

Personal Social Health Education

Curriculum and Assessment Map

EYFS

	0-3 Preschool	3-4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum (Jigsaw)
EYFS area of Learning	Personal, Social and Emotional Development			
Fundamental Knowledge: Self Regulation	<p>Expresses and talk about a range of emotions.</p> <p>Say what I like and don't like.</p> <p>Try new things and explore new experiences</p> <p>Take turns in conversations</p>	<p>Express and talk about a range of emotions and understand how to monitor them.</p> <p>Monitor actions and words based on peers likes and dislikes.</p> <p>Select and use appropriate activities and resources to work towards simple goals.</p> <p>Take turns and shift attention from one thing to another.</p>	<p>Identify and moderate own and others' feelings about how my actions can affect others.</p> <p>Change my behaviour to suit the situation and follow rules</p> <p>Recognise own and others' achievements and celebrate appropriately</p> <p>Follow 2 part instructions and respond appropriately</p>	<p>Dreams and Goals</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I know how to store the feelings of success</p>
Fundamental Knowledge: Managing Self	<p>Establish my sense of self.</p> <p>Beg to talk about my feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</p> <p>Begin to grow in independence and self-assurance</p>	<p>Behave appropriately within boundaries and follow rules with support.</p> <p>Recognise what is healthy and unhealthy in body and mind and begin to manage own personal hygiene needs.</p> <p>Try new things and show resilience and perseverance with support</p>	<p>Follow rules independently and talk about the reasons for rules and understand what is right and wrong.</p> <p>Manage own personal hygiene needs.</p> <p>Dress and undress independently make healthy body and mind choices.</p> <p>Independently tackle and persist with challenges. Show resilience, manage and</p>	<p>Healthy Me: I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>Changing Me: I can identify the parts of the body that make boys different to girls and can use the correct names for these</p>

			take risks when attempting different ways of doing things.	
Fundamental Knowledge: Building Relationships	<p>Develop friendships with other children.</p> <p>Engage with others through gestures, gaze and talk</p>	<p>Join in with others during play and choose who to play with, sometimes inviting other children to play with them.</p> <p>Extend and elaborate play ideas, share and take turns with support</p>	<p>Listen to what others say, play co-operatively and find ways to resolve conflicts by taking account of and include other's ideas.</p> <p>Independently play co-operatively,</p> <p>Take turns and take into account other people's feelings when decisions are made</p>	<p>Celebrating Difference: I can tell you some ways I am different from my friends</p> <p>Relationships: I can tell you why I appreciate someone who is special to me and express how I feel about them</p>
Early Learning Goal	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>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</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play co-operatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and other's needs.</p>			

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	<p>I understand the rights and responsibilities as a member of my class.</p> <p>I can recognise the choices I make and understand the consequence.</p>	<p>I can identify similarities and differences between people in my class</p> <p>I can tell you what bullying is</p> <p>I know some people who I could talk to if I was being bullied or feeling unhappy</p> <p>I know how to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>I can set simple goals and how to achieve it</p> <p>I know how to work well with a partner</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can identify obstacles and find a way to overcome them</p> <p>I succeeded in a new challenge and how I celebrated it.</p>	<p>I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy</p> <p>I know how to make healthy lifestyle choices and know that germs can cause disease/illness</p> <p>I know that medicines can help me if I feel poorly and how to use them safely</p> <p>I know how to keep safe when crossing the road</p> <p>I can tell you why I think my body is amazing and identify ways to keep it safe and healthy</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in school</p> <p>I can recognise my qualities as a person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>I am starting to understand the life cycles of animals and humans</p> <p>I can identify some things that have changed about me and some things have stayed the same</p> <p>I can identify how my body has changed since I was a baby</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</p> <p>I understand that every time I learn something new, I change a little bit</p> <p>I respect my body and understand which parts are private</p>

Learning Checkpoint Tasks	<ul style="list-style-type: none"> • Pupil Voice • Formative teacher assessments (including children's work and tracking sheet) • Thrive Assessments
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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	<p>I can identify some of my hopes and fears for this year.</p> <p>I understand the rights and responsibilities for being a member of my class and school.</p> <p>I understand the rights and responsibilities for being a member of my class.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand that bullying is sometimes about difference</p> <p>I can recognise what is right and wrong and know how to look after myself</p> <p>I know some ways to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I can persevere even when I find tasks difficult</p> <p>I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I can explain some of the ways I worked cooperatively in my group to create the product</p> <p>I know how to share success with other people</p>	<p>I know what I need to keep my body healthy</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I know how to understand how medicines work in my body and how important it is to use them safely share success with other people</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can decide which foods to eat to give my body energy</p> <p>I can make some healthy snacks and explain why they are good for my body</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I can express my appreciation for the people in my special relationships</p>	<p>I can recognise cycles of life in nature</p> <p>I can tell you the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I am in Year 3</p>

Learning Checkpoint Tasks	<ul style="list-style-type: none"> • Pupil Voice • Formative teacher assessments (including children's work and tracking sheet) • Thrive Assessments
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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	<p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I can make responsible choices and take action</p>	<p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying and that I can make it better or worse</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I am motivated and enthusiastic about achieving our new challenge</p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family</p>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p>

	I understand my actions affect others and try to see things from their points of view		I can evaluate my own learning process and identify how it can be better next time			
Learning Checkpoint Tasks	<ul style="list-style-type: none"> Pupil Voice Formative teacher assessments (including children's work and tracking sheet) Thrive Assessments 					

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 4	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	<p>I know my attitudes and actions make a difference to the class team</p> <p>I understand who is in my school community, the roles they play and how I fit</p> <p>I understand how democracy works through the school council</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I understand how groups come together to make decisions</p>	<p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I can tell you a time when my first impression of someone</p>	<p>I can tell you about some of my hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p>	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can explain different points of view on an animal rights issue</p> <p>I understand how people feel when they love a special pet</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p>

	I understand how democracy and having a voice benefits the school community	changed when I got to know them	I can identify the contributions made by myself and others to the group's achievement	I can recognise when people are putting me under pressure and can explain ways to resist this when I want I know myself well enough to have a clear picture of what I believe is right and wrong		I can identify changes that have been and may continue to be outside of my control that I learnt to accept
Learning Checkpoint Tasks	<ul style="list-style-type: none"> Pupil Voice Formative teacher assessments (including children's work and tracking sheet) Thrive Assessments 					

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 5	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fundamental Knowledge	<p>I can face new challenges positively and know how to set personal goals</p> <p>I understand my rights and responsibilities as a British citizen and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p>	<p>I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can explain the difference between direct and indirect types of bullying</p>	<p>I understand that I will need money to help me achieve some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</p>

	I understand how democracy and having a voice benefits the school community and know how to participate in this	I can compare my life with people in the developing world I can enjoy the experience of a culture other than my own	I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	people can develop eating problems (disorders) relating to body image pressures I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I understand how to stay safe when using technology to communicate with my friends I can explain how to stay safe when using technology to communicate with my friends	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
Learning Checkpoint Tasks	<ul style="list-style-type: none"> Pupil Voice Formative teacher assessments (including children's work and tracking sheet) Thrive Assessments 					

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	Half Term 1	Half-Term 2	Half Term 3		Half Term 4	Half Term 5	Half Term 6
Year 6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me		Relationships	Changing Me
Fundamental Knowledge	I can identify my goals for this year, understand my fears and worries about the future and know how to express them	I understand there are different perceptions about what normal means	I know my learning strengths and can set challenging but realistic goals for myself	I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood		I can identify the most significant people to be in my life so far	I am aware of my own self-image and how my body image fits into that
	I know that there are universal rights for all children but for many children these rights are not met	I understand how having a disability could affect someone’s life	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart		I know some of the feelings we can have when someone dies or leaves	I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally
	I understand that my actions affect other people locally and globally	I can explain some of the ways in which one person or a group can have power over another	I can identify problems in the world that concern me and talk to other people about them	I can evaluate when alcohol is being used responsibly, anti-socially or being misused		I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can ask the questions I need answered about changes during puberty
	I understand how rewards and consequences feel and I	I know some of the reasons why people use bullying behaviours	I can work with other people to help make the world a better place	I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and place		I can recognise when people are trying to gain power or control	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

	<p>understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>know how to get help in emergency situations</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse</p>	<p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I understand how being physically attracted to someone changes the nature of the relationship</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>
Learning Checkpoint Tasks	<ul style="list-style-type: none"> • Pupil Voice • Formative teacher assessments (including children's work and tracking sheet) • Thrive Assessments 					