



**HIGHER
WALTON
C. OF E.
PRIMARY
SCHOOL**

Higher Walton CE Primary School

'Life in all its Fullness' John 10:10

Weaving **PSHE** Knowledge,
Skills and Understanding
into the National
Curriculum

From EYFS — Year 6



24 – 36 months (Typically Nursery 1)	36 – 48 months (Typically Nursery 2)	48 – 60 / 60-71 months (Typically Reception)
<ul style="list-style-type: none"> ➤ Builds relationships with special people but may show anxiety in the presence of strangers ➤ Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult ➤ Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it ➤ Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like ➤ Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. ➤ Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest ➤ Knows their own name, their preferences and interests and is becoming aware of their unique abilities ➤ Is developing an understanding of and interest in differences of gender, ethnicity and ability ➤ Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions ➤ Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves ➤ Is gradually learning that actions have consequences but not always the consequences the child hopes for ➤ Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling ➤ Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated 	<ul style="list-style-type: none"> ➤ Seeks out companionship with adults and other children, sharing experiences and play ideas ➤ Uses their experiences of adult behaviours to guide their social relationships and interactions ➤ Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it ➤ Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers ➤ Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play ➤ Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers ➤ Is sensitive to others' messages of appreciation or criticism ➤ Enjoys a sense of belonging through being involved in daily tasks ➤ Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others ➤ Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help ➤ Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt ➤ May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares ➤ Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants ➤ Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings 	<ul style="list-style-type: none"> ➤ Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others ➤ Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking ➤ Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours ➤ Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support ➤ Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations ➤ Is proactive in seeking adult support and able to articulate their wants and needs ➤ Recognises that they belong to different communities and social groups and communicates freely about own home and community ➤ Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination ➤ Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group ➤ Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms ➤ Has a clear idea about what they want to do in their play and how they want to go about it ➤ Shows confidence in choosing resources and perseverance in carrying out a chosen activity ➤ Understands their own and other people's feelings, offering empathy and comfort ➤ Talks about their own and others' feelings and behaviour and its consequences

- Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
- Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
- Responds to the feelings of others, showing concern and offering comfort
- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
- Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
- Feeds self competently
- Can hold a cup with two hands and drink well without spilling
- Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
- Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
- Begins to recognise danger and seeks the support and comfort of significant adults
- Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
- Has a sense of own immediate family and relations
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
- Beginning to have their own friends

- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
- Observes and can describe in words or actions the effects of physical activity on their bodies.
- Can name and identify different parts of the body
- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- Can wash and can dry hands effectively and understands why this is important
- Willing to try a range of different textures and tastes and expresses a preference.
- Can name and identify different parts of the body
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
- Can mirror the playful actions or movements of another adult or child
- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
- Shows interest in the lives of people who are familiar to them
- Enjoys joining in with family customs and routines
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Shows interest in different occupations and ways of life indoors and outdoors
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Seeks support, “emotional refuelling” and practical help in new or challenging situations.
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
- Enjoys joining in with family customs and routines
- Knows that other children do not always enjoy the same things, and is sensitive to this

- Learns that they have similarities and differences that connect them to, and distinguish them from, others

- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

EARLY LEARNING GOALS (EYFS 2021)

- **Building Relationships:** Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.
- **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- **Self-regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- **Past and present:** Talk about the lives of the people around them and their roles in society
- **People, culture and communities:** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

KEY STAGE ONE

There are no specific end of key stage requirements for Key Stage One. Children will work towards the end of Key Stage Two requirements, as shown in the progression map.

KEY STAGE TWO

RELATIONSHIPS EDUCATION

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

PHYSICAL HEALTH AND MENTAL WELLBEING

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.

- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - RELATIONSHIPS EDUCATION

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Families and people who care for me	<p>Who is special to us? Y1 A2</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>What is the same and different about us? Y1 A1</p> <p>H22. to recognise the ways in which we are all unique</p>	<p>What are families like? Y3 Sp 1</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>		<p>How can friends communicate safely? Y5 Sp2</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>How do friendships change as we grow? Y6 Su2</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>

Key:

Colour coding of unit titles indicates which units are taught **every year**, **in odd years eg 2019-20**, **in even years eg 2020-21**, and **on a 3 year cycle across the phase**

References are to PSHE association unit year and term eg Y2A1 = Year 2 Autumn 1. Because of mixed age classes and a spiral curriculum we do not teach the units in the terms specified.

KS1 objectives are in red, KS2 objectives in black. *Italic objectives in either red or black are additional to the statutory framework requirements*

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - RELATIONSHIPS EDUCATION

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Caring friendships	<p>What makes a good friend? Y2A1</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R25. <i>how to talk about and share their opinions on things that matter to them</i></p>	<p>How can we be a good friend? Y3 A1</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>		<p>What will change as we become independent? Y6 Su1</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>How can friends communicate safely? Y5 Sp2</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
Respectful relationships - diversity	<p>What makes a community? Y3 Sp2 – Year C of cycle</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>		<p>How do we treat each other with respect? Y4 A2</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L2. <i>to recognise there are human rights, that are there to protect everyone</i></p> <p>L3. <i>about the relationship between rights and responsibilities</i></p> <p>L10. <i>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</i></p>	

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - RELATIONSHIPS EDUCATION

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Respectful relationships - bullying	<p>How can we look after each other and the world? Y1 Su2</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>		<p>How do we treat each other with respect? Y4 A2</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>How can friends communicate safely? Y5 Sp2</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
	<p>What is bullying? Y2A2</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>			
Respectful relationships - Identity	<p>What is the same and different about us? Y1 A1</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L14. that everyone has different strengths</p> <p>Who is special to us? Y1 A2</p> <p>L4. about the different groups they belong to</p>		<p>What strengths, skills and interests do we have? Y4 A1 – Year B</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p> <p>What makes up a person's identity? Y5A1- Year C</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - RELATIONSHIPS EDUCATION

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6	
Online relationships	<p>What helps us to stay safe? Y2 Sp2 R14. that sometimes people may behave differently online, including by pretending to be someone they are not R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>Who helps to keep us safe? Y1 Su1 R15. how to respond safely to adults they don't know</p>			<p>How do we treat each other with respect? Y4 A2 R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>How can friends communicate safely? Y5 Sp2 R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
	<p>What is bullying? Y2A2 R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>			<p>How can the media influence people? Y6 Spring – Year B L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>How can we manage risk in different places? Y4 Su2 – Year C R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p>	

Key:

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - RELATIONSHIPS EDUCATION

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Being safe (in relationships)	<p>What helps us to stay safe? Y2 Sp2 R14. that sometimes people may behave differently online, including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>What keeps us safe? Y3 Au2 (Y2 Sp2) R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>How can we manage risk in different places? Y4 Su2 – Year C R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	
	<p>Who helps to keep us safe? Y1 Su1 R15. how to respond safely to adults they don't know R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>What is bullying? Y2A2 R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>Resilience H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult</p>	<p>How can friends communicate safely? Y5 Sp2 R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>
	<p>What is the same and different about us? Y1 A1 R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>		<p>How do we treat each other with respect? Y4 A2 R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	
	<p>What is bullying? Y2A2 R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>			

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - PHYSICAL HEALTH AND MENTAL WELLBEING

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Mental wellbeing (feelings and emotions)	<p>What helps us stay healthy? Y1 Sp1 H1. about what keeping healthy means; different ways to keep healthy</p> <p>What is bullying? Y2A2 R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>What makes a good friend? Y2A1 R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>How can we look after each other and the world? Y1 Su2 H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group</p>	<p>How do we recognise our feelings? Y2Su2 H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H24. how to manage when finding things difficult H27. about preparing to move to a new class/year group</p> <p>What is bullying? Y2A2 R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>How can we manage our feelings? Y4 Sp 1 H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>How do we keep healthy as we grow? Y6 A H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult</p> <p>Resilience H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult</p> <p>How do we treat each other with respect? Y4 A2 R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>What will change as we become independent? Y6 Su1 H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages</p>

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - PHYSICAL HEALTH AND MENTAL WELLBEING

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Internet safety and harms	<p>Why should we keep active and sleep well? Y3 Su2 H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>What helps us to stay safe? Y2 Sp2 H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R14. that sometimes people may behave differently online, including by pretending to be someone they are not L9. that not all information seen online is true</p> <p>What jobs do people do? Y2 Sp1-Year B L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life</p> <p>What is bullying? Y2A2 R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>Why should we keep active and sleep well? Y3 Su2 H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>What helps us grow and stay healthy? Y2 Su1 H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>What keeps us safe? Y3 Au2 (Y2 Sp2) H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>How do we treat each other with respect? Y4 A2 R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>How can the media influence people? Y6 Spring – Year B H38. how to predict, assess and manage risk in different situations H41. safe use of digital devices when out and about L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>How can we manage risk in different places? Y4 Su2 – Year C R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p>	

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - PHYSICAL HEALTH AND MENTAL WELLBEING

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Physical health and fitness	<p>Why should we keep active and sleep well? Y3 Su2 H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>What helps us stay healthy? Y1 Sp1 H1. about what keeping healthy means; different ways to keep healthy H10. about the people who help us to stay physically healthy</p>	<p>What helps us grow and stay healthy? Y2 Su1 H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>Why should we keep active and sleep well? Y3 Su2 H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>How do we keep healthy as we grow? Y6 A H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>	
Healthy eating		<p>What helps us grow and stay healthy? Y2 Su1 H2. about foods that support good health and the risks of eating too much sugar</p> <p>Why we should eat well and look after our teeth Y3 Su1 H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>How do we keep healthy as we grow? Y6 A H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - PHYSICAL HEALTH AND MENTAL WELLBEING

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Drugs, alcohol and tobacco	<p>What helps us to stay safe? Y2 Sp2 H31. that household products (including medicines) can be harmful if not used correctly</p> <p>What helps us stay healthy? Y1 Sp1 H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>		<p>How can drugs common to everyday life affect health? Y5 Su1 – Year B H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	
Health and prevention – illness		<p>Why we should eat well and look after our teeth Y3 Su1 H5. about what good physical health means; how to recognise early signs of physical illness</p>	<p>How do we keep healthy as we grow? Y6 A H5. about what good physical health means; how to recognise early signs of physical illness</p>	
Health and prevention – sun safety		<p>What helps us grow and stay healthy? Y2 Su1 H8. how to keep safe in the sun and protect skin from sun damage</p>	<p>How do we keep healthy as we grow? Y6 A H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	
Health and prevention – sleep	<p>Why should we keep active and sleep well? Y3 Su2 H4. about why sleep is important and different ways to rest and relax H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>What helps us grow and stay healthy? Y2 Su1 H4. about why sleep is important and different ways to rest and relax</p> <p>Why should we keep active and sleep well? Y3 Su2 H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>How do we keep healthy as we grow? Y6 A H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (instructions carefully)</p>	
Health and prevention – dental hygiene	<p>What helps us stay healthy? Y1 Sp1 H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy</p>	<p>Why we should eat well and look after our teeth Y3 Su1 H3. about choices that support a healthy lifestyle, and recognise what might influence these H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p>How do we keep healthy as we grow? Y6 A H3. about choices that support a healthy lifestyle, and recognise what might influence these H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - PHYSICAL HEALTH AND MENTAL WELLBEING

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Health and prevention – hygiene	What helps us stay healthy? Y1 Sp1 H5. simple hygiene routines that can stop germs from spreading H37. about things that people can put into their body or on their skin; how these can affect how people feel	What keeps us safe? Y3 Au2 (Y2 Sp2) H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	How do we keep healthy as we grow? Y6 A H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	How will we grow and change? Y4 Sp2 H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
Health and prevention – allergies	What helps us stay healthy? Y1 Sp1 H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel	What keeps us safe? Y3 Au2 (Y2 Sp2) H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)		
Health and prevention – general	Why should we keep active and sleep well? Y3 Su2 H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these	Why we should eat well and look after our teeth Y3 Su1 H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health Why should we keep active and sleep well? Y3 Su2 H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these		
Basic first aid	Who helps to keep us safe? Y1 Su1 H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)	What keeps us safe? Y3 Au2 (Y2 Sp2) H43. about what is meant by first aid; basic techniques for dealing with common injuries? H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	How can we help in an accident or emergency? Y5 Sp1 – Year A H43. about what is meant by first aid; basic techniques for dealing with common injuries? H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE - PHYSICAL HEALTH AND MENTAL WELLBEING

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Changing adolescent body	<p>How can we look after each other and the world? Y1 Su2 H26. about growing and changing from young to old and how people's needs change</p>	<p>What keeps us safe? Y3 Au2 (Y2 Sp2) Y2 H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p>		<p>How do friendships change as we grow? Y6 Su2 H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction <i>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for!</i></p> <p>How will we grow and change? Y4 Sp2 H26. that for some people gender identity does not correspond with their biological sex H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>

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KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE – BEYOND THE STATUTORY FRAMEWORK

	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Economic understanding - jobs	<p>What jobs do people do? Y2 Sp1 – Year B L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs</p>		<p>What jobs would we like? Y5 Su2 – Year A L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	
Economic understanding - money	<p>What can we do with money? Y1 Sp2 – Year A L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this</p>		<p>What decisions can people make with money? Y5 A2 – Year C R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions</p>	
Safety and risk	<p>What helps us to stay safe? Y2 Sp2 H28. about rules that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>		<p>How can we manage risk in different places? Y4 Su2 – Year C H38. how to predict, assess and manage risk in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety</p>	
Road safety	<p>Rightstart H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p>Rightstart Y2 H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p>Bikeability Year 5 H38. how to predict, assess and manage risk in different situations H41. strategies for keeping safe in the local environment (road)</p>	

Key:
 Colour coding of unit titles indicates which units are taught **every year**, in odd years eg 2019-20, in even years eg 2020-21, and on a 3 year cycle across the phase

References are to PSHE association unit year and term eg Y2A1 = Year 2 Autumn 1. Because of mixed age classes and a spiral curriculum we do not teach the units in the terms specified.

KS1 objectives are in red, KS2 objectives in black. *Italic objectives in either red or black are additional to the statutory framework requirements*

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR PSHE – BEYOND THE STATUTORY FRAMEWORK				
	YEAR1/2	YEAR 2/3	YEAR 4/5	YEAR 5/6
Rules and responsibilities	<p>What helps us to stay safe? Y2 Sp2 <i>L1. about what rules are, why they are needed, and why different rules are needed for different situations</i></p> <p>Who helps to keep us safe? Y1 Su1 <i>L5. about the different roles and responsibilities people have in their community</i></p>		<p>How can we manage risk in different places? Y4 Su2 – Year C <i>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</i></p>	
Environmental awareness	<p>How can we look after each other and the world? Y1 Su2 <i>R25. how to talk about and share their opinions on things that matter to them</i> <i>L2. how people and other living things have different needs; about the responsibilities of caring for them</i> <i>L3. about things they can do to help look after their environment</i></p>		<p>How can we manage risk in different places? Y4 Su2 – Year C <i>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g.reducing, reusing, recycling; food choices)</i></p> <p>How can our choices make a difference to others and the environment? Y4 Su 1 – Year A <i>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</i> <i>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</i> <i>L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)</i> <i>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</i></p>	
Learning	<p>How can we look after each other and the world? Y1 Su2 <i>H26. about growing and changing from young to old and how people's needs change</i> <i>H27. about preparing to move to a new class/year group</i></p>	<p>How do I learn? Growth mindset</p>		
<p>Key: Colour coding of unit titles indicates which units are taught every year, in odd years eg 2019-20, in even years eg 2020-21, and on a 3 year cycle across the phase References are to PSHE association unit year and term eg Y2A1 = Year 2 Autumn 1. Because of mixed age classes and a spiral curriculum we do not teach the units in the terms specified. <i>KS1 objectives are in red</i>, KS2 objectives in black. <i>Italic objectives in either red or black are additional to the statutory framework requirements</i></p>				

Themes as listed in PSHE policy:

Rights and responsibilities/ citizenship	Feelings and friendship	Online safety
Economic understanding (money/jobs)	Safety	Learning to learn
Health (including mental wellbeing)	Identity	

EYFS FOUNDATIONS FOR PSHE - RELATIONSHIPS EDUCATION

	24 – 36 months (Typically Nursery 1)	36 – 48 months (Typically Nursery 2)	48 – 60 / 60-71 months (Typically Reception)	EARLY LEARNING GOALS
Families and people who care for me	<ul style="list-style-type: none"> ➤ Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult ➤ Has a sense of own immediate family and relations ➤ In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird 	<ul style="list-style-type: none"> ➤ Shows interest in the lives of people who are familiar to them ➤ Recognises and describes special times or events for family or friends ➤ Enjoys joining in with family customs and routines 	<ul style="list-style-type: none"> ➤ Enjoys joining in with family customs and routines 	<ul style="list-style-type: none"> ➤ Form positive attachments to adults and friendships with peers
Caring friendships	<ul style="list-style-type: none"> ➤ Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. ➤ Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like ➤ Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest ➤ Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it ➤ Beginning to have their own friends 	<ul style="list-style-type: none"> ➤ Seeks out companionship with adults and other children, sharing experiences and play ideas ➤ Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play ➤ Can mirror the playful actions or movements of another adult or child 	<ul style="list-style-type: none"> ➤ Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking ➤ Can initiate and describe playful actions or movements for other children to mirror and follow ➤ Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others ➤ Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours ➤ Knows that other children do not always enjoy the same things, and is sensitive to this 	<ul style="list-style-type: none"> ➤ Work and play cooperatively and take turns with others ➤ Show sensitivity to their own and to others' needs.
Respectful relationships - bullying	<ul style="list-style-type: none"> ➤ May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions 	<ul style="list-style-type: none"> ➤ Uses their experiences of adult behaviours to guide their social relationships and interactions ➤ Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it ➤ Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers ➤ Is more able to recognise the impact of their choices and behaviours/actions on others and 	<ul style="list-style-type: none"> ➤ Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support ➤ Talks about their own and others' feelings and behaviour and its consequences ➤ Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise ➤ Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people 	<ul style="list-style-type: none"> ➤ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ➤ Explain the reasons for rules, know right from wrong and try to behave accordingly

		knows that some actions and words can hurt others' feelings		
Respectful relationships - identity	<ul style="list-style-type: none"> ➤ Knows their own name, their preferences and interests and is becoming aware of their unique abilities ➤ Is developing an understanding of and interest in differences of gender, ethnicity and ability ➤ Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves ➤ Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it ➤ Learns that they have similarities and differences that connect them to, and distinguish them from, others 	<ul style="list-style-type: none"> ➤ Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers ➤ Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others ➤ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> ➤ Recognises that they belong to different communities and social groups and communicates freely about own home and community ➤ Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination ➤ Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group ➤ Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms ➤ Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<ul style="list-style-type: none"> ➤ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
Being safe (in relationships)	<ul style="list-style-type: none"> ➤ Builds relationships with special people but may show anxiety in the presence of strangers ➤ Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions 	<ul style="list-style-type: none"> ➤ Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help ➤ Can name and identify different parts of the body 	<ul style="list-style-type: none"> ➤ Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations ➤ Is proactive in seeking adult support and able to articulate their wants and needs ➤ Has a clear idea about what they want to do in their play and how they want to go about it ➤ Shows confidence in choosing resources and perseverance in carrying out a chosen activity 	
EYFS FOUNDATIONS FOR PSHE - PHYSICAL HEALTH AND MENTAL WELLBEING				
Mental wellbeing (feelings and emotions)	<ul style="list-style-type: none"> ➤ Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling ➤ Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated ➤ Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions ➤ Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions 	<ul style="list-style-type: none"> ➤ Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt ➤ May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares ➤ Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants ➤ Observes and controls breath, able to take deep breaths, scrunching and releasing the breath 	<ul style="list-style-type: none"> ➤ Seeks support, "emotional refuelling" and practical help in new or challenging situations. ➤ Is more able to manage their feelings and tolerate situations in which their wishes cannot be met ➤ Understands their own and other people's feelings, offering empathy and comfort ➤ Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad 	<ul style="list-style-type: none"> ➤ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

	<ul style="list-style-type: none"> ➤ Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset ➤ Responds to the feelings of others, showing concern and offering comfort 	<ul style="list-style-type: none"> ➤ Is sensitive to others' messages of appreciation or criticism ➤ 		
Physical health and fitness	<ul style="list-style-type: none"> ➤ Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots ➤ Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support 	<ul style="list-style-type: none"> ➤ Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom ➤ Can tell adults when hungry, full up or tired or when they want to rest, sleep or play ➤ Observes and can describe in words or actions the effects of physical activity on their bodies. ➤ name and identify different parts of the body 	<ul style="list-style-type: none"> ➤ Shows some understanding that good practices with regard to exercise can contribute to good health. 	<ul style="list-style-type: none"> ➤ Manage their own basic hygiene and personal needs, including dressing
Healthy eating	<ul style="list-style-type: none"> ➤ Feeds self competently ➤ Can hold a cup with two hands and drink well without spilling 	<ul style="list-style-type: none"> ➤ Working towards a consistent, daily pattern in relation to eating and understands why this is important 	<ul style="list-style-type: none"> ➤ Eats a healthy range of foodstuffs and understands need for variety in food ➤ Shows some understanding that good practices with regard to eating, drinking water can contribute to good health. 	<ul style="list-style-type: none"> ➤ Manage their own basic hygiene and personal needs, understanding the importance of healthy food choices.
Health and prevention	<ul style="list-style-type: none"> ➤ Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet 	<ul style="list-style-type: none"> ➤ Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important ➤ Can wash and can dry hands effectively and understands why this is important ➤ Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. 	<ul style="list-style-type: none"> ➤ Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important ➤ Usually dry and clean during the day ➤ Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> ➤ Manage their own basic hygiene and personal needs, including going to the toilet
EYFS FOUNDATIONS FOR PSHE – TOPICS BEYOND THE STATUTORY FRAMEWORK FOR KEY STAGE 1 AND 2				
Economic understanding - jobs		<ul style="list-style-type: none"> ➤ Shows interest in different occupations and ways of life indoors and outdoors 		<ul style="list-style-type: none"> ➤ Talk about the lives of the people around them and their roles in society;
Safety and risk	<ul style="list-style-type: none"> ➤ Begins to recognise danger and seeks the support and comfort of significant adults 	<ul style="list-style-type: none"> ➤ Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely 	<ul style="list-style-type: none"> ➤ Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. (including Right Start for EYFS) ➤ Shows understanding of how to transport and store equipment safely. ➤ Practices some appropriate safety measures without direct supervision considering both benefits and risk of a physical experience. 	<ul style="list-style-type: none"> ➤ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ➤ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ➤

Rules and responsibilities	<ul style="list-style-type: none"> ➤ Is gradually learning that actions have consequences but not always the consequences the child hopes for ➤ Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows 	<ul style="list-style-type: none"> ➤ Enjoys a sense of belonging through being involved in daily tasks ➤ Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> ➤ Is aware of behavioural expectations and sensitive to ideas of justice and fairness ➤ Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<ul style="list-style-type: none"> ➤ Explain the reasons for rules, know right from wrong and try to behave accordingly
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