



PSHE

Personal, Social, Health & Economic Education

We think PSHE education is a key subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work.

Our curriculum is based upon the PSHE Association framework and is underpinned by our desire to be a mentally and physically nurturing school.

Our overall intent is

- to enable pupils to cultivate an understanding of their emotions and behaviours and develop a sense of empathy and respect for others
- to equip pupils with the skills to become healthy, independent and responsible members of their class, school and ultimately their village and wider community
- for pupils to value themselves as individuals and grow in confidence, resilience and self-worth by playing a key role in contributing to school life and the wider community through opportunities such as school and Eco councils



Reception		
Relationships	Health & Well-Being	Living in the Wider World
<p>How am I special and what is special about other people? Beginning and belonging; My family and friends; Anti-bullying <small>MMR 1 + MMR 2</small></p> <p>Can I recognise and show emotions? My emotions <small>MMR 3</small></p>	<p>What helps us stay healthy? My body and growing up; Healthy lifestyles <small>HSL 1 + HSL 3</small></p> <p>What and who helps to keep us safe? Keeping safe (including drug education) <small>HSL 2</small></p>	<p>Who are the people in our class? Identities and diversity <small>c1</small></p> <p>How can we look after each other and our community? Me and my world <small>c2</small></p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
Mindfulness/ Calming, Reflection times, initiating play in a group, taking turns, sharing, respecting property		
Possible Evidence		
<p>Form positive attachments and friendship. Talk about the lives of people around them and their roles in society. Show an understanding of their own feelings and those of others, and regulate their behavior accordingly. Work and play co-operatively and take turns with others.</p>	<p>Understand the importance of healthy food choices. Show sensitivities to others' needs. Manage their own basic hygiene and personal needs. Explain the reasons for rules and know right from wrong.</p>	<p>Know some similarities or differences between different religions and cultural communities in this country, drawing on their own experiences and what has been read in class.</p>
Key Vocabulary		
<p>Bullying Emotion (Happy, Sad, Angry, Worried, Excited) Friends Feelings Safety Circle</p>	<p>Rules Risk Right Wrong Change (Correct Terminology for body parts)</p>	<p>Family Home Community Difference Similarity</p>



Year 1		
Relationships	Health & Well-Being	Living in the Wider World
<p>What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies.</p> <p>Who is special to us? Ourselves and others; people who care for us; groups we belong to; families.</p>	<p>What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health.</p> <p>Who helps to keep us safe? Keeping safe; people who help us.</p>	<p>What can we do with money? Money; making choices; needs and wants.</p> <p>How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing.</p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
<p>Roles of different people; families; feeling cared for</p> <p>Recognising privacy; staying safe; seeking permission.</p> <p>How behaviour affects others; being polite and respectful.</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety, online safety, knowing when to take a break from TV/screen time.</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong.</p> <p>How rules and age restrictions help us.</p>	<p>Strengths and interests; jobs in the community.</p> <p>Using the internet and digital devices; communicating online.</p> <p>What rules are; caring for others' needs; looking after the environment.</p>
Key Vocabulary		
<p>Polite</p> <p>Respect</p> <p>Love</p> <p>Similar</p> <p>Different</p> <p>(Correct Terminology for body parts)</p>	<p>Healthy</p> <p>Hygiene</p> <p>Medicine</p> <p>Accident</p> <p>Emergency</p>	<p>Spending</p> <p>Saving</p> <p>Needs</p> <p>Wants</p> <p>Local & Global Environment</p>



Year 2		
Relationships	Health & Well-Being	Living in the Wider World
<p>What makes a good friend? Friendship; feeling lonely; managing arguments.</p> <p>What is bullying? Behaviour; bullying; words and actions; respect for others.</p>	<p>What helps us to stay safe? Keeping safe; recognising risk; rules.</p> <p>What can help us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping.</p> <p>How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up.</p>	<p>What jobs do people do? People and jobs; money; role of the internet.</p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
<p>Making friends; feeling lonely and getting help. Managing secrets; resisting pressure and getting help; recognising hurtful behavior, recognising that bullying can happen online, the importance of telling a trusted adult, how to report. Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p>	<p>Safety in different environments; risk and safety at home; emergencies, how to stay safe online. Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing older; naming body parts; moving class or year.</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community. What money is; needs and wants; looking after money. The internet in everyday life; online content and information, that not all online content is true.</p>
Key Vocabulary		
<p>Arguments Physical Contact Name Calling Pressure Sharing Opinion</p>	<p>Sleep Teeth Risky Trust Secrets Rest (Break from Screen time) Loss (Correct Terminology, Body Parts)</p>	<p>Roles Responsibilities Online Content Digital Devices Money</p>



Year 3		
Relationships	Health & Well-Being	Living in the Wider World
<p>How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments.</p> <p>What are families like? Families; family life; caring for each other.</p>	<p>What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products.</p> <p>Why should we eat well and look after our teeth? Being healthy: eating well, dental care.</p> <p>Why should we keep active and sleep well? Being healthy: keeping active, taking rest.</p>	<p>What makes a community? Community; belonging to groups; similarities and differences; respect for others.</p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
<p>What makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. Recognising that the same principles apply online as offline.</p>	<p>Risks and hazards; safety in the local environment and unfamiliar places, strategies for staying safe online and where to go for help. Health choices and habits; what affects feelings; expressing feelings.</p>	<p>The value of rules and laws; rights, freedoms and responsibilities. Different jobs and skills; job stereotypes; setting personal goals.</p>
Key Vocabulary		
<p>Personal Boundaries Respectful Behaviour Self-Respect Courtesy Polite Support Excluded Family Structure</p>	<p>Hazards Nutrition Choices Habit Mood Routines Advice Active (Correct Terminology, Body Parts)</p>	<p>Diverse Community Wider Community Clubs Outsider Valued</p>



Year 4		
Relationships	Health & Well-Being	Living in the Wider World
<p>How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights.</p>	<p>What strengths, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing setbacks. How will we grow and change? Growing and changing; puberty. How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk</p>	<p>How can our choices make a difference to others and the environment? Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions.</p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
<p>Positive friendships, including online. Responding to hurtful behaviour; managing confidentiality; recognising risks online. Respecting differences and similarities; discussing difference sensitively. How to and who to report bullying (online and offline).</p>	<p>Personal qualities and individuality; develop self-worth; managing setbacks, learn from mistakes and reframe unhelpful thinking. Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. Medicines and household products; drugs common to everyday life. Recognise, predict, assess and manage risk (situations). Online, managing requests for information/images.</p>	<p>What makes a community; shared responsibilities. How data is shared and used: recognise what is appropriate to share or not share online/ on social media.</p>
Key Vocabulary		
<p>Children’s Rights Privacy Secret Included Disrespect Inappropriate Behaviour</p>	<p>Individuality Personal Attributes Strength Mistakes Grief Puberty Influence Peers Anti-social (Correct Terminology, Body Parts)</p>	<p>Shared Responsibility Fairtrade Single use plastics Charity Compassionate Sustainability</p>



Year 5		
Relationships	Health & Well-Being	Living in the Wider World
<p>How can friends communicate safely? Friendships; relationships; becoming independent; online safety.</p>	<p>What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes.</p> <p>How can we help in an accident or emergency? Basic first aid, accidents, dealing with emergencies.</p> <p>How can drugs common to everyday life affect health? Drugs, alcohol and tobacco; healthy habits.</p>	<p>What decisions can people make with money? Money; making decisions; spending and saving.</p> <p>What jobs would we like? Careers; aspirations; role models; the future.</p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
<p>Managing friendships (including online) and peer influence. Physical contact and feeling safe. Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. Personal identity; recognising individuality and different qualities; mental wellbeing. Keeping safe in different situations, including responding in emergencies, first aid and FGM. Staying safe online how to report inappropriate content/contact.</p>	<p>Protecting the environment; compassion towards others. How information online is targeted; different media types, their role and impact. Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>
Key Vocabulary		
<p>Consent Personal Information Relationships Pressure Compromise Conflict Dispute Prejudice Discrimination</p>	<p>Ethnicity Faith Culture Gender Biological Sex First Aid Drugs (Vaping, Nicotine, Alcohol) Illegal (Correct Terminology, Body Parts)</p>	<p>Compassion Impact Training Career Influence Current Accounts Savings Store card/Credit cards/Loans</p> <p style="text-align: right;">Media Qualifications Voluntary</p>



Year 6		
Relationships	Health & Well-Being	Living in the Wider World
<p>What will change as we become more independent?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school.</p>	<p>How can we keep healthy as we grow? & How do friendships change as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility.</p>	<p>How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety.</p>
<p>SMSC (spiritual, moral, social and cultural) development throughout the year</p>		
<p>On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups</p>		
Possible Evidence		
<p>Attraction to others; romantic relationships; civil partnership and marriage.</p> <p>Recognising and managing pressure; consent in different situations.</p> <p>Recognising that “knowing someone online” is different from knowing them face to face.</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues.</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</p> <p>Human reproduction and birth; increasing independence; managing transition.</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. Reasons for complying with age restrictions and regulations eg social media, films, online gaming.</p>	<p>Valuing diversity; challenging discrimination and stereotypes.</p> <p>Evaluating media sources; sharing things online, how text and images in the media/ social media can be manipulated/ invented.</p> <p>Influences and attitudes to money; money and financial risks.</p>
Key Vocabulary		
<p>Romantic/Intimate Relationships</p> <p>Attraction</p> <p>Marriage</p> <p>Civil Partnership</p> <p>Forced Marriage</p> <p>Consent</p>	<p>Mental Health/Mental Ill-health</p> <p>Human Rights</p> <p>Affirmation</p> <p>Anxiety</p> <p>Concerns</p> <p>Reproduction</p> <p>Birth</p> <p>Independence</p> <p>Transition</p> <p>Regulations</p> <p>FGM</p> <p>Personal Network</p>	<p>Diversity</p> <p>Social Media</p> <p>Unsafe/Suspicious content</p> <p>Blogs</p> <p>Gambling</p> <p>Assumptions</p> <p>Manipulation</p> <p>Persuasion</p> <p>Vulnerable</p> <p>Extremism</p>



Whole School Overview

	Relationships			Health & Well-Being			Living in the Wider World		
	Families & Friendships	Safe Relationships	Respecting Ourselves & Others	Physical Health and Mental Wellbeing	Growing & Changing	Keeping Safe	Belonging to a Community	Media Literacy and Digital Resilience	Money & Work
Yr R	X			X	X	X	X		
Yr 1	X	X	X	X	X	X	X	X	X
Yr 2	X	X	X	X	X	X	X	X	X
Yr 3	X	X	X	X	X	X	X		X
Yr 4	X	X	X	X	X	X	X	X	
Yr 5	X	X	X	X	X	X	X	X	X
Yr 6	X	X	X	X	X	X	X	X	X