: none"> <li>To begin to identify how people spend money</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Shopping' page 9</i></p>	<ul style="list-style-type: none"> <li>To know some ways that people look after the local environment park, rangers, gardeners, bin-man</li> </ul>
	<b>Relationships</b> <i>RSE, FGM</i>	<ul style="list-style-type: none"> <li>To begin to identify positive and negative touch</li> <li>To begin to develop strategies and scripts to respond to negative touch</li> <li>Link to PANTS rule (Privates are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Dressing and Undressing' page 8 and 14</i></p>	<ul style="list-style-type: none"> <li>To understand that some personal care routines are done in private</li> <li>To begin to name the areas of the body that are private</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Dressing and Undressing' page 8 and 14</i></p>	<ul style="list-style-type: none"> <li>To explain how boys and girls are different</li> <li>To explain how people change as they grow up (taller, hair, wider)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Dressing and Undressing' page 8</i></p>
Year 5	<b>Citizenship</b> <i>British Values, SMSC</i>	<ul style="list-style-type: none"> <li>To develop own rules for group work and play</li> <li>To contribute to the school community through whole school events</li> <li>To vote for a school council representative and explain why they voted for them</li> <li>To set an individual goal for the year</li> </ul>	<ul style="list-style-type: none"> <li>To recognise people in the wider community who look after them</li> <li>To begin to understand that certain jobs and responsibilities can be for men and women</li> <li>To identify the importance of rules in the wider community</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54</i></p>	<ul style="list-style-type: none"> <li>To begin to understand the impact of topical issues (Newsround)</li> </ul>
	<b>Social and Emotional Aspects of Development</b>	<ul style="list-style-type: none"> <li>To identify people at home and school who help to make them feel safe (link to anti bullying week)</li> <li>To think about what they can do to help friends if they see unkind behaviour at school (link to anti bullying week)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54</i></p>	<ul style="list-style-type: none"> <li>To identify when they are feeling angry and upset</li> <li>To begin to understand some strategies to help them to cope with or divert their feelings of anger and upset</li> <li>To begin to give examples of times when you might experience positive and negative emotions</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use with support some strategies to help them cope with or divert their feelings of anger, jealousy, upset</li> <li>To recognise what has changed for them over the year</li> </ul>
	<b>Keeping safe</b> <i>Independence, Online safety, Prevent, Safeguarding, Drugs</i>	<ul style="list-style-type: none"> <li>See anti bullying link above</li> <li>To begin to understand cyber bullying</li> <li>To begin to understand that not everything you see on the internet is true</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand the dangers of smoking</li> <li>To begin to rehearse phrases to resist peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>To identify obvious risks in a range of situations and begin to identify ways to manage these risks</li> <li>To explain road safety protocols</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Travel training' page 5</i></p>
	<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>To be aware of the changes that regular exercise can lead to</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To use the 'eat well' plate to create a balanced meal with support.</li> <li>To begin to understand the meaning behind the food pyramid</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>	<ul style="list-style-type: none"> <li>To begin to understand the nutritional wheel with support. (food packaging)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></p>
	<b>Living in the Wider world</b> <i>Financial capability</i> <i>Environmental safety</i>	<ul style="list-style-type: none"> <li>To identify the different groups of people that live in London</li> <li>To show awareness of community practices within these groups.</li> </ul>	<ul style="list-style-type: none"> <li>To identify ways to save money and why saving is important</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Shopping' page 9</i></p>	<ul style="list-style-type: none"> <li>To identify types of rubbish e.g. food waste, recyclable</li> <li>To identify the need to recycle</li> </ul>
<b>Relationships</b> <i>RSE, FGM</i>	<ul style="list-style-type: none"> <li>To identify areas of the body that are private</li> <li>To identify people who may ask permission to touch private parts of the body e.g. parent, doctor, nurse</li> <li>Link to PANTS rule (Privates are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up)</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Dressing and Undressing' page 8 and 14</i></p>	<ul style="list-style-type: none"> <li>To name the areas of the body that are private</li> <li>To identify positive and negative touch</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Dressing and Undressing' page 8 and 14</i></p>	<ul style="list-style-type: none"> <li>To begin to understand the basic physical and emotional changes related to puberty</li> <li>To discuss the different types of relationships</li> </ul> <p><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' - 'My Dressing and Undressing' page 8</i></p>	

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



	Strand	Autumn	Spring	Summer
Year 6	<b>Citizenship</b> <i>British Values, SMSC</i>	<ul style="list-style-type: none"> <li>To develop own rules for group work and play</li> <li>To understand that different situations have different rules and consequences if broken inside and outside school</li> <li>To vote for a school council representative and explain why they voted for them</li> <li>To set an individual goal for the year</li> </ul>	<ul style="list-style-type: none"> <li>To identify the consequence of breaking rules in school and the wider community</li> <li>To begin to understand how life in Britain is different to life in other countries around the world</li> </ul>	<ul style="list-style-type: none"> <li>To develop a deeper understanding of topical issues and share their thoughts and opinions (Newsround)</li> </ul>
	<b>Social and Emotional Aspects of Development</b>	<ul style="list-style-type: none"> <li>To learn what anti bullying is and consider verbal and physical bullying (link to anti bullying week)</li> <li>To show all the ways we are anti bullying at school (link to anti bullying week)</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Communication' - page 54</i></li> </ul>	<ul style="list-style-type: none"> <li>To develop strategies to deal with their feelings of anger and upset</li> <li>To name, share and manage different emotions with decreasing support</li> </ul>	<ul style="list-style-type: none"> <li>To discuss emotions linked to changes that will happen to them e.g. moving to high school</li> </ul>
	<b>Keeping safe</b> <i>Independence, Online safety, Prevent, Safeguarding, Drugs</i>	<ul style="list-style-type: none"> <li>See anti bullying link above</li> <li>To understand how cyber bullying is carried out and how to keep themselves safe online</li> <li>To begin to understand that not everything you see on the internet is true</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand the dangers of alcohol</li> <li>To begin to rehearse phrases to resist peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>To identify subtle risks in a range of situations and begin to identify ways to manage these risks</li> <li>To explore the elements (safety, sequencing, practicalities such as payment) of independent travel</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Travel training' page 5</i></li> </ul>
	<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>To understand the amount of exercise needed to be healthy</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></li> </ul>	<ul style="list-style-type: none"> <li>To understand that food portions may vary for different people and that food choices may differ due to allergies, culture, etc.</li> <li>To identify which lack of foods could, over time, cause bone and muscle damage.</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></li> </ul>	<ul style="list-style-type: none"> <li>To create a healthy meal using the nutritional wheel. (food packaging)</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Cooking/Food Technology' within 'My Independence'</i></li> </ul>
	<b>Living in the Wider world</b> <i>Financial capability</i> <i>Environmental safety</i>	<ul style="list-style-type: none"> <li>To identify the different groups of people that live in Britain</li> <li>To discuss how adults contribute to life in London e.g. jobs, tourism, charity, voting, campaigning</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand how and why people give money to charity</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence'- 'My Shopping' page 9</i></li> </ul>	<ul style="list-style-type: none"> <li>To begin to be aware of the effects on our world if we do not recycle waste</li> </ul>
	<b>Relationships</b> <i>RSE, FGM</i>	<ul style="list-style-type: none"> <li>To understand the difference between a secret and a surprise</li> <li>To understand that secrets should not be kept from parents or teachers</li> <li>Link to PANTS rule (Privates are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up)</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' – 'My Dressing and Undressing' page 8 and 14</i></li> </ul>	<ul style="list-style-type: none"> <li>To recognise public and private places e.g. toilet and swimming pool</li> <li>To identify how you would respond to negative touch</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' – 'My Dressing and Undressing' page 14</i></li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand changes of puberty</li> <li>To begin to identify how to manage the emotional changes</li> <li>To discuss what makes a good relationship (not sexual, friendship)</li> <li><i>For SLD curriculum strand please refer to EQUALS scheme of work 'My Independence' – 'My Dressing and Undressing' page 8</i></li> </ul>