

The grid below shows where the EYFS PSED ELG are met in our PSHE curriculum at St. Michael's.

EYFS – PSED ELG:	Taking Care Project – Aut	No Outsiders – Throughout Year	Dreams and Goals - Spring	Relationships - Spring	Healthy Me - Summer	Changing Me - Summer
ELG:Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.	X	X		X		
ELG:Self-regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.	X	X	X	X	X	X
ELG:Self-regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.			X			
ELG:Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.						
ELG:Managing Self Be confident and to try new activities and show independence, resilience, and perseverance in the face of challenge.			X			
ELG:Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					X	
ELG:Building Relationships Work and play co-operatively and take turns with others.			X			
ELG:Building Relationships Show sensitivity to their own and to others' needs		X				X
ELG:Building Relationships Form positive attachments to adults and friendships with peers.	X	X		X		

The grid below shows where the Relationships and Health Education statutory objectives are met in our PSHE curriculum at St. Michael's.

	Taking Care Project – Aut	No Outsiders –Throughout year	Relationships - Spring	Dreams and Goals – KS1	Changing Me – Summer	Healthy Me- Summer
H1. That mental wellbeing is a normal part of daily life in the same way that physical health is.	X	X	X	X	X	X
H2. That there are a normal range of emotions (e.g. happiness, sadness anger, fear, surprise) and scale of emotions that all humans experience in relation to different experiences and situations	X	X	X	X	X	X
H3. 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	X	X	X	X	X	X
H4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	X	X	X	X	X	X
H5. The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness			X		X	X
H6. Simple care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	X		X		X	X
H7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	X		X	X	X	X
H8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		X	X		X	X
H9. Where and how to seek support (including recognising the triggers for seeking support) including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their own emotions (including issues arising online)	X	X	X		X	X
H10. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, if accessed early enough	X		X		X	X
H11. That for most people the internet is an integral part of life and has many benefits			X			X
H12. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of negative and positive content online on their own and others mental and physical wellbeing			X			X

	Taking Care Project - Autumn	No Outsiders – Throughout the year	Relationships -Spring	Dreams and Goals – Key Stage 1 Spring	Changing Me - Summer	Healthy Me - Summer
H13. How to consider the effects of their online actions on others and know how to recognize and display respectful behavior online and the importance of keeping their personal info private			X			X
H14. Why social media, some computer games and online gaming are age restricted			X			X
H15. That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place which can have a negative impact on mental health			X			X
H16. How to be a discerning consumer of information online including understanding the information, including that from search engines, is ranked as selected and targeted			X			X
H17. Where and how to report concerns and get support with issues online			X			X
H18. The characteristics of mental and physical benefits to an active lifestyle			X			X
H19. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking, or cycling to school, a daily active mile or other forms of regular, vigorous exercise						X
H20. The risks associated with an inactive lifestyle (including obesity)						X
H21. How and when to seek support including which adults to speak to in school if they are worried about their health			X			X
H22. What constitutes a healthy diet (including understanding calories and other nutritional content)						X
H23. The principles of planning and preparing a range of healthy meals						X
H24. The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (the impact of alcohol on a diet or health)						X
H25. The facts about illegal and legal harmful substances and associated risks including smoking, alcohol use and drug taking.						X

	Taking Care Project – Autumn	No Outsiders – Throughout year	Relationships - Spring	Dreams and Goals – Key Stage 1 Spring	Changing Me - Summer	Healthy Me – Summer
H26. How to recognize early signs of physical illness such as weight loss, and unexplained changes to the body						X
H27. About safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer						
H28. The importance of sufficient good quality sleep and how the lack of sleep can affect weight, mood and ability to learn						X
H29. About dental health and the benefits of good dental hygiene and dental flossing including regular check-ups to the dentist						
H30. About personal hygiene and germs including bacteria, viruses and how they spread and treated and the importance of washing hands						X
H31. The facts and science relating to immunization and vaccination						X
H32 How to make a clear and efficient call to the emergency services if necessary						X
H33. Concepts of basic first aid, for example dealing with common injuries including head injuries						X
H34. Key facts about puberty and changing to the adolescent body, particularly from age 9 to 11, including physical and emotional changes					X	
H35. About menstrual wellbeing including key facts about the menstrual cycle.					X	

	Taking Care Project - Aut	No Outsiders Throughout the year	Relationships – Spring	Dreams and Goals – Key Stage 1	Changing Me - Summer	Healthy Me - Summer
R1. That families are important for children growing up because they can give love, security and stability	X	X	X		X	X
R2. The characteristics of a healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members and the importance of spending time together and sharing each other's lives	X	X	X		X	X
R3. That other families, either in school or the wider world, sometimes look different from their family, but they should show respect to those differences and know that other children's families are also characterised by love and care		X	X		X	X
R4. That stable, caring relationships which may be a different type are the heart of families and are important to children's security as they grow up	X	X	X		X	X
R5. That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong (marriage in Wales and England is available to both opposite and same-sex couple. The Marriage (same-sex couples) Act in 2013 extended marriage to same-sex couples in England and Wales. The ceremony through which a couple gets married may be civil or religious).		X	X			X
R6. How to recognize if family relationships are making them feel unhappy or unsafe and how to seek advice from others if needed	X		X		X	X
R7. How important friendships are in making us feel happy and secure and how people choose to make friends	X	X	X		X	X
R8. The characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	X	X	X		X	X
R9. That happy friendships are positive and welcoming towards others and do not make others feel lonely or excluded	X	X	X		X	X
R10. That most friendships have ups and downs and that these can be worked through so the friendship is repaired or even strengthened and that resorting to violence is never right.	X	X	X			X

	Taking Care Project – Autumn	No Outsiders – Throughout Year	Relationships - Spring	Dreams and Goals – Key Stage 1 Spring	Changing Me - Summer	Healthy Me - Summer
R11. 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 and how to manage these situations or how to seek help and advice from others if needed	X		X			X
R12. The importance of respecting others, even when they are different from them (for example, physically, in character, personality or background) or making different choices or having different preferences or beliefs		X	X	X		X
R13. Practical steps that they can take in a range of different contexts to improve or support respectful relationships	X	X	X	X	X	X
R14. The conventions of courtesy and manners			X	X		X
R15. The importance of self-respect and how this links to their own happiness	X		X	X	X	X
R16. That in school and in wider society they can expect to be treated with respect by others and that in return they should show respect to others including those in positions of authority	X		X		X	X
R17. 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	X		X			
R18. What a stereotype is, and how stereotypes can be unfair, negative and destructive			X		X	
R19. The importance of permission-seeking and giving in relationships with friends, peers and adults	X		X	X	X	X
R20. That people sometimes behave differently online, including by pretending to be people that they are not			X			X
R21. That the same principles apply to online relationships as face-to-face relationships, including the importance of respect to others online including when they are anonymous			X			X
R22. The rules and principles for keeping safe online, how to recognise the risks, harmful content and contact and how to report them			X			X

	Taking Care Project - Autumn	No Outsiders – Throughout year	Relationships - Spring	Dreams and Goals – Key stage 1 Spring	Changing Me - Summer	Healthy Me - Summer
R23. How to critically consider their online relationships and sources of information including the awareness of risks associated with people they have never met			X			X
R24. How information and data is shared and used online			X			X
R25. What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)			X		X	X
R26. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe			X		X	X
R27. That each person's body belongs to them and the differences between appropriate and inappropriate and safe and unsafe contact	X		X		X	X
R28. How to respond safely and appropriately to adults that they may encounter in all contexts including online who they don't know	X		X			X
R29. How to recognise and report feelings of being unsafe or feeling bad about any adult	X		X		X	X
R30. How to ask for advice for themselves or others and to keep trying until they are heard	X		X	X	X	X
R31. How to report a concern or abuse and that the vocabulary and confidence needed to do so	X		X		X	X
R32. Where to get advice e.g. family, school and/or other sources	X		X		X	X