CURRICULUM ROADMAP - Nursery to Year 13

PSHE inc. RSE & Citizenship

BIRKENHEAD HIGH SCHOOL ACADEMY

GDST GIRLS' DAY SCHOOL TRUST

Year 13 (SUM)
New friendships and relationships, including in the workplace, personal safety, intimacy, conflict resolution, relationship changes

Year 13 (SPR)
Intimate relationships: personal values, including in relation to contraception and sexual health, fertility, pregnancy
Financial choices: managing money, financial contracts, budgeting, saving, debt, influences on financial choices

Year 13 (AUT)
Independence: responsible health choices, health and wellbeing including sexual health into adulthood

Year 12 (SUM)
Respectful relationships: strategies for managing dangerous situations or relationships
Honour based violence
Health choices and safety: independence and keeping safe, travel, first aid

Year 12 (SPR)
Diversity and inclusion: living in a diverse society, challenging prejudice and discrimination
Rights and responsibilities: employment rights, media literacy
Respectful relationships: consent, positive relationships and recognising abuse

Year 12 (AUT)
Mental health and emotional wellbeing:
managing stress, body image, healthy coping strategies

Year 11 (SUM)
Staying safe: drugs and alcohol recap, safety at festivals; drugs, tattoos, sexual health, sexual abuse, sun protection

Year 11 (SPR)
Equality and diversity: what are the protections of the 2010 equality act, diversity in sexual attraction
Changing relationships: dealing with grief, managing change in relationships, unwanted attention

Year 11 (AUT)
Fertility choices: how can people become parents including fostering and adoption, what affects fertility
Issues surrounding pregnancy: pregnancy choices, what might affect them, IVF and genetic engineering

Year 10 (SUM)
Coercive behaviour: recognising how abusive relationships take place and how to get help with getting out of one, honour killings and forced marriages
Building resilience: how to control stressors and developing strategies for emotional well being

Year 10 (SPR)
Ethics of medicine: the impact of cosmetic surgery, choices on abortion and disabilities, allowing technology to impact the world
Radicalisation and Islamophobia

Year 10 (AUT)
Thinking of the future: expectations of GCSE, SMART target setting, avoiding procrastination, blood and organ donation in the future
What makes us human? Freedom of humans to make moral decisions, why does society need punishment, resisting peer pressure

Year 9 (SUM)
Bullying, violence and extremism: how to deal with sexual bullying, e.g. catcalling, online abuse, how to live in a diverse society, dealing with issues of prejudice and discrimination, how to challenge bullying
Finance: making safe financial choices, ethical business practices, being at risk of scams

Year 9 (SPR)
Drugs and alcohol: alcohol and its impact, the difference between dependence and addiction, the impact of drugs on the life of the user
Health and well being: how to do self-care and be aware of changes in the body that may indicate illness, accessing healthcare, effects of gambling on the life of a person

Year 9 (AUT)
You and your body: understanding issues with menstruation, what happens to the body during pregnancy, contraception and consent in relationships
Managing expectations in relationships: developing self worth, challenging media stereotypes of what a relationship should look like

Year 8 (SUM)
Coping with difficult situations: this topic covers bereavement, breakdowns in relationships, gender identity & FGM
Finance: understanding credit & debt and how to avoid these issues

Year 8 (SPR)
Something's not right: this topic covers consent, grooming and how to deal with unwanted attention
Healthy coping strategies: how to deal with issues of self harm

Year 8 (AUT)
Healthy bodies: healthy body image & the impact of social media, awareness of legal highs & the dangers of smoking and vaping
Healthy relationships: how to recognise when a relationship becomes unhealthy and where to go to get help; understand the dangers of sharing images and details online

Year 7 (SUM)
Personal health and safety: how to take care of our bodies, how to protect yourself when you are in public, what to do when you feel unsafe, basic first aid
Finance: understanding saving and borrowing, keeping to a budget

Year 7 (SPR)
Drugs awareness: what is a drug, how do we avoid peer pressure, volatile substances
Relationships: defining relationships, different family types, my relationship with others, stereotyping
Social media: its impact on mental wellbeing

Year 7 (AUT)
Transition: dealing with a new school, setting goals for our work, how to be successful in Senior School
Healthy minds: what is mental health and why is it important? Promoting emotional resilience, healthy coping strategies, mindfulness (The Positive Project)

Year 6 (SUM)
ENGAGE: Setting goals linked to transition; how to work towards them to feel more comfortable with what's ahead; how to recognise their concerns; strategies to overcome them; using their strengths to leverage the opportunities they're excited about.
BE YOUR BEST
TRANSITION PROGRAMME: strategies for dealing with emotions, challenges & change, including the transition to new schools; identify personal strengths, skills, achievements & interests & how these contribute to a sense of self-worth; managing setbacks/perceived failures, inc. how to re-frame unhelpful thinking; strategies to manage transitions between classes & key stages
RSE: personal identity; gender identity; identify the ext. genitalia & int. reproductive organs in males & females; how the process of puberty relates to human reproduction; physical/emotional changes & hygiene during puberty; the processes of reproduction & birth as part of the human life cycle; how babies are conceived & born (& that there are ways to prevent a baby being made); how babies need to be cared for; that female genital mutilation (FGM) is against British law; what to do/whom to tell if they think they or someone they know might be at risk

Year 6 (SPR)
APPRECIATE: How gratitude can help us think about all we have in our lives; being thankful; building resilience; a full 'bucket'
FIRST AID: what it is; basic techniques for common injuries; responding/reacting to an emergency; how to contact emergency services; what to say
DRUGS, ALCOHOL & TOBACCO: risks & effects of legal drugs common to everyday life (cigarettes/e-cigarettes/vaping/alcohol/medicines) & impact on health; drug use can become a habit which can be difficult to break; recognise laws surrounding use of legal drugs; that some are illegal; why people choose to use/not use drugs; mixed messages in media; organisations that support people concerning alcohol/tobacco/nicotine/other drug use; people to talk about concerns; responsible use of medicines; preventing diseases via vaccinations & immunisations; the effect of smoking on teeth; reasons for following & complying with regulations (inc. age restrictions); personal safety & wellbeing; predict/assess/manage risk in different situations
MEDIA LITERACY & DIGITAL RESILIENCE: reasons for regulations (inc. age restrictions); promoting personal safety/wellbeing (ref. social media/TV/film/games/online gaming); keeping personal info private; keeping safe online; managing requests for personal info or images; what to do if worried; how to report concerns, inappropriate content/contact; reliability of sources; data sharing; distribution of images
RELATE: Relationship building powers; how to make friendships; strengths they have & what they can develop; how they are transferable to their upcoming changing environment; strategies to manage friendships through change, transition & peer pressure; seeing different perspectives through role play.
SAFE RELATIONSHIPS: what it means to 'know someone online'; risks of communicating online with others not known face-to-face; privacy; personal boundaries; what's appropriate; why someone may behave differently online, inc. pretending to be someone they're not; recognise risks; harmful content/contact; reporting concerns; responding safely & appropriately to adults they may encounter; different types of physical contact; what is acceptable & unacceptable; strategies to respond to unwanted physical contact; consent; personal safety

Year 6 (AUT)
MEET YOUR BRAIN: Growth mindset; self-regulation techniques; reflect on stress points; strategies to cope; links between thoughts, feelings & actions; how thoughts can influence how they act; calming the Amygdala when stressed; managing emotions; moving forward positively; how to re-frame scary challenges to become exciting opportunities.
SHARED RESPONSIBILITIES: how to discuss/debate topical issues; respect others' point of view; constructively challenge those they disagree with; rules & laws; consequences of not adhering to them; human rights; compassion towards others; show care & concern for others & living things
SHOWING RESPECT & MANAGING HURTFUL BEHAVIOUR: impact of bullying, offline/online; consequences of hurtful behaviour; strategies to respond to hurtful behaviour (inc. teasing, name-calling, bullying, trolling, harassment or deliberate excluding of others); how to report concerns; get support; discrimination: what it means & how to challenge it; personal behaviour can affect others; recognise & model respectful behaviour online; prejudice; recognising behaviours/actions which discriminate against others; ways of responding to it
CELEBRATE: What their top character strengths are (completing a survey); more about each of the 24 character strengths & how they help them each day; how to grow them to overcome challenges; how they've helped them get to this point in their lives; how these skills & strengths are transferable to the secondary school environment.
COMMUNITIES: valuing diversity within communities; stereotypes; challenging them; prejudice; recognise behaviours/actions which discriminate against others; responding to it

Year 5 (SUM)
ENGAGE: Sometimes we need to think about what we are engaging in & sometimes we do it on autopilot; how to use Dopamine release to succeed; why engagement levels may drop if the Amygdala takes over; how feelings affect an ability to do well; how Cortisol/Dopamine is released; about the difference between a team & individual goal; it's important to work as a team to set goals; why perseverance is critical when working as part of a group.
ECONOMIC WELLBEING: saving & spending money; decision influences; 'good value for money'; spending decisions & priorities, needs & wants; ways to keep track of money; risks associated with money; keeping it safe; gambling; future aspirations; jobs/careers; workplace stereotypes; earning money; voluntary unpaid work; skills that will help them in their future careers; routes into careers (college, apprenticeship, university)
OURSELVES: GROWING & CHANGING: change & loss (inc. death); how these can affect feelings; ways of expressing/managing grief/bereavement
TRANSITION: personal identity; what contributes to who we are (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes); recognise their individuality & personal qualities; strategies to manage transitions between classes & key stages; new opportunities/responsibilities that increasing independence may bring

Year 5 (SPR)
APPRECIATE: Ways to show appreciation to others; developing deeper levels of gratitude; telling others we're grateful for them; gratitude domino-effect; staying calm & Dopamine; H-A-P; keeping the Amygdala calm; experiences or people we are grateful for; gratitude for ourselves.
HEALTHY LIFESTYLES: how to make informed decisions about health; balanced, healthy lifestyle choices/influences; positive/negative habits; good physical health; recognise early signs of physical illness; healthy diet & meals; nutritionally rich foods; risks of an unhealthy diet; regular exercise for good mental & physical health; opportunities to be physically active; risks of an inactive lifestyle; bacteria; viruses; hygiene routines; medicines; preventing diseases; vaccinations & immunisations; managing allergies; oral hygiene & dental care; sugar consumption/acidic drinks/teas/smoking; sun safety: exposure/heat stroke/skin cancer; seeking support about their health
RELATE: Their top 5 strengths & virtues; using the Prefrontal Cortex to see others' perspectives & store it in the Hippocampus; training the brain to notice how people use their strengths differently; Dopamine; H-A-P; Happy Breathing when facing challenging situations; friends can help solve problems; showing gratitude to friends; the gratitude domino-effect.
FRIENDSHIPS: building positive, healthy friendships; shared interests/experiences; supporting with problems/difficulties; online/face-to-face relationships; what it means to 'know someone online'; risks of communicating online with others not known face-to-face; peer influence/approval; online actions; friendship changes over time; resolving disputes; reconciling differences; recognise if a friendship is making them feel unsafe/uncomfortable; how to manage this/ask for support
FAMILIES & CLOSE PERSONAL RELATIONSHIPS: different relationship types; marriage & civil partnership; forced marriage is a crime; help available; features of positive family life
RSE: the physical & emotional changes that happen when approaching & during puberty (inc. menstruation, key facts about the menstrual cycle & menstrual wellbeing, erections & wet dreams)

Year 5 (AUT)
MEET YOUR BRAIN: Difference between brain & mind; parts of the brain in more detail & how they work; how to train their brains when stressed using Happy Breathing; how others react differently to them; we all have different triggers; keeping the brain healthy; hormones: Dopamine & Cortisol.
CELEBRATE: How the 24 character strengths are organised into 6 key virtues: wisdom, courage, humanity, justice, temperance & transcendence; when the top 5 are used, H-A-P feels at its best; how strengths grow: neuroplasticity; reflect on strneghts; Hippocampus will store it as a memory & Dopamine is released & we feel confident; using their strengths can help manage Cortisol levels.

Year 4 (SUM)
ENGAGE: The more we focus on feeling good & using the habits, the better we will do in & out of school; that Dopamine gets released when we set a goal & work towards it; why it's important to think about what we have learnt even if we don't achieve the goal; perseverance.
KEEPING SAFE: how to predict, assess & manage risk in different situations; about hazards (inc. fire risks) that may cause harm/injury/risk in the home; what to do to reduce risks & keep safe; importance of taking medicines correctly, using household products safely; strategies for keeping safe in the local environment or unfamiliar places (rail, water, road); firework safety; safe use of digital devices when out & about; strategies to respond to hurtful behaviour: experienced or witnessed, offline or online; how to report concerns/get support
ECONOMIC WELLBEING: ways to pay for things; different attitudes to saving/spending; what influences people's decisions; what makes something 'good value for money'; making spending decisions based on priorities/needs/wants; keeping track of money; charity; know there is a range of jobs/careers to have; volunteering; skills for future careers
OURSELVES: GROWING & CHANGING
TRANSITION

Year 4 (SPR)
APPRECIATE: Developing an attitude of gratitude at home & school; creating a gratitude domino-effect; neural pathways.
FIRST AID: what it is; techniques for common injuries; how to respond/react in an emergency; how to identify when emergency services are required; know how to contact them & what to say
MEDIA LITERACY & DIGITAL RESILIENCE: reasons for following & complying with regulations/restrictions (inc. age restrictions); promoting personal safety/wellbeing (ref. social media, TV, films, games & online gaming); keeping personal info private; being safe online; how to manage requests for personal info. or images of themselves/others; what to do if frightened/worried by something seen/read online; how to report concerns about inappropriate content/contact; recognise ways the internet/social media can be used positively & negatively
RELATE: Using 'stop, understand & consider' to gives time to pause, understand where others are coming from & consider how to respond best; seeing different perspectives; building better relationships; friends can help them see things from different perspectives; we should talk to our friends about our problems; show gratitude to friends; actively listening to friends; asking about their feelings & opinions.
SAFE RELATIONSHIPS: privacy; personal boundaries; what's appropriate in friendships & wider relationships (inc. online); seeking & giving permission (consent) in different situations; recognise pressure from others to do something unsafe/feel uncomfortable; strategies for managing; personal behaviour can affect others; recognise & model respectful behaviour online
RSE: the physical & emotional changes that happen when approaching & during puberty

Year 4 (AUT)
MEET YOUR BRAIN: How to train the mind to focus: neuroplasticity; how to use each part of H-A-P; reflect on when they use them; how the Amygdala reacts to real & perceived danger; what triggers their Amygdala to fight, flight & freeze; how to calm their Amygdala; the brain's structure; neurons & neural pathways; habits.
SHOWING RESPECT & MANAGING HURTFUL BEHAVIOUR: personal identity; what contributes to who we are (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes); impact of bullying (offline & online); consequences of hurtful behaviour; personal behaviour can affect others; recognise & model respectful behaviour online; importance of self-respect; how this can affect thoughts & feelings about themselves; that everyone, including them, should expect to be treated politely & with respect by others (inc. online and/or anonymous) in school & in wider society; strategies to improve or support courteous, respectful relationships; respect differences/similarities; recognising what they have in common with others; listen/respond respectfully to a wide range of people, inc. those whose traditions/beliefs/lifestyle differ to their own
CELEBRATE: We all have 24 character strengths but in different amounts; how the best way to learn about strengths is by noticing them; how we build neural pathways to create a habit; how they can help solve problems; everyone uses different strengths; how Dopamine gets released in the brain to help us perform at our best.

Year 3 (SUM)
ENGAGE: to pay attention, put effort in; how feelings affect the ability to do well & learn; Big Dream Goals; perseverance & resilience; not giving up on something; Believe to Achieve.
COMMUNITIES: strategies/behaviours to support mental health: quality sleep, exercise, inv. in community groups, doing things for others, clubs/activities/hobbies, time with family/friends; the different groups that make up their community; what living in a community means; valuing the different contributions people & groups make; diversity: what it is; benefits of diverse communities; valuing diversity within communities
SHARED RESPONSIBILITIES: how to discuss/debate topical issues; respect others' point of view; constructively challenge those they disagree with; compassion towards others; shared responsibilities for caring for others & living things; showing care/concern for others; ways of protecting the environment; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
OURSELVES: GROWING & CHANGING: change & loss, inc. death; how these can affect feelings; ways of expressing & managing grief/bereavement
TRANSITION: problem-solving strategies for dealing with emotions, challenges & change; personal identity; what contributes to who we are (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes); the new opportunities/responsibilities that increasing independence may bring; strategies to manage transitions between classes/key stages

Year 3 (SPR)
APPRECIATE: To appreciate what is around us; Happy Breathing can help us appreciate the little things; developing an attitude of gratitude; what happens when we give gratitude; how the giver & receiver feel; Dopamine; H-A-P; how Dopamine can help the Amygdala stay calm; appreciating themselves, their strengths & others.
HEALTHY LIFESTYLES: make informed decisions about health; choices that support a balanced, healthy lifestyle & influences; positive & negative habits; what good physical health means; recognising early signs of physical illness; a healthy diet; healthy meals; eating nutritionally rich foods; risks associated with an unhealthy diet (obesity/tooth decay); benefits of regular exercise on mental & physical health; being physical active; risks of not; importance of sleep
RELATE: Strengths can be helpful in friendships by accepting others' differences; how this helps when facing differences in opinions/challenges with friendships; learn the skill: 'stop, understand & consider'; practise seeing other perspectives; choosing friends because of their character; active listening & showing we care.
FRIENDSHIPS: building positive healthy friendships; problems & difficulties (online & face-to-face); seeking support if lonely/excluded; change over time; resolving disputes
FAMILIES & CLOSE PERSONAL RELATIONSHIPS: caring relationships within positive family life; different ways people care for one another; recognise/respect different types of family structures; families of all types can give family members love, security & stability; healthy family life characteristics; help/advice if family relationships are unhappy/unsafe

Year 3 (AUT)
MEET YOUR BRAIN: How to focus the mind to train the brain; H-A-P in more detail; how emotions impact H-A-P; how to support brains to relax when sad, stressed or worried; why the Amygdala behaves how it does; Happy Breathing during times of stress; how our Hippocampus stores the memory of this; neurons and neural pathways when learning; how to look after our brains.
CELEBRATE: We all have 24 character strengths but in different amounts; focus on the 5 main categories; that half our character is set by genetics & half from our experiences; that character can grow based on experiences; why it's important to spot character strengths in others; how they can be used to help with difficult situations; H-A-P.

Year 2 (SUM)
ENGAGE: When you feel good, you do good; goal setting; using Happy Breathing when goals are tricky.
SAFE RELATIONSHIPS: recognise some things are private; importance of respecting privacy; parts of their body covered by underwear are private; how to respond safely to adults they don't know; if physical contact makes them feel uncomfortable/unsafe; techniques for resisting pressure to do something they don't want to & which may make them unsafe; knowing when they should ask for permission & when their permission should be sought; importance of not keeping adults' secrets (only happy surprises)
ECONOMIC WELLBEING: what money is; how to save & spend money; difference between needs & wants; people may not always be able to have the things they want; money needs to be looked after; different ways of doing this; jobs to earn money; different jobs in the community; strengths & interests someone might need to do different jobs
OURSELVES: GROWING & CHANGING: growing & changing from young to old; how people's needs change
TRANSITION: what makes them special/unique; what we are good at; likes & dislikes; manage when finding things difficult; preparing to move to a new class/year group

Year 2 (SPR)
APPRECIATE: Being thankful/having gratitude are ways of appreciating; the wheel of gratitude; showing gratitude to others makes us feel good because of a special chemical that gets released into our brains; H-A-P; the importance of being kind to ourselves & others; being grateful for ourselves; Happy Breathing.
KEEPING SAFE: simple hygiene routines to stop germs spreading; medicines (inc. vaccinations & immunisations) can help people stay healthy; dental care; sun safety; rules & age restrictions; risk in everyday situations; action to take to minimise harm; how to keep safe at home (inc. electrical appliances); fire safety; that household products (inc. medicines) can be harmful if not used correctly; basic rules to keep safe online (inc. personal info & things to keep private); telling a trusted adult if they come across something that scares them; ways to keep safe in familiar and unfamiliar environments; how to cross the road safely; what to do if there's an accident & someone is hurt; how to get help in an emergency (dial 999 & what to say).
MEDIA LITERACY & DIGITAL RESILIENCE: when to take a break (online/TV); people may behave differently online (inc. pretending to be someone they aren't) & what to do; not all info online is true
RELATE: We relate to different people in different ways; how character strengths help us get along with others; that we have different strengths, which is okay; some people react differently; how to spot characteristics of a good friend & recognise this in themselves; to actively listen; what happens if they don't actively listen; 'stop, understand & consider' before responding.
FRIENDSHIPS: how to recognise what others might be feeling; that not everyone feels the same; how to make friends; a good friendship; recognise when they/others feel lonely & what to do
RSE: name the main parts of the body inc. ext. genitalia (vula, vagina, penis, testicles)

Year 2 (AUT)
MEET YOUR BRAIN: More about what the brain looks like; it's fully grown by age 6; it helps us make good decisions & remember what we've learnt; the Amygdala causes fight, flight or freeze; reflect on examples of how H-A-P are used; our brain grows: neuroplasticity; Happy Breathing.
CELEBRATE: 5 character strengths with examples; when we use them, we can be our very best selves; unique to us; neuroplasticity; how to grow our character strengths; recognising them in ourselves; which to grow or use more of.

Year 1 (SUM)
ENGAGE: its meaning; types of things they can engage in; setting goals (learning/hobbies); class goals; achieving goals; H-A-P; not achieving goals, but trying.
SHARED RESPONSIBILITIES: how people & other living things have different needs; the responsibilities of caring for them; things to do to help look after their environment
COMMUNITIES: about the people who help us to stay physically healthy & keep us safe; about the different groups they belong to; different roles & responsibilities people have in their community; ways they are the same as & different to others
OURSELVES: GROWING & CHANGING: change & loss; identifying feelings associated with this; recognising what helps people to feel better
TRANSITION: what makes them special/unique; what we are good at; likes & dislikes; manage when finding things difficult; preparing to move to a new class/year group; what rules are, why they are needed; why different rules are needed for different situations

Year 1 (SPR)
APPRECIATE: What 'appreciate' means; things we appreciate; how we show appreciation; appreciating others, experiences & ourselves, not just material things; exploring the wheel of gratitude; how to develop gratitude; how Happy Breathing helps us to appreciate things we forget; neuroplasticity; H-A-P.
HEALTHY LIFESTYLES: what keeping healthy means; different ways to keep healthy; healthy foods; risks of too much sugar; how physical activity helps us stay healthy; ways to be physically active; importance of sleep; rest & relaxation; ways to learn/play; knowing when to take a break from time online or TV
RELATE: to get along with & understand others; family, friends, teachers in different ways; how Character Strengths help; it's okay that we are all different; active listening; 'stop, understand & consider'; friendship issues; Happy Breathing for big emotions & fall outs.
FAMILIES & POSITIVE CLOSE RELATIONSHIPS: roles people play in our lives (friends, relatives...); identify people who love/care for them, what they do to help us feel cared for; different types of families (inc. those different to own); identify common features of family life; importance of telling someone (e.g. teacher) if something about their family makes them unhappy or worried; what to do if they feel unsafe or worried for themselves or others; who to ask for help; vocab to use when asking for help; importance of keeping trying until they're heard

Year 1 (AUT)
MEET YOUR BRAIN: Where the brain is; what it looks like; it helps us to control our body, manage emotions & solve problems; it has 3 main parts called Team H-A-P: Hippocampus, Amygdala & Prefrontal Cortex; when we feel big emotions, our Amygdala can react & take over our brain, sending the Hippocampus & Prefrontal Cortex to sleep; Happy Breathing helps our body to relax & wakes up the Hippocampus & Prefrontal Cortex; neuroplasticity is our brain helping us to improve with repeated practise.
SHOWING RESPECT & MANAGING HURTFUL BEHAVIOUR: bodies & feelings can be hurt by words & actions; people can say hurtful things online; how people may feel about hurtful behaviour or bullying; it can be offline/online, inc. teasing, name-calling, bullying & deliberately excluding others - this is not acceptable; how to report bullying; the importance of telling a trusted adult
CELEBRATE: What the 5 character strengths are (love & kindness, bravery & honesty, exploring & learning, teamwork & friendship, love of life & our world) & what they mean; how they make us unique; noticing your strengths like superpowers.

Reception (SUM)
ENGAGE: Show resilience and perseverance in the face of challenge.
Manage their own needs: personal hygiene; know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine & being a safe pedestrian.

Reception (SPR)
RELATE: Build constructive & respectful relationships; express their feelings & consider the feelings of others; think about the perspectives of others.

Reception (AUT)
MEET YOUR BRAIN: Express their feelings & consider the feelings of others; identify & moderate their own feelings socially & emotionally.
CELEBRATE: See themselves as a valuable individual.

Nursery (SUM)
ENGAGE: Select & use activities & resources with help when needed; this helps them to achieve a goal they have chosen or one which is suggested to them; play with one or more other children, extending & elaborating play ideas.
Develop their sense of responsibility & membership of a community; remember rules without needing an adult to remind them; develop appropriate ways of being assertive; be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying their hands thoroughly; make healthy choices about food, drink, activity and toothbrushing.

Nursery (SPR)
RELATE: 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 & elaborating play ideas; find solutions to conflicts & rivalries; increasingly follow rules, understanding why they are important; talk with others to solve conflicts; understand gradually how others might be feeling.

Nursery (AUT)
MEET YOUR BRAIN: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'; Understand gradually how others might be feeling.
CELEBRATE: 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 & elaborating play ideas; find solutions to conflicts & rivalries, e.g. accepting that not everyone can be Spiderman in the game, suggesting other ideas.

myHappymind

To support children's understanding of Mental Health and Wellbeing, we follow the 'My Happy Mind+' programme and PSHE curriculum. This is taught across five modules: each introduces a new set of content and habits to help children build resilience, self-esteem and confidence.

Meet Your Brain
Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.

Celebrate
Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self esteem.

Appreciate
Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!

Relate
Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.

Engage
Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self esteem and resilience too.

myHappymind + is made up of **3 core content pillars which run alongside the myHappymind core programme:**
- myHappymind – Core programme
- myHappybody - Core Theme 1 - Health & Wellbeing
- myHappyrelationships - Core Theme 2- Relationships
- myHappyworld - Core Theme 3 - Living in the wider world