Subject: PSHE

Theme: Overview

Oakgrove School - Curriculum Matrix

Nursery

Home visits - Relationships, rules, routines - Settling in - Baseline To become more outgoing with unfamiliar people, in the safe context of their setting. To show more confidence in new social situations.	To show more confidence in new social situations. To 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. To play with one or more other children, extending and elaborating play ideas.	To talk about their feelings using words like 'happy, sad, angry, worried'. My Happy Mind.	To not always need an adult to remind them of rules. To develop their sense of responsibility and membership of community. My Happy Mind.	To begin to understand how others might be feeling. To talk with others to solve conflicts. To help to find solutions to conflicts and rivalries. Eg. accepting that not everyone can be spider-man in the game or suggesting other ideas. To develop appropriate ways of being assertive. To increasingly follow rules, understanding why they are important. My Happy Mind	To talk with others to solve conflicts. To help to find solutions to conflicts and rivalries. Eg. accepting that not everyone can be spider-man in the game or suggesting other ideas. To develop appropriate ways of being assertive. To increasingly follow rules, understanding why they are important. Transitions - My Happy Mind.

Foundation

To know the expectations of school life eg carpet time, teachers/children's names, listening skills, lining up To identify 'my family' and discuss this with others To identify strategies to use when turn taking To listen to stories about respecting others. To know our private parts are our own - Pantasaurus To know the importance of brushing our teeth.	Express their feelings and consider the feelings of others. Think about the perspective of others. To identify how to stay safe near roads What does being good mean? To know the importance of washing our hands and germs experiment To listen to stories about feelings/ emotions and discuss these/ how these affect others Anti-bullying theme	Show resilience and perseverance in the face of challenge. I am able to set a goal for myself I am able to reflect on my learning via seesaw I know it is okay to make mistakes To identify how to keep my body healthy eg healthy eating, sleep, online time Children's mental health week	See themselves as a valuable individual. I am able to use turn taking/ sharing strategies independently To identify good and bad choices of behaviour To identify my feelings To identify strategies to use to support my feelings	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. To identify what makes a good friend and friendships with others To identify what we can do to stay safe online	To know the importance of staying safe with people we don't know (Stranger danger) To identify the water safety code RLSS To identity how we can stay safe in the sun Transitions to Year 1

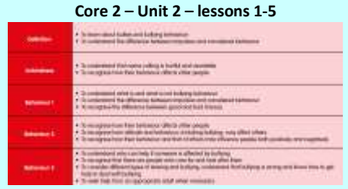
Year 1

Core 3 – Unit 1 – Lessons 1-6

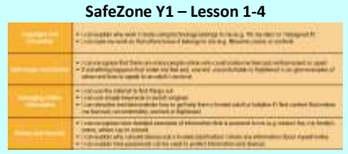
Core 1 – Unit 1 – Lessons 1-6

Core 2 – Unit 1 – lessons 1-7

Core 2 – Unit 2 – lessons 1-5



SafeZone Y1 – Lesson 1-4



Core 1 – Units 2 – lessons 1-6

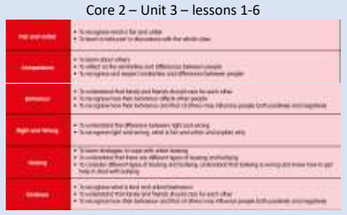
Core 1 – Unit 3 – lessons 1-6

Year 2

Core 3 – Unit 2 – Lesson 1-5

Core 3 – Unit 3 – Lesson 1-5

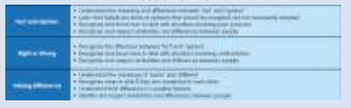
Core 2 – Unit 3 – lessons 1-6



Core 2 – Unit 4 – Lesson 1-6

.Core 1 – Unit 4 – lesson 1-6

KS1 – Extremism and Radicalisation Unit lessons 1-3



Core 1 – Unit 5 – Lessons 1-7

SafeZone Year 2 – lesson 1-7