

Holy Cross Catholic Primary School-PSHE/SRE/RHE Mapping EYFS

Life to the Full	DFE Guidance	Development Matters
<p>MODULE ONE EYFS.1.1.1 - Handmade with Love We are created individually by God as part of His creation plan We are all God’s children and are special Our bodies were created by God and are good We can give thanks to God!</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Development Matters- PSED</p> <p>N1 Find ways of managing transitions, for example from their parent to their key person. N1 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N1 Be increasingly able to talk about and manage their emotions. N1 Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 Play with one or more other children, extending and elaborating play ideas. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. N2 Understand gradually how others might be feeling.</p> <p>R See themselves as a valuable individual R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally.</p> <p>UW</p> <p>N1 Make connections between the features of their family and other families. N1 Notice differences between people.</p> <p>N2 Begin to make sense of their own life-story and family’s history. N2 Continue to develop positive attitudes about the differences between people. N2 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>R Talk about members of their immediate family and community. R Name and describe people who are familiar to them. R Understand that some places are special to members of their community.</p>

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		<p>R Recognise some similarities and differences between life in this country and life in other countries.</p> <p>R Recognise that people have different beliefs and celebrate special times in different ways.</p>
<p>EYFS.1.2.1 - I Am Me We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan!</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Development Matters- PSED</p> <p>N1 Establish their sense of self. N1 Express preferences and decisions. They also try new things and start establishing their autonomy. N1 Thrive as they develop self-assurance. N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. N1 Be increasingly able to talk about and manage their emotions. N1 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. N1 Develop friendships with other children. N1 Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Play with one or more other children, extending and elaborating play ideas. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. N2 Understand gradually how others might be feeling</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW</p> <p>N1 Make connections between the features of their family and other families.</p>

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		<p>N1 Notice differences between people.</p> <p>N2 Begin to make sense of their own life-story and family’s history. N2 Continue to develop positive attitudes about the differences between people. N2 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>R Talk about members of their immediate family and community. R Name and describe people who are familiar to them. R Understand that some places are special to members of their community. R Recognise that people have different beliefs and celebrate special times in different ways. R Recognise some similarities and differences between life in this country and life in other countries.</p>
<p>EYFS.1.2.2 - Heads, Shoulders, Knees and Toes Our bodies are good and made by God The names of the parts of the body (not genitalia)</p> <p>NSPCC PANTS Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you Speak up, someone can help</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Development Matters- PSED</p> <p>N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Establish their sense of self. N1 Thrive as they develop self-assurance. N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. N1 Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. N1 Be increasingly able to talk about and manage their emotions. N1 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N1 Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. N1 Learn to use the toilet with help, and then independently.</p> <p>N2 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. N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Show more confidence in new social situations. N2 Play with one or more other children, extending and elaborating play ideas. N2 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.</p>

		<p>N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. N2 Understand gradually how others might be feeling. N2 Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. N2 Make healthy choices about food, drink, activity and toothbrushing.</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Show resilience and perseverance in the face of challenge. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others. R Manage their own needs. – Personal hygiene R Knows and talks about 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.</p> <p>UW N1 Notice differences between people.</p> <p>N2 Continue to develop positive attitudes about the differences between people.</p> <p>R Name and describe people who are familiar to them. R Comment on images of familiar situations in the past. R Compare and contrast characters from stories, including figures from the past.</p>
<p>EYFS.1.2.3 - Ready Teddy? That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p>The benefits of physical exercise and time outdoors on mental wellbeing and happiness. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines What constitutes a healthy diet The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)</p>	<p>Development Matters- PSED N1 Establish their sense of self. N1 Express preferences and decisions. They also try new things and start establishing their autonomy. N1 Thrive as they develop self-assurance. N1 Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. N1 Learn to use the toilet with help, and then independently.</p>

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	<p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p>N2 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.</p> <p>N2 Develop their sense of responsibility and membership of a community.</p> <p>N2 Increasingly follow rules, understanding why they are important.</p> <p>N2 Remember rules without an adult to remind them.</p> <p>N2 Develop appropriate ways of being assertive.</p> <p>N2 Talk with others to solve conflicts.</p> <p>N2 Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>N2 Make healthy choices about food, drink, activity and toothbrushing.</p> <p>R See themselves as a valuable individual.</p> <p>R Show resilience and perseverance in the face of challenge.</p> <p>R Manage their own needs. – Personal hygiene</p> <p>R Knows and talks about 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.</p>
<p>EYFS.1.3.1 - I Like, You Like, We All Like That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>Development Matters- PSED</p> <p>N1 Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>N1 Establish their sense of self.</p> <p>N1 Engage with others through gestures, gaze and talk.</p> <p>N1 Find ways of managing transitions, for example from their parent to their key person.</p> <p>N1 Thrive as they develop self-assurance.</p> <p>N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>N1 Feel strong enough to express a range of emotions.</p> <p>N1 Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>N1 Be increasingly able to talk about and manage their emotions.</p> <p>N1 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>N1 Develop friendships with other children.</p> <p>N1 Safely explore emotions beyond their normal range through play and stories.</p>

		<p>N1 Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Show more confidence in new social situations. N2 Play with one or more other children, extending and elaborating play ideas. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. N2 Understand gradually how others might be feeling.</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW N1 Notice differences between people.</p> <p>N2 Continue to develop positive attitudes about the differences between people.</p> <p>R Recognise that people have different beliefs and celebrate special times in different ways.</p>
<p>EYFS.1.3.2 - Good Feelings, Bad Feelings A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Engage with others through gestures, gaze and talk. N1 Find ways of managing transitions, for example from their parent to their key person. N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>

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	<p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. N1 Feel strong enough to express a range of emotions. N1 Be increasingly able to talk about and manage their emotions. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N1 Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>N2 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. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. N2 Understand gradually how others might be feeling.</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW N2 Continue to develop positive attitudes about the differences between people.</p>
<p>EYFS.1.3.3 - Let's Get Real Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p>	<p>Development Matters- Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. N1 Be increasingly able to talk about and manage their emotions. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N1 Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>

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	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>N2 Develop their sense of responsibility and membership of a community.</p> <p>N2 Play with one or more other children, extending and elaborating play ideas.</p> <p>N2 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.</p> <p>N2 Increasingly follow rules, understanding why they are important.</p> <p>N2 Remember rules without an adult to remind them.</p> <p>N2 Develop appropriate ways of being assertive.</p> <p>N2 Talk with others to solve conflicts.</p> <p>N2 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>N2 Understand gradually how others might be feeling.</p> <p>R Build constructive and respectful relationships.</p> <p>R Express their feelings and consider the feelings of others.</p> <p>R Identify and moderate their own feelings socially and emotionally.</p> <p>R Think about the perspectives of others.</p> <p>UW</p> <p>N2 Continue to develop positive attitudes about the differences between people.</p>
<p>EYFS.1.4.1 - Growing Up That there are natural life stages from birth to death, and what these are</p>	<p>N/A</p>	<p>Development Matters – PSED</p> <p>N1 Establish their sense of self.</p> <p>N1 Find ways of managing transitions, for example from their parent to their key person.</p> <p>N1 Thrive as they develop self-assurance.</p> <p>N1 Feel strong enough to express a range of emotions.</p> <p>N1 Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>N2 Show more confidence in new social situations.</p> <p>R See themselves as a valuable individual.</p> <p>UW</p> <p>N1 Make connections between the features of their family and other families.</p> <p>N1 Notice differences between people.</p> <p>N2 Begin to make sense of their own life-story and family’s history.</p> <p>N2 Understand the key features of the life cycle of a plant and an animal.</p>

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<p>MODULE TWO EYFS.2.1.1 - Role Model We are part of God’s family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us</p>	<p>The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Find ways of managing transitions, for example from their parent to their key person. N1 Thrive as they develop self-assurance. N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. N1 Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N2 Develop their sense of responsibility and membership of a community. N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Show more confidence in new social situations. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. N2 Understand gradually how others might be feeling. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others. UW N2 Continue to develop positive attitudes about the differences between people.</p>
<p>EYFS.2.2.1 - Who's Who? To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family</p>	<p>That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other</p>	<p>Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Find ways of managing transitions, for example from their parent to their key person.</p>

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<p>The importance of being close to and trusting of 'special people' and telling them if something is troubling them</p>	<p>family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Where to get advice e.g. family, school and/or other sources.</p>	<p>N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 Understand gradually how others might be feeling.</p> <p>R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW N1 Make connections between the features of their family and other families.</p> <p>N2 Begin to make sense of their own life-story and family's history.</p> <p>R Talk about members of their immediate family and community. R Name and describe people who are familiar to them.</p>
<p>EYFS.2.2.2 - You've Got a Friend in Me How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p>Development Matters- PSED N1 Engage with others through gestures, gaze and talk. N1 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. N1 Be increasingly able to talk about and manage their emotions. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N1 Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive.</p>

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	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. N2 Understand gradually how others might be feeling.</p> <p>R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW N2 Continue to develop positive attitudes about the differences between people. R Talk about members of their immediate family and community.</p>
<p>EYFS.2.2.3 - Forever Friends To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry. To recognise when people are being unkind to them and others and how to respond. That we should forgive like Jesus forgives.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Engage with others through gestures, gaze and talk. N1 Find ways of managing transitions, for example from their parent to their key person. N1 Thrive as they develop self-assurance. N1 Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. N1 Be increasingly able to talk about and manage their emotions. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N1 Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. N2 Understand gradually how others might be feeling.</p> <p>R Build constructive and respectful relationships.</p>

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		<p>R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW N2 Continue to develop positive attitudes about the differences between people.</p> <p>R Understand that some places are special to members of their community.</p> <p>R Recognise that people have different beliefs and celebrate special times in different ways.</p>
<p>EYFS.2.3.1 - Safe Inside and Out About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people.</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. Where and how to report concerns and get support with issues online. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p>Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. N1 Feel strong enough to express a range of emotions. N1 Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. N1 Be increasingly able to talk about and manage their emotions. N1 Safely explore emotions beyond their normal range through play and stories. N1 Find ways of managing transitions, for example from their parent to their key person.</p> <p>N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Show more confidence in new social situations. N2 Play with one or more other children, extending and elaborating play ideas. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships.</p>

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<p>EYFS.2.3.2 - My Body, My Rules To know they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About the concept of privacy and the implications of it for both children and adults; That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard, That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's</p>	<p>Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Establish their sense of self. N1 Express preferences and decisions. They also try new things and start establishing their autonomy. N1 Engage with others through gestures, gaze and talk. N1 Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. N1 Find ways of managing transitions, for example from their parent to their key person. N1 Thrive as they develop self-assurance. N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. N1 Feel strong enough to express a range of emotions. N1 Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. N1 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. N1 Be increasingly able to talk about and manage their emotions. N1 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N1 Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". N1 Learn to use the toilet with help, and then independently.</p> <p>N2 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. N2 Develop their sense of responsibility and membership of a community. N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Show more confidence in new social situations. N2 Play with one or more other children, extending and elaborating play ideas. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them.</p>
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	<p>mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. N2 Understand gradually how others might be feeling. N2 Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. N2 Make healthy choices about food, drink, activity and toothbrushing.</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Show resilience and perseverance in the face of challenge. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others. R Manage their own needs. – Personal hygiene R Knows and talks about 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.</p> <p>UW</p> <p>N1 Make connections between the features of their family and other families. N1 Notice differences between people.</p> <p>N2 Begin to make sense of their own life-story and family’s history. N2 Continue to develop positive attitudes about the differences between people. N2 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>R Talk about members of their immediate family and community. R Name and describe people who are familiar to them. R Comment on images of familiar situations in the past. R Compare and contrast characters from stories, including figures from the past. R Understand that some places are special to members of their community. R Recognise that people have different beliefs and celebrate special times in different ways. R Recognise some similarities and differences between life in this country and life in other countries.</p>
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<p>EYFS.2.3.3 - Feeling Poorly Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them to us.</p>	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>	<p>Development Matters- PSED N1 Learn to use the toilet with help, and then independently. N2 Increasingly follow rules, understanding why they are important. N2 Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. N2 Make healthy choices about food, drink, activity and toothbrushing. R Manage their own needs. – Personal hygiene R Knows and talks about 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.</p>
<p>EYFS.2.3.4 - People Who Help Us There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>	<p>How to make a clear and efficient call to emergency services if necessary.</p>	<p>Development Matters- PSED N2 Develop their sense of responsibility and membership of a community. N2 Develop appropriate ways of being assertive. R See themselves as a valuable individual. R Express their feelings and consider the feelings of others. R Show resilience and perseverance in the face of challenge. R Identify and moderate their own feelings socially and emotionally. UW N2 Show interest in different occupations.</p>
<p>MODULE THREE EYFS.3.1.1 - God is Love That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Development Matters- PSED N1 Establish their sense of self. N1 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N2 Develop their sense of responsibility and membership of a community.</p>

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		<p>N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Understand gradually how others might be feeling.</p> <p>R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW N1 Notice differences between people.</p> <p>N2 Continue to develop positive attitudes about the differences between people. N2 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>EYFS.3.1.2 - Loving God, Loving Others What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory.</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Engage with others through gestures, gaze and talk. N1 Find ways of managing transitions, for example from their parent to their key person. N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. N1 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. N1 Develop friendships with other children.</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Play with one or more other children, extending and elaborating play ideas. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Understand gradually how others might be feeling.</p> <p>R Build constructive and respectful relationships.</p>

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		<p>R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW N2 Continue to develop positive attitudes about the differences between people.</p> <p>R Understand that some places are special to members of their community. R Recognise that people have different beliefs and celebrate special times in different ways. R Recognise some similarities and differences between life in this country and life in other countries.</p>
<p>EYFS.3.2.1 - Me, You, Us That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) About what harms and what improves the world in which they live</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Development Matters- PSED N1 Find ways to calm themselves, through being calmed and comforted by their key person. N1 Establish their sense of self. N1 Engage with others through gestures, gaze and talk. N1 Find ways of managing transitions, for example from their parent to their key person. N1 Thrive as they develop self-assurance. N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. N1 Feel strong enough to express a range of emotions. N1 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. N1 Be increasingly able to talk about and manage their emotions. N1 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. N1 Develop friendships with other children. N1 Safely explore emotions beyond their normal range through play and stories. N1 Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 Become more outgoing with unfamiliar people, in the safe context of their setting. N2 Play with one or more other children, extending and elaborating play ideas. N2 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.</p>

		<p>N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Develop appropriate ways of being assertive. N2 Talk with others to solve conflicts. N2 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. N2 Understand gradually how others might be feeling.</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW N2 Continue to develop positive attitudes about the differences between people.</p>
<p>Journey In Love The wonder of being special and unique -To recognise the joy of being a special person in your family -To recognise that we are all different and unique -To celebrate the joy of being a special person in God's family</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p>Development Matters- PSED</p> <p>N1 Engage with others through gestures, gaze and talk. N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. N1 Develop friendships with other children.</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 Play with one or more other children, extending and elaborating play ideas. N2 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. N2 Increasingly follow rules, understanding why they are important. N2 Remember rules without an adult to remind them. N2 Talk with others to solve conflicts. N2 Understand gradually how others might be feeling.</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Think about the perspectives of others.</p> <p>UW N1 Make connections between the features of their family and other families.</p>

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		<p>N2 Continue to develop positive attitudes about the differences between people.</p> <p>R Understand that some places are special to members of their community.</p> <p>R Recognise that people have different beliefs and celebrate special times in different ways.</p>
<p>Online Safety-Education for a connected world</p> <p>Self-image and identity- That they identify that their own actions can make others feel and encourage children to suggest how we could make the situation better, again relating to online and offline.</p> <p>Online Relationships- That they can use electronic communication with family relatives. That they should use electronic communication respectfully.</p> <p>Online Reputation- To name some electronic devices and say what they might be used for.</p> <p>Online Bullying- To learn more about what the internet is and talk about some ways of keeping safe online.</p> <p>Managing Online Information- To develop awareness of how accessible knowledge is on the internet by searching for answers to questions related to a topic of interest.</p> <p>Health, well-being and lifestyle- To create some rules to remember when using technology- Zip it, Block it, Flag it.</p> <p>Privacy and security- To understand and use the term trusted adult.</p> <p>Copyright and ownership- To understand that to write their own names on their work is important for them to understand they then own the work they have created.</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard,</p>	<p>Development Matters-</p> <p>PSED</p> <p>N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>N1 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>N1 Safely explore emotions beyond their normal range through play and stories.</p> <p>N2 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>N2 Show more confidence in new social situations.</p> <p>N2 Increasingly follow rules, understanding why they are important.</p> <p>N2 Remember rules without an adult to remind them.</p> <p>R See themselves as a valuable individual.</p>
<p>All Are Welcome</p> <p>To say what they think</p> <p>To understand that it is ok to like different things</p> <p>To make friends with someone different</p> <p>To understand that all families are different</p> <p>To celebrate their family</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>That families are important for children growing up because they can give love, security and stability.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and</p>	<p>Development Matters-</p> <p>PSED</p> <p>N1 Establish their sense of self.</p> <p>N1 Find ways of managing transitions, for example from their parent to their key person.</p> <p>N1 Thrive as they develop self-assurance.</p> <p>N1 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>N1 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>N1 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>

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	<p>know that other children’s families are also characterised by love and care.</p>	<p>N1 Be increasingly able to talk about and manage their emotions. N1 Develop friendships with other children.</p> <p>N2 Develop their sense of responsibility and membership of a community. N2 Play with one or more other children, extending and elaborating play ideas. N2 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. N2 Understand gradually how others might be feeling.</p> <p>R See themselves as a valuable individual. R Build constructive and respectful relationships. R Express their feelings and consider the feelings of others. R Identify and moderate their own feelings socially and emotionally. R Think about the perspectives of others.</p> <p>UW</p> <p>N1 Make connections between the features of their family and other families.</p> <p>N2 Continue to develop positive attitudes about the differences between people. N2 Talk about members of their immediate family and community. N2 Name and describe people who are familiar to them. N2 Understand that some places are special to members of their community. N2 Recognise that people have different beliefs and celebrate special times in different ways.</p>
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