

THOMAS EATON LONG-TERM SEQUENCE FOR PSHE CYCLE A (EYFS – Year 6)

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS						
Pre-School 2-year-olds	Pre-School 3-4-year-olds	Reception	Year 1 & 2	Year 3	Year 4 & 5	Year 6
Autumn Term						
<p>ALL ABOUT ME Share and take turns Separate from main carer Distract themselves when upset Boundaries Class Rules</p> <p>LET'S CELEBRATE Enjoy the company of other children Express feelings Understand that actions and words can hurt other</p>	<p>ALL ABOUT ME Wait for turn with resources Manage emotions Toilet with some help Confidently explore environment Play with increasing confidence by themselves and with others</p> <p>LET'S CELEBRATE Achieve goals Develop a sense of responsibility and as a member of the class community Toilet and wash hands independently</p>	<p>MYSELF AND MY RELATIONSHIPS Beginning and Belonging</p> <p>MYSELF AND MY RELATIONSHIPS My Family and Friends</p> <p>MYSELF AND MY RELATIONSHIPS My Emotions</p>	<p>MYSELF AND MY RELATIONSHIPS Family and Friends</p> <p>CITIZENSHIP Working Together</p> <p>HEALTHY AND SAFER LIFESTYLES Healthy Lifestyles</p>	<p>MYSELF AND MY RELATIONSHIPS Beginning and Belonging</p> <p>CITIZENSHIP Working Together</p> <p>HEALTHY AND SAFER LIFESTYLES Healthy Lifestyles</p>	<p>MYSELF AND MY RELATIONSHIPS Family and Friends</p> <p>MYSELF AND MY RELATIONSHIPS Anti-Bullying</p> <p>CITIZENSHIP Diversity and Communities</p>	<p>MYSELF AND MY RELATIONSHIPS Beginning and Belonging</p> <p>MYSELF AND MY RELATIONSHIPS Anti-Bullying</p> <p>CITIZENSHIP Diversity and Communities</p>
Spring Term						
<p>TAKE ONE PICTURE Talk about people who love and care for them How do people show they care? How can we be a good friend and show we care? How do we feel about the dark</p> <p>GROWING! Healthy Eating Understand which foods are healthy</p>	<p>TAKE ONE PICTURE Accept the needs of others Take turns and share resources Show confidence in asking adults for assistance</p> <p>GROWING! Increasingly following school rules and following them independently Developing ways to be assertive Discussing feelings and emotions Conflict resolution Dressing independently</p>	<p>CITIZENSHIP Identities and Diversity</p> <p>CITIZENSHIP Me and My World</p>	<p>MYSELF AND MY RELATIONSHIPS My Emotions</p> <p>HEALTHY AND SAFER LIFESTYLES Drug Education</p> <p>CITIZENSHIP Rights Rules and Responsibilities</p>	<p>MYSELF AND MY RELATIONSHIPS My Emotions</p> <p>HEALTHY AND SAFER LIFESTYLES Drugs Education</p> <p>CITIZENSHIP Rights, Rules and Responsibilities</p>	<p>HEALTHY AND SAFER LIFESTYLES Personal safety</p> <p>HEALTHY AND SAFER LIFESTYLES Digital Lifestyles</p> <p>HEALTHY AND SAFER LIFESTYLES Managing Safety and Risk</p>	<p>MYSELF AND MY RELATIONSHIPS Managing Change</p> <p>HEALTHY AND SAFER LIFESTYLES Digital Lifestyles</p> <p>HEALTHY AND SAFER LIFESTYLES Managing Safety and Risk</p>
Summer Term						
<p>AMAZING ANIMALS Importance of exercise Being kind to living creatures</p> <p>ONE COLOURFUL WORLD Transition in F2 School readiness</p>	<p>AMAZING ANIMALS Confident to talk to a range of children Tolerate delay if needs are not being met Seek others to share their experiences Welcome value and praise</p> <p>ONE COLOURFUL WORLD Negotiate solutions in conflict play Understand how others might feel Play with new peers Confident and outgoing with familiar people Increased independence</p>	<p>HEALTHY AND SAFER LIFESTYLE My Body and Growing Up</p> <p>HEALTHY AND SAFER LIFESTYLE Keeping Safe</p> <p>HEALTHY AND SAFER LIFESTYLE Healthy Lifestyles</p>	<p>HEALTHY AND SAFER LIFESTYLES RSE What are the names of the main body parts?</p> <p>MYSELF AND MY RELATIONSHIPS Managing Change</p>	<p>HEALTHY AND SAFER LIFESTYLES RSE How are male and female bodies different and what are different body parts called</p> <p>MYSELF AND RELATIONSHIPS Managing Change</p>	<p>HEALTHY AND SAFER LIFESTYLES RSE What are the main stages of the human life cycle?</p> <p>ECONOMIC WELL-BEING Financial Capability</p>	<p>HEALTHY AND SAFER LIFESTYLES Personal Safety</p> <p>HEALTHY AND SAFER LIFESTYLES Relationships and Sex Education</p>

THOMAS EATON LONG-TERM SEQUENCE FOR HISTORY **CYCLE B** (EYFS – Year 6)

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS						
Pre-School 2-year-olds	Pre-School 3-4-year-olds	Reception	Year 1 & 2	Year 3	Year 4 & 5	Year 6
Autumn Term						
			<p>MYSELF AND MY RELATIONSHIPS Beginning and Belonging</p> <p>MYSELF AND MY RELATIONSHIP Anti-bullying</p> <p>CITIZENSHIP Diversity and Communities</p>		<p>MYSELF AND MY RELATIONSHIPS Family and Friends</p> <p>CITIZENSHIP Working Together</p> <p>HEALTHY AND SAFER LIFESTYLES Healthy Lifestyles</p>	
Spring Term						
			<p>HEALTHY AND SAFER LIFESTYLES Personal Safety</p> <p>HEALTHY AND SAFER LIFESTYLES Digital Lifestyles</p> <p>HEALTHY AND SAFER LIFESTYLES Managing Safety and Risk</p>		<p>MYSELF AND MY RELATIONSHIPS My Emotions</p> <p>HEALTHY AND SAFER LIFESTYLES Drug Education</p> <p>CITIZENSHIP Rights, Rules and Responsibilities</p>	
Summer Term						
			<p>HEALTHY AND SAFER LIFESTYLES RSE How do babies change and grow?</p> <p>ECONOMIC WELLBEING Financial Capability</p>		<p>HEALTHY AND SAFER LIFESTYLES RSE What happens to different bodies at puberty? (ONLY YR5)</p> <p>ECONOMIC WELL-BEING Financial capability</p>	