



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		
Building Relationships	Managing Self	Self-Regulation
Is it ok to be different? Respectful Friendships	What does it mean to feel proud? Mental Well-being How do we stay healthy and safe? Physical Health and Fitness / Healthy Eating How do we feel when changes happen? Changing Me Changing Bodies / Caring Friendships	How can we make other people feel welcome? Respectful Friendships / Being Safe How do we stop ourselves from being lonely? Relationships Caring Friendships / Families
SMSC (spiritual, moral, social and cultural) development throughout the year		
Mindfulness/ Calming, Reflection times, initiating play in a group, taking turns, sharing, respecting property		
Key Vocabulary		
Bullying Emotion (Happy, Sad, Angry, Worried, Excited) Friends Feelings Safety Circle	Rules Risk Right Wrong Change (Correct Terminology for body parts)	Family Home Community Difference Similarity
Reception children should be able to		
<ul style="list-style-type: none"> ➤ Form positive attachments and friendships where they play co-operatively and take turns with others ➤ 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 behaviour accordingly showing sensitivity to the needs of others ➤ Understand the importance of healthy food choices ➤ Manage their own basic hygiene and personal needs. ➤ Explain the reasons for rules and know right from wrong. ➤ 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 		



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		
Key Vocabulary		
<p>Polite Respect Love Similar Different (Correct Terminology for body parts)</p>	<p>Healthy Hygiene Medicine Accident Emergency</p>	<p>Spending Saving Needs Wants Local & Global Environment</p>
Year 1 children should be able to		
<ul style="list-style-type: none"> ➤ Understand the roles of different people within families and how they show they care ➤ Understand about staying safe and seeking permission ➤ How their behaviour affects others and the importance of being polite and respectful and looking after the environment ➤ Understand about keeping healthy; food and exercise, hygiene routines; sun safety, knowing when to take a break from TV/screen time ➤ Recognise what makes them unique and special; manage feelings when things go wrong ➤ Use the internet and digital devices; communicating online and how to keep safe online ➤ What rules are and how age restrictions help us 		



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		
Key Vocabulary		
<p>Arguments</p> <p>Physical Contact</p> <p>Name Calling</p> <p>Pressure</p> <p>Sharing</p> <p>Opinion</p>	<p>Sleep</p> <p>Teeth</p> <p>Risky</p> <p>Trust</p> <p>Secrets</p> <p>Rest (Break from Screen time)</p> <p>Loss</p> <p>(Correct Terminology, Body Parts)</p>	<p>Roles</p> <p>Responsibilities</p> <p>Online Content</p> <p>Digital Devices</p> <p>Money</p>
Year 2 children should be able to		
<ul style="list-style-type: none"> ➤ Make friends and understand how to recognise when they feel lonely and need help ➤ Recognise hurtful behaviour and be able to resist pressure by seeking help; understand how to manage secrets ➤ Recognise that bullying can happen online, the importance of telling a trusted adult, how to report concerns ➤ Recognise things in common and differences; playing and working cooperatively; sharing opinions ➤ Safety in different environments; risks and safety at home; what to do in emergencies ➤ Explain why sleep is important; about medicines and keeping healthy including dental health ➤ Understand about growing older by naming body parts and how things change when they move class or to another school ➤ Belong to a group and understand roles and responsibilities; explain about 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. 		



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>
<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>		
<p>Key Vocabulary</p>		
<p>Personal Boundaries</p> <p>Respectful Behaviour</p> <p>Self-Respect</p> <p>Courtesy</p> <p>Polite</p> <p>Support</p> <p>Excluded</p> <p>Family Structure</p>	<p>Hazards</p> <p>Nutrition</p> <p>Choices</p> <p>Habit</p> <p>Mood</p> <p>Routines</p> <p>Advice</p> <p>Active</p> <p>(Correct Terminology, Body Parts)</p>	<p>Diverse Community</p> <p>Wider Community</p> <p>Clubs</p> <p>Outsider</p> <p>Valued</p>
<p>Year 3 children should be able to</p> <ul style="list-style-type: none"> ➤ Explain what makes a family and the main features of family life ➤ Understand personal boundaries and how to safely respond to others; understand the impact of hurtful behaviour ➤ Recognise respectful behaviour and the importance of self-respect, courtesy and being polite ➤ Understand that the same principles apply online as offline and how to stay safe online and how to get help ➤ Identify risks and hazards in the local environment and unfamiliar place and how to get help if needed ➤ How to make healthy choices and develop healthy habits ➤ Explain the value of rules and laws and rights, freedoms and responsibilities ➤ Explain the skills needed for different jobs and job stereotypes and use this information to set personal goals 		



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		
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 4 children should be able to		
<ul style="list-style-type: none"> ➤ Make positive friendships, including online but understanding the risks this poses; understand how to manage requests for information /images online ➤ Respond appropriately to hurtful behaviour, respecting differences and similarities and are able to discuss difference sensitively ➤ Explain how to report bullying both physical and online ➤ Understand what is meant by self-worth and how to managing setbacks, learn from mistakes and reframe unhelpful thinking ➤ Understand there will be physical and emotional changes in puberty; name external genitalia and explain about personal hygiene ➤ Explain how medicines and household products help us in our everyday lives ➤ Explain what makes a community and how we share responsibilities ➤ Explain how data is shared and used and know what is appropriate to share or not share online 		



Year 5					
Relationships		Health & Well-Being		Living in the Wider World	
How can friends communicate safely? Friendships; relationships; becoming independent; online safety.		What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes. How can we help in an accident or emergency? Basic first aid, accidents, dealing with emergencies. How can drugs common to everyday life affect health? Drugs, alcohol and tobacco; healthy habits.		What decisions can people make with money? Money; making decisions; spending and saving. What jobs would we like? Careers; aspirations; role models; the future.	
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					
Key Vocabulary					
Consent Personal Information Relationships Pressure Compromise Conflict Dispute Prejudice Discrimination		Ethnicity Faith Culture Gender Biological Sex First Aid Drugs (Vaping, Nicotine, Alcohol) Illegal (Correct Terminology, Body Parts)		Compassion Impact Training Career Influence Current Accounts Savings Store card/Credit cards/Loans Media Qualifications Voluntary	
Year 5 children should be able to					
<ul style="list-style-type: none"> ➤ Manage friendships (including online) and peer influence; know how to stay safe online and how to report inappropriate content / contact ➤ Explain what is appropriate physical contact and how to feel safe in different situations including responding in emergencies, first aid and FGM ➤ Responding respectfully to a wide range of people and recognise prejudice and discrimination ➤ Explain about healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies ➤ Understand about personal identity; recognise individuality and different qualities; know how to establish good mental well being ➤ Explain about how to protect the environment and show compassion towards others ➤ Understand how information online is targeted and about different media types, their role and impact ➤ Identify job interests and aspirations and what influences career choices and know about workplace stereotypes 					



Year 6		
Relationships	Health & Well-Being	Living in the Wider World
<p>What will change as we become more independent? 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? Looking after ourselves; growing up; becoming independent; taking more responsibility.</p>	<p>How can the media influence people? Media literacy and digital resilience; influences and decision-making; online safety.</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		
Key Vocabulary		
<p>Romantic/Intimate Relationships Attraction Marriage Civil Partnership Forced Marriage Consent</p>	<p>Mental Health/Mental Ill-health Human Rights Affirmation Anxiety Concerns Reproduction Birth Independence Transition Regulations FGM Personal Network</p>	<p>Diversity Social Media Unsafe/Suspicious content Blogs Gambling Assumptions Manipulation Persuasion Vulnerable Extremism</p>
Year 6 children should be able to		
<ul style="list-style-type: none"> ➤ Explain about attraction to others; romantic relationships; civil partnership and marriage ➤ Recognise and manage pressure and understand the importance of consent in different situations ➤ Recognise that “knowing someone online” is different from knowing them face to face and the importance of keeping personal information safe ➤ Express opinions and respect other points of view, including discussing topical issues including valuing diversity and challenging discrimination and stereotypes ➤ Know what affects mental health and ways to take care of it; manage change, loss and bereavement; manage time online ➤ Explain about human reproduction and birth ➤ Understand their increasing independence and manage transitions, regulations and choice ➤ Explain about: drug use and the law and how it is portrayed in the media; reasons for complying with age restrictions and regulations eg social media, films, gaming ➤ Evaluate media sources and how text and images in the media/ social media can be manipulated/ invented. ➤ Understand about influences and attitudes to money and what are financial risks 		



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