

Beam County Primary School: Long-term Component Map
Subject: PSHE
Nursery



	Self regulation	Managing self	Building relationships
Composite Goal			
Components	<p>Pupils will</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p> <p>Understand expectations vary depending on different events /social situations, more able to adapt behaviour.</p> <p>Can generally negotiate solutions to conflicts in their play</p>	<p>Pupils will</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Sensitive to messages of appreciation or criticism. Demonstrates confidence and self-esteem: taking risks and trying new things.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed way and identifies themselves in social groups and their peers.</p> <p>Can use the toilet independently and is generally dry during the day</p> <p>Promotes own care needs such as washing hands, knowing how to care for their teeth.</p> <p>Can take off and put on own coat and shoes</p>	<p>Pupils will</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Shows friendliness by inviting others to play or by attempting to join others' play.</p> <p>Practices skills of assertion, negotiation and compromise.</p> <p>May choose to play with a familiar friend or a child who has familiar interests.</p> <p>Plays alongside others.</p> <p>Takes part in other pretend play with different roles.</p>

Beam County Primary School: Long-term Component Map

Subject: PSHE

Reception



	ELG: Self regulation		ELG:Managing self		ELG:Building relationships	
Composite Goal						
Components	<p>Pupils will 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 an activity, and show an ability to follow instructions, involving several ideas or actions.</p>		<p>Pupils will 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>Pupils will 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, to others' needs.</p>	
	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Components	<ol style="list-style-type: none"> 1) To identify different feelings and emotions. 2) To identify and express my feelings. 3) To explore different coping strategies to help regulate our emotions. 4) To explore the different adjectives that can be used to describe feelings. 5) To explore different facial expressions and what they mean. 6) To identify different feelings and how to moderate behaviour socially and emotionally. 	<ol style="list-style-type: none"> 1) To understand that all families are valuable and special. 2) To talk about people that hold a special place in children's lives. To think about what it means to be a valued person. 3) To understand why it is important to share and cooperate with others. 4) To see themselves as a valuable individual. To understand that it is ok to like different things 5) To see themselves as valuable individuals. 6) To explore diversity through thinking about similarities and differences. 	<ol style="list-style-type: none"> 1) To understand why we have rules. 2) To understand the importance of persistence in the face of challenges. 3) To work together as a group to overcome challenges. To communicate effectively with others. 4) To learn and practise 'grounding' coping strategies. 5) To understand the importance of perseverance in the face of challenge. 6) To learn new skills, showing resilience and perseverance in the face of challenge 	<ol style="list-style-type: none"> 1) To understand why it is important to listen carefully. 2) To listen attentively to a story. To talk about and retell parts of a story they have deep familiarity with. 3) To understand why it is important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others. 4) To follow instructions involving several ideas or actions. To persevere when things are difficult. 5) To follow instructions involving several ideas or actions. To give simple instructions. 6) To listen and respond to phrases and instructions that involve several ideas or actions 	<ol style="list-style-type: none"> 1) To understand that we all have different beliefs and celebrate special times in different ways. To think about the perspectives of others in the class 2) To understand why sharing is important. 3) To understand the characteristics that make a good friend. To think about why it might be difficult for others to be a good friend all of the time. 4) To consider why it is important to support each other by being kind. 5) To learn how to help, listen to and support others when working in a team. 6) To plan a party to celebrate the special friendships within the class. 	<ol style="list-style-type: none"> 1) To learn about the importance of exercise. To explore how exercise affects different parts of the body. 2) To learn how yoga can help our bodies to stretch, relax and stay healthy. To explore guided meditation and relaxation. 3) To understand why it is important to be able to take care of ourselves . To know and discuss the factors that support their overall health and wellbeing. 4) To understand what it means to be a safe pedestrian. 5) To understand what it means to eat healthily. 6) To understand the importance of healthy food choices.

Beam County Primary School: Long-term Component Map

Subject: PSHE

Year 1



	<u>Family and Relationships</u>	<u>Health and Wellbeing</u>	<u>Safety and the Changing Body</u>	<u>Citizenship</u>	<u>Economic Wellbeing</u>
Composite Goal	To understand the importance of family and friends.	To develop strategies for managing feelings. To begin to understand risks with germs, the sun and allergies.	To understand appropriateness and how to respond in a range of situations.	To understand that we are unique and that rules are necessary.	To identify and understand the purpose of money, including spending and saving it.
Components (19)	<p>1)To understand that families look after us (L1)</p> <p>2)To begin to understand the importance and characteristics of positive friendships(L2)</p> <p>3)Friendship problems To begin to understand that friendships can have problems, but we can overcome them (L5)</p> <p>4)Healthy friendships To begin to understand that being friendly to others makes them feel welcome and included (L6)</p> <p>5)Gender stereotypes To begin to understand what is meant by a stereotype (L7)</p>	<p>1) Understanding my emotions To describe and understand their feelings. To develop simple strategies for managing them (L1)</p> <p>2) Ready for bed To understand the benefits of physical activity and rest. (L3)</p> <p>3)Handwashing & personal hygiene To begin to understand how germs are spread and how we can stop them spreading (L5)</p> <p>4) Sun safety To begin to understand the risks associated with the sun (L6)</p> <p>5) Allergies To begin to understand allergies (L7)</p>	<p>1)To know how to respond to adults in a safe and familiar context. (L1)</p> <p>2). To understand how to respond to adults in a range of situations. (L2)</p> <p>3)To know what an emergency is and how to make a phone call if needed .(L4)</p> <p>4)To begin to understand the difference between acceptable and unacceptable physical contact. (L5)</p> <p>5) To begin to understand what is safe to put into or onto our bodies. (L6)</p>	<p>1)To begin to understand the importance of rules. (L1)</p> <p>2)To begin to recognise ways in which we are both the same as and different from other people. (L4)</p>	<p>1)To discover what money is and how it helps us. (L1)</p> <p>2)To begin to understand the differences between spending and saving money. (L4)</p>

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Year 2



	<u>Family and Relationships</u>	<u>Health and Wellbeing</u>	<u>Safety and the Changing Body</u>	<u>Citizenship</u>	<u>Economic Wellbeing</u>
Composite Goal	To understand how to deal with a variety of situations, including beginning to challenge stereotypes.	To develop a growth mindset and healthy outlook on their diet and managing their teeth.	To understand how to stay safe online, with physical contact and medicines.	To explain why rules are in place, to make comparisons within the local community and to share my views.	To identify the difference between what people want and what people need.
Components (19)	<p>1) Families are all different To begin to understand the range of families they may encounter now and, in the future, (L2)</p> <p>2) Unhappy friendships To begin to understand that some friendships might make us feel unhappy and how to deal with this (L4)</p> <p>3) Introduction to manners and courtesy To begin to understand the conventions of courtesy and manners (L5)</p> <p>4) Change and loss To begin to understand how loss and change can affect us(L6)</p> <p>5) Gender stereotypes: Careers and jobs To develop an understanding of stereotypes and how these might affect job/career choices (L7)</p>	<p>1) To describe a range of feelings and develop simple strategies for managing them (L1)</p> <p>2) To identify strategies to help overcome barriers or manage difficult emotions. To develop a growth mindset (L5)</p> <p>3) To understand what it means to have a healthy diet (L6)</p> <p>4) To understand ways of looking after our teeth (L7)</p>	<p>1) To understand how to stay safe when using the internet. (L2)</p> <p>2) To begin to understand the difference between secrets and surprises. (L3)</p> <p>3) To begin to understand the concept of privacy and the correct vocabulary for body parts. (L4)</p> <p>4) To understand safe and unsafe touches. (L5)</p> <p>5) To begin to understand how to stay safe with medicines. (L8)</p>	<p>1) To understand the importance of rules. (L1)</p> <p>2) To recognise similarities and differences between people in the local community (L5)</p> <p>3) To understand ways to share an opinion. (L7)</p>	<p>1) To identify basic needs essential for healthy growth. (L2)</p> <p>2) <i>To consider how people decide what they want (L3)</i></p>

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Year 3



	<u>Family and Relationships</u>	<u>Health and Wellbeing</u>	<u>Safety and the Changing Body</u>	<u>Citizenship</u>	<u>Economic Wellbeing</u>
Composite Goal	To understand how to resolve problems, respect differences and build trust.	To plan realistic healthy goals for myself.	To continue to develop into a knowledgeable, diligent and responsible citizen.	To understand how organisations such as the UN, charities and the government function.	To explore the benefits of budgeting and the wide variety of jobs and opportunities available.
Components (19)	<p>1) To understand that families love and support each other but sometimes problems can occur and help is available if needed (L1)</p> <p>2) To understand that friendships have ups and downs and that problems can be resolved (L2)</p> <p>3) To begin to understand the impact of bullying (L3)</p> <p>4) To understand why trust is an important part of positive relationships (L5)</p> <p>5) To begin to understand the differences between people and why it is important to respect these differences (L6)</p> <p>6) To recognise that stereotypes are present in everyday life) (L7)</p>	<p>1) To understand and plan for a healthy lifestyle including physical activity, rest and diet (L1)</p> <p>2) To understand the different aspects of my identity (L3)</p> <p>3) To break down barriers into smaller, achievable goals(L5)</p> <p>4) To understand the benefits of healthy eating and dental health (L7)</p>	<p>1) To understand the roles that I can take in an emergency. (L1)</p> <p>2) To understand that cyberbullying involves being unkind online (L4)</p> <p>3) To begin to recognise who and what can influence our decisions. (L7)</p> <p>4) To develop an understanding of safety on or near roads. (L8)</p>	<p>1) To begin to understand the United Nations Convention on the Rights of the Child. (L1)</p> <p>2) To understand that charities care for others and how people can support them(L5)</p> <p>3) To begin to understand how democracy works in the local area. (L6)</p>	<p>1) To explain why budgeting is important (L2)</p> <p>2) To examine the wide range of available jobs and opportunities (L5)</p>

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Year 4



	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
Composite Goal	To understand the appropriate way to act in a range of situations.	To understand how to maintain a secure mental health and positive outlook on life.	To understand a range of information around changes in the body, safety and health.	To understand that we are a diverse community with human rights.	To understand how to recognise value and how to ensure money is secure.
Components (19)	<p>1) To develop understanding of courtesy and manners in a range of situations (L1)</p> <p>2) To begin to understand the physical and emotional boundaries in friendships (L2)</p> <p>3) To understand the impact of bullying and the responsibility of bystanders to help(L4)</p> <p>4)To recognise that stereotypes can relate to a number of factors (L6)</p> <p>5) To explore how we can help following a bereavement (L8)</p>	<p>1) To understand how we can look after our teeth (L1)</p> <p>2)To develop a growth mindset and understand that mistakes are useful (L3)</p> <p>3)To identify what's important to me and to take responsibility for my own happiness (.L5)</p> <p>4) To understand a range of emotions (L6)</p> <p>5) To begin to understand what mental health is and who can help if I need it (L7)</p>	<p>1) To understand that age restrictions are designed to protect us. (L1)</p> <p>2) To understand how to help someone with asthma (L3)</p> <p>3) To develop understanding of privacy and the difference between secrets and surprises (L4)</p> <p>4). To recognise the physical differences between children and adults. (L7)</p> <p>5)To begin to understand the risks of smoking and the benefits of being a non-smoker (L8)</p>	<p>1) To begin to understand the Human Rights Convention (L1)</p> <p>2)To understand the value of diversity in a community. (L5)</p>	<p>1)To recognise factors influencing value for money.(L1)</p> <p>2) To describe different ways of keeping money safe (L3)</p>

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Year 5



	Family and Relationships	Health and Well-being	Safety and the Changing Body	Citizenship	Economic Wellbeing
Composite Goal	To explore the highs and lows of different relationships, including how stereotypes can lead to discrimination.	To understand the benefits of healthy decisions and taking responsibility for these.	To understand how to cope with situations that affect us physically and emotionally.	To understand the structure of parliament and what occurs when you break the law.	To examine the risks with handling money online
Components (20)	<p>1)To explore the ups and downs of friendships (L2)</p> <p>2)To understand the concept of marriage (L3)</p> <p>3)To begin to understand self-respect (L4)</p> <p>4)To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens (L5)</p> <p>5)To understand more about bullying and how to get help (L6)</p> <p>6)To explore the impact of stereotypes and how they can lead to discrimination (L8)</p>	<p>1) To understand the benefits of sleep (L2)</p> <p>2)To take responsibility for their own feelings and actions and to use vocabulary to describe these (L5)</p> <p>3)To understand and be able to plan healthy meals. (L6)</p> <p>4)To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection. (L7)</p>	<p>1)To begin to understand some issues related to online friendships including the impact of their actions. (L1)</p> <p>2)To understand physical changes during puberty. (L3)</p> <p>3) To understand the menstrual cycle. (L4)</p> <p>4) To understand emotional changes during puberty (L5)</p> <p>5) To understand how to help someone who is bleeding or who has suffered a head injury. (L6)</p> <p>6) To begin to understand the influence others have on us and how we can make our own decisions. (L7)</p>	<p>1)To begin to understand what happens when the law is broken. (L1)</p> <p>2) To begin to understand how Parliament works (L6)</p>	<p>1) To examine the risks associated with handling money online (L4)</p>

Beam County Primary School: Long-term Component Map
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 Year 6



	Family and Relationships	Health and Well-being	Safety and the Changing Body	Citizenship	Economic Wellbeing & Identity
Composite Goal	To understand how to earn respect and resolve difficult situations, including coping with grief.	To understand the impact of ill health and how we can seek support.	To understand how puberty changes the body and how to seek help with problems and medical situations.	To understand the importance of education and how prejudice and discrimination should be challenged.	To explore the variety of career options and to understand that the media manipulates images.
Components (20)	<p>1)To understand what we mean by respect and why it is important (L1)</p> <p>2)To understand that respect is two-way and how we treat others is how we can expect to be treated (L2)</p> <p>3)To understand stereotypes and be able to share information on them (L4)</p> <p>4)To resolve disputes and conflict through negotiation and compromise. (L5)</p> <p>5)To begin to understand the process and emotions relating to grief (L6)</p>	<p>1)To understand the potential impact of technology on physical and mental health (L4)</p> <p>2)To reflect on skills they have developed to identify and respond to difficult situations (L5)</p> <p>3)Understand ways that we help prevent ourselves and others becoming ill (L6)</p> <p>4) To understand what happens when we are ill and begin to understand when to seek support (L8)</p>	<p>1.To begin to understand the risks of alcohol. (L1)</p> <p>2)To understand that online relationships should be treated in the same way as face-to-face relationships. (L3)</p> <p>3)To understand the changes that happen during puberty. (L4)</p> <p>4)To understand the biology of conception. (L5) <i>Parents can withdraw.</i></p> <p>5)To understand the development of the baby during pregnancy (L6) <i>Parents can withdraw.</i></p> <p>6) To understand how to help someone who is unresponsive. (L8)</p>	<p>1) To understand human rights, including the right to education. (L1)</p> <p>2)To recognise prejudice and discrimination and learn how these can be challenged (L4)</p> <p>3)To begin to understand how Government works (L6)</p>	<p><i>Economic wellbeing</i></p> <p>1) To explore different career routes and their requirements. (L6)</p> <p><i>Identity</i></p> <p>1)To understand that the media manipulates images (L2)</p>