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| **Navigation Primary PHSE/RSE/Skills for Life Knowledge Map** | | |
| **EYFS  Skills for Life/PSHE in continuous provision** | | |
| **Indoor** | * Zones of regulation characters displayed and used in play * Diversity celebrated and diverse resources in provision * Diverse T4W stories, story time books and diverse books in reception library and class libraries * Role play, deconstructed role play, small world * Festivals and faiths celebrated throughout the year * Special events in children’s lives celebrated * Independence, perseverance and resilience encouraged and valued * Children encouraged to see themselves as valuable and important and see their friends in the same way. This should be evident in their play * Children regulating their own emotions * Children expected and encouraged to regulate their own snack, staying hydrated, coats, shoes, zips, jumpers and to be in charge of their own personal items * Children tidy up independently and show care and respect for each other and the classroom environment | |
| **Outdoor** | * Children are allowed to manage and assess risk * Diversity celebrated and diverse resources in provision * Independence, perseverance and resilience encouraged and valued * Children encouraged to see themselves as valuable and important and see their friends in the same way. This should be evident in their play * Children regulating their own emotions * Children tidy up independently and show care and respect for each other and the outdoor environment | |
| **See EYFS Full Skills Curriculum document links**  *NB: yellow relates to nursery* | | **See EYFS Full Skills Curriculum document links**  *NB: yellow relates to nursery* |
| Every skill has links to Skills for Life and PSHE. | | Every skill has links to Skills for Life and PSHE. |

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| **EYFS** – Links to Skills for Life - PSHE | | |
| Nursery | Communication and Language | * Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. * Start a conversation with an adult or a friend and continue it for many turns. |
| Personal, Social and Emotional Development | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. * Develop their sense of responsibility and membership of a community. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Play with one or more other children, extending and elaborating play ideas. * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them. * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Understand gradually how others might be feeling. * Be increasingly independent in meeting their own care needs,   e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.   * Make healthy choices about food, drink, activity and toothbrushing. |
| Physical Development | * Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. |
| Understanding the World | * Begin to make sense of their own life-story and family’s history. * Show interest in different occupations. * Continue developing positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| Reception | Communication and Language | * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Develop social phrases. |
| Personal, Social and Emotional Development | * See themselves as a valuable individual. * Build constructive and respectful relationships. * Express their feelings and consider the feelings of others. * Show resilience and perseverance in the face of challenge. * Identify and moderate their own feelings socially and emotionally. * Think about the perspectives of others. * Manage their own needs. * personal hygiene * Know and talk about the different factors that support their overall health and wellbeing: * regular physical activity * healthy eating * toothbrushing * sensible amounts of ‘screen time’ * having a good sleep routine * being a safe pedestrian |
| Physical Development | * Further develop the skills they need to manage the school day successfully: * lining up and queuing * mealtimes |
| Understanding the World | * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. * Recognise that people have different beliefs and celebrate special times in different ways. |

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| ELG | Communication and Language | Listening, Attention and Understanding | * Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. |
| Speaking | * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| Personal, Social and Emotional Development | Self-Regulation | * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * 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. |
| Managing Self | * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| Building Relationships | * Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Show sensitivity to their own and others’ needs. |
| Physical Development | Gross Motor Skills | * Negotiate space and obstacles safely, with consideration for themselves and others. |
| Understanding   the World | Past and Present | * Talk about the lives of people around them and their roles in society. |

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|  | **PSED (Think Equal Scheme)** | | | | | **Unit 6 – RSE (CWP)** |
| Reception | Think Equal Scheme:  Unit 1: I know who I am:  I have a strong sense of who I am – global citizenship, self-esteem, resilience, empowerment, self-acceptance, diversity. | Unit 2: I know how to look after myself:  things I can do, self-regulation, emotional literacy, self-awareness, finding positive solutions, the choices I make and their outcomes. | Unit 3: I know how to look after others: kindness and friendship, inclusion, perspective-taking, taking care of nature, animals and the world I live in, using empathy, being an up-stander. | Unit 4: I know how to contribute and create: self-expression, creativity, collaboration, turn-taking, sharing ideas, using my head, heart and hand to help others. | Unit 5: I know how to be a critical thinker  creating strategies, problem solving, self-knowledge, similarities and differences, peaceful conflict-resolution, gender equality)  Unit 6: I know how to communicate  Recognising feelings, self-confidence, listening to others, roleplay, story telling, being kind and considerate of others | Family and Friendship  I know that friendships can make me feel happy.  I know ways that make a new friend feel welcome.  I know that arguing with friends and then making up can make friendships stronger.  I know that using violence is never right.  I know how to identify different members of the family.  I know how family members can help each other. |
|  | **Autumn 1**  **Being in My World** | **Autumn 2**  **Celebrating Difference** | **Spring 1**  **Dreams and Goals** | **Spring 2**  **Healthy Me** | **Summer 1 Relationships** | **RSE** |
| 1 | I know why my class is a happy and safe place to learn, including calm, feeling of belonging.  I know how to give different examples where I or others make my class happy and safe, including Sharing and caring.  I know the meaning of the words: responsibility, disappointed, belonging, rights, proud, calm, special, and upset. | I know how to tell you some ways that I am different and similar to other people in my class, and why this makes us all special, including, hair colour, eye colour, glasses, uniform.  I know what bullying is and how being bullied might make somebody feel.  I know the meaning of the words unique, similarity, celebrations, behaviour, deliberate, on purpose, included, special, unfair and bullying. | I know how I feel when I am successful and how this can be celebrated positively including, rewards, praise, achievements.  I know how to say why my internal treasure chest is an important place to store positive feelings.  I know the meaning of the words: goal, teamwork, process, challenge, overcome, dreams, proud, success and obstacle. | I know why I think my body is amazing and can identify a range of ways to keep it safe and healthy including exercise, drinking water, 5 a day.  I know how to give examples of when being healthy can help me feel happy.  I know the meaning of the words: clean, body, unhealthy, healthy, medicines, hygienic, balanced, exercise, choices, sleep and safe. | I know why I have special relationships with some people and how these relationships help me feel safe and good about myself, including teachers, parents, siblings, sports coaches.  I know how to explain how my qualities help these relationships, including respect, caring.  I know how to give examples of behaviour in other people that I appreciate and behaviours that I don’t like, including kindness, patience, caring, selfishness, unkindness.  I know the meaning of the words: family, friendship, special, self-belief, feelings, proud, dislike, belong, kind, caring and like mean. | Growing and Caring for Ourselves  I know that we can be friends with people who are different to us.  I understand that babies need care and support.  I know that older children can do more by themselves.  I know there are different types of families including same sex parents, single parents, foster parents.  I know which people I can ask for help, including parents, teachers, carers, midday supervisors.  I know the meaning of the words: friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva. |
|  | **Autumn 1**  **Being in My World** | **Autumn 2**  **Celebrating Difference** | **Spring 1**  **Dreams and Goals** | **Spring 2**  **Healthy Me** | **Summer 1 Relationships** | **RSE** |
| 2 | I know why my behaviour can impact on other people in my class.  I know how to compare my own and my friends’ choices and can express why some choices are better than others.  I know the meaning of the words: fears, worries, hopes, cooperate, choices, actions, praise, responsible, negative. | I know that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.  I know how it feels to have a friend and be a friend. I know how to explain why it is OK to be different from my friends.  I know the meaning of the words: male, female, similarities, bully, assumptions, difference, feelings, diversity, lonely, value. | I know how I played my part in a group and the parts other people played to create an end product.  I know how our skills complemented each other. I know how it felt to be part of a group and can identify a range of feelings about group work.  I know the meaning of the words: easy, realistic, persevere, strengths, challenge, difficult, partner, product, problem solve. | I know why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.  I know how to compare my own and my friends’ choices and can express how it feels to make healthy and safe choices.  I know the meaning of the words: nutritious, calm, lifestyle, motivation, relaxation, balanced diet, dangerous, relax, tense, proportion, energy. | I know why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.  I know how to give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.  I know the meaning of the words: conflict, similarities, communication, compliments, differences, worry secret, honesty, trust, touch, telling, good secret. | Differences  I know that some people have fixed ideas about what boys and girls can do.  I know the difference between male and female babies.  I know some differences between male and female animals.  I know that making a new life needs a male and female.  I know the physical differences between males and females.  I can name the different body parts.  I know the meaning of the words: similar, differences, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva. |
|  | **Autumn 1**  **Being in My World** | **Autumn 2**  **Celebrating Difference** | **Spring 1**  **Dreams and Goals** | **Spring 2**  **Healthy Me** | **Summer 1 Relationships** | **RSE** |
| 3 | I know how my behaviour can affect how others feel and behave.  I know why it is important to have rules and how that helps me and others in my class learn. I know why it is important to feel valued.  I know the meaning of the words: values, achievement, personal goal, feelings, solution, affirm, support, fairness, group dynamic, rewards, ideal. | I know how to describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.  I know how to tell you, how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.  I know the meaning of the words: compliment, connected, consequences, bullying, solutions, conflict, caring, hurtful, resolve, witness, loving. | I know the different ways that help me learn and what I need to do to improve.  I am confident and positive when I share my success with others. I know how these feelings can be stored in my internal treasure chest and why this is important.  I know the meaning of the words: excited, frustration, cooperation, solutions, motivated, efficient, respect, evaluate, ambition, review, admire. | I know how to identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help.  I know how to express how being anxious/ scared and unwell feels.  I know the meaning of the words: risk, fat, emergency, strategy, drugs, attitude, harmful, sugar, fitness, labels, anxious, heart, oxygen, lungs. | I know how my life is positively influenced by people I know and from other countries.  I know why my choices might affect my family, friendships and people around the world who I don’t know.  I know the meaning of the words: appreciation, stereotype, female, global, social media, rights, interconnected, online, lungs. | Valuing Difference and Keeping Safe  I know and respect the body differences between myself and others.  I know the names of male and female body parts using agreed words.  I know that each person’s body belongs to them.  I know that people have a right to personal space and refuse unwanted touch.  I know that all families are different and have different family members.  I know who to go to for help or support.  I know the meaning of the words: testicles, vagina, uterus, family, fostering, adoption, relationship. |
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| 4 | I know why being listened to and listening to others is important in my school community.  I know why being democratic is important and can help me and others feel valued.  I know the meaning of the words: role, voting, included, democracy, excluded, community, authority, contribution, observer, democratic, decisions, voting. | I know how to tell you a time when my first impression of someone changed as I got to know them.  I know how to explain why bullying might be difficult to spot and what to do about it if I’m not sure, including speak with a trusted adult.  I know why it is good to accept myself and others for who we are.  I know the meaning of the words: accept, influence, judgement, appearance, attitude, bystander, impression, character, witness. | I know how to plan and set new goals even after a disappointment.  I know what it means to be resilient and to have a positive attitude.  I know the meaning of the words: determination, positive attitude, resilience, appearance, commitment, cope, self-belief, disappointment. | I know how to recognise when people are putting me under pressure and can explain ways to resist this when I want to.  I know how to identify feelings of anxiety and fear associated with peer pressure.  I know the meaning of the words: emotions, value, friendship, anxiety, relationships, leader, alcohol, vaping, smoking, assertive, pressure, guilt, peers, follower, liver, roles. | I know how to recognise how people are feeling when they miss a special person or animal.  I know how to give ways that might help me manage my feelings when missing a special person or animal, including a memory box, speaking with someone you trust, breathing exercises  I know the meaning of the words: jealousy, compromise, acceptance, numb, despair, loss, negotiate, attraction, relief, shock, love, hope. | Growing Up  I know that puberty is an important stage in the human lifecycle.  I know some changes that happen during puberty.  I know about the physical and emotional changes that happen in puberty.  I know that children change into adults to be able to reproduce if they choose to.  I know that respect is important in all relationships including online.  I know how to explain that friendships can make people feel unhappy or uncomfortable.  I know the meaning of the words: puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings. |
|  | **Autumn 1**  **Being in My World** | **Autumn 2**  **Celebrating Difference** | **Spring 1**  **Dreams and Goals** | **Spring 2**  **Healthy Me** | **Summer 1 Relationships** | **RSE** |
| 5 | I know that we have rules, rights and responsibilities to try and make the school and the wider community a fair place and can use these ideas  to compare my life with other people in my country.  I know how the actions of one person can affect another and can give examples of this from school and a wider community context.  I know the meaning of the words: vision, opportunities, appreciation, denied, wealthy, prejudice, migrants, motivation, persecution, privilege, deprive, asylum, empathise, refugee. | I know the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.  I know why racism and other forms of discrimination are unkind. I know how to express how I feel about discriminatory behaviour.  I know the meaning of the words: racism, homophobic, cyberbullying, direct, indirect, culture, banter, discrimination, rumour, belong. | I know that my hopes and dreams may be similar or different to those of young people from different cultures.  I know of the hopes and dreams of young people from another culture and can reflect on these and explain how this makes me feel.  I know the meaning of the words: lifestyle, job, contribution, career, support, society, contribution, profession, sponsorship, salary, aspiration, profession, rallying. | I know different roles that food and substances can play in people’s lives.  I know how body image pressures can influence eating problems (disorders) and how smoking and alcohol misuse is unhealthy.  I know different ways that I respect and value my body.  I know the meaning of the words: self-respect, altered, media, comparison, pressure, influence, debate, level-headed, healthy, body image, emergency procedure, recovery position. | I know and can compare different types of friendships and the feelings associated with them.  I know how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.  I know how to apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.  I know the meaning of the words: self-esteem, grooming, troll, characteristics, personal qualities, trustworthy, privacy, settings, age restriction, risky, influences, peer pressure. | Puberty  I know the main physical and emotional changes that happen during puberty.  I know how to ask questions about puberty with confidence.  I know how puberty affects the reproductive organs.  I know what happens during menstruation and sperm production.  I know how to keep clean during puberty.  I know how emotions/relationships change during puberty.  I know how to get help and support during puberty.  I know the meaning of the words: physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, spots, facial hair, underarm hair. |
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| 6 | I know how my choices can have an impact on people in my immediate community and globally.  I know how to empathise with others in my community and globally and explain how this can influence the choices I make.  I know the meaning of the words: needs, opportunities, comparison, motivation, legal, participation, citizen, collaboration, illegal, lawful, obstacles. | I know ways in which difference can be a source of conflict or a cause for celebration.  I know how to show empathy with people in situations where their difference is a source of conflict or a cause for celebration.  I know the meaning of the words: rights, individuality, imbalance, disability, identity, perseverance, fairness, banter, courage, equality, diverse. | I know different ways to work with others to help make the world a better place.  I know what motivates me to make the world a better place.  I know the meaning of the words: issue, personal, unrealistic, empathy, realistic, recognition, concern, criteria, global, hardship, suffering. | I know when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.  I know how to identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.  I know the meaning of the words: strategies. mental health, gangs, effects, unrestricted, anti-sociable behaviour, stress, vulnerable, volatile substances, criminal, prescribed, exploited, restricted, immunisation, illegal. | I know how to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.  I know the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I know how to offer strategies to help me manage these feelings and situations.  I know the meaning of the words: mental health, grief, assertive, self control, coping strategies, judgement, anxiety, control, support, power, self-care. | Puberty, Relationships and Reproduction  I know how to describe how and why the body changes during puberty in preparation for reproduction.  I know how to talk about puberty and reproduction with confidence.  I know how to explain the differences between healthy and unhealthy relationships.  I know that communication and permission seeking are important.  I know how to describe the decisions that have to be made before having children.  I know some basic facts about conception and pregnancy.  I know when it is appropriate to share personal/private information in a relationship.  I know how and where to get support if an online relationship goes wrong.  I know the meaning of the words: womb, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety. |