



# **Personal, Social & Health Education (PSHE) Curriculum**



## **Aims**

We believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach the children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Our objectives in the teaching of PSHE and citizenship are for all our children:

- To know and understand what it means by healthy lifestyle;
- To be aware of safety issues;
- To understand what makes for good relationships with others;
- To have respect for others;
- To be thoughtful and responsible members of their community and their school;
- To become active members of our democratic society;
- To develop self-confidence and self-esteem;
- To make informed choices regarding personal and social issues;
- To develop good relationships with other members of the community.



## EYFS

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| <p>Birth to three – babies, toddlers and young children will be learning to:</p> | <ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being comforted by their key person</li> <li>• Establish their sense of self</li> <li>• Express preferences and decisions, try new things and start establishing their autonomy</li> <li>• Engage with others through gestures, gaze and talk</li> <li>• Use that engagement to achieve a goal e.g. gesture towards a cup to say they want a drink</li> <li>• Find ways of managing transitions e.g. from their parent to their key worker</li> <li>• Thrive as they develop self-assurance</li> <li>• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</li> <li>• Feel confident when taken around the local neighbourhood and enjoy exploring new places with their key person</li> <li>• Feel strong enough to express a range of emotions</li> <li>• Grow in independence rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums</li> <li>• Begin to show “effortful control” e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</li> <li>• Be increasingly able to talk about and manage their emotions</li> <li>• Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities and so on</li> <li>• Develop friendships with other children</li> <li>• Safely explore emotions beyond the normal range through play and stories</li> <li>• Talk about feelings in more elaborated ways: “I’m sad because...” or “I love it when...”</li> </ul> |
| <p>3 &amp; 4 year olds will be learning to:</p>                                  | <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</li> <li>• Develop their sense of responsibility and membership of the nursery community by: <i>What can I do to make the classroom a safe and happy place? How can I play and work well with others? How can I respect the needs of others? How does my behaviour make other people feel?</i></li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Show more confidence in social situations</li> <li>• Play with one or more other children, extending and elaborating play ideas</li> <li>• Find solutions to conflicts and rivalries e.g. accepting that not everyone can be Spider-Man in the game and suggesting other ideas</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Remember rules without needing and adult to remind them</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• Talk about their feelings using words like happy, sad, angry &amp; worried</li> <li>• Understand gradually how others might be feeling</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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| Children in reception will be learning to: | <ul style="list-style-type: none"> <li>• See themselves as valuable individuals for example... <i>How am I special and what is special about other people in my class? What have I learnt to do and what would I like to learn next?</i></li> <li>• Build constructive and respectful relationships including... <i>Who are my special people and why are they special to me? Who is my family and how do we care for each other? What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them?</i></li> <li>• Express their feelings and consider the feelings of others by... <i>recognise and show their emotions. Can I recognise emotions in other people and say how they are feeling? Do I know what causes different emotions in myself and other people? How do I and others feel when things change? Do I know simple ways to make myself feel better? How can I help to make other people feel better?</i></li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspectives of others</li> <li>• Manage their own needs (<i>hand washing, hygiene, healthy foods etc</i>) for example <i>What can I do to help keep my body healthy? Do I understand why food and drink are good for us? Do I understand what exercise is and why it is good for us? Do I understand why rest and sleep are good for us?</i></li> </ul> |
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At the end of Reception, children at the expected level of development will:

#### **Self-regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### **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;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### **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.



## Year 1

| Autumn Relationships                                                         |                                                                                  |                                                                       | Spring Living in the Wider World                                                      |                                                                        |                                                                 | Summer Health and Wellbeing                                                                     |                                                                                                                                        |                                                                         |
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| Families & friendships                                                       | Safe relationships                                                               | Respecting ourselves & others                                         | Belonging to a community                                                              | Media literacy & digital resilience                                    | Money & work                                                    | Physical health & mental wellbeing                                                              | Growing & changing                                                                                                                     | Keeping safe                                                            |
| Roles of different people; families; feeling cared for<br>R1, R2, R3, R4, R5 | Recognising privacy; staying safe; seeking permission<br>R10, R13, R15, R16, R17 | How behaviour affects others; being polite and respectful<br>R21, R22 | What rules are; caring for other's needs; looking after the environment<br>L1, L2, L3 | Using the internet and digital devices; communicating online<br>L7, L8 | Strengths and interests; jobs in the community<br>L14, L16, L17 | Keeping healthy; food and exercise, hygiene routines; sun safety<br>H1, H2, H3, H5, H8, H9, H10 | Recognising what makes them unique and special; feelings; managing when things go wrong<br>H11, H12, H13, H14, H15, H21, H22, H23, H24 | How rules and age restrictions help us; keeping safe online<br>H28, H34 |



## Year 2

| Autumn Relationships                                                   |                                                                                                                      |                                                                                                                    | Spring Living in the Wider World                                                                           |                                                                             |                                                                                    | Summer Health and Wellbeing                                                                                                                                |                                                                          |                                                                                                                  |
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| Families & friendships                                                 | Safe relationships                                                                                                   | Respecting ourselves & others                                                                                      | Belonging to a community                                                                                   | Media literacy & digital resilience                                         | Money & work                                                                       | Physical health & mental wellbeing                                                                                                                         | Growing & changing                                                       | Keeping safe                                                                                                     |
| Making friends, feeling lonely and getting help<br>R6, R7, R8, R9, R24 | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour<br>R11, R12, R14, R18, R19, R20 | Recognising things in common and differences; playing and working cooperatively; sharing opinions<br>R23, R24, R25 | Belonging to a group; roles and responsibilities; being the same and different<br>community L2, L4, L5, L6 | The internet in everyday life; online content and information<br><br>L8, L9 | What money is; needs and wants; looking after money<br><br>L10, L11, L12, L13, L15 | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help<br>H4, H6, H7, H16, H17, H18, H19, H20 | Growing older; naming body parts; moving class or year<br>H20, H25, H26, | Safety in different environments; risk and safety at home; emergencies<br>H29, H30, H31, H32, H33, H35, H36, H27 |