



# **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

Birth to three – babies, toddlers and young children will be learning to:	<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>
3 & 4 year olds will be learning to:	<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>



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.



## Key Stage 1

	Year 1	Year 2
<b>Autumn</b>	<p><b>Myself and My Relationships 4 – Beginning and Belonging (BB)</b>            Do I understand simple ways to help my school feel like a safe, happy place?            How can I get to know the people in my class?            How do I feel when I am doing something new?            How can I help someone feel welcome in class?            What helps me manage in new situations?            Who can help me at home and at school?</p> <p><b>Myself and My Relationships 5 – Me and My Emotions (ME)</b>            What am I good at and what is special about me?            How can I stand up for myself?            Can I name some different feelings?            Can I describe situations in which I might feel happy, sad, cross etc?            How do my feelings and actions affect others?            How do I manage some of my emotions and associated behaviours?            What are the different ways people might relax and what helps me to feel relaxed?            Who do I share my feelings with?</p> <p><b>Myself and My Relationships 6 – Family and Friends (FF)</b>            Can I describe what a good friend is and does and how it feels to be friends?            Why is telling the truth important?            What skills do I need to choose, make and develop friendships?            How might friendships go wrong, and how does it feel?            How can I try to mend friendships if they have become difficult?            What is my personal space and how do I talk to people about it?            Who is in my family and how do we care for each other?            Who are my special people, why are they special and how do they support me?</p>	<p><b>Citizenship 5 - Rights, Rules and Responsibilities (RR)</b>            How do rules and conventions help me to feel happy &amp; safe?            How do I take part in making rules?            Who looks after me and what are their responsibilities?            What jobs and responsibilities do I have in school and at home?            Can I listen to other people, share my views and take turns?            Can I take part in discussions and decisions in class?</p> <p><b>Myself and My Relationships 7 - Anti-bullying (AB)</b>            Why might people fall out with their friends?            Can I describe what bullying is?            Do I understand some of the reasons people bully others?            Why is bullying never acceptable or respectful?            How might people feel if they are being bullied?            Who can I talk to if I have worries about friendship difficulties or bullying?            How can I be assertive?            Do I know what to do if I think someone is being bullied?            How do people help me to build positive and safe relationships?            What does my school do to stop bullying?</p> <p><b>Healthy and Safer lifestyles 9 - Personal Safety (PS)</b>            Can I identify different feelings and tell others how I feel?            Which school/classroom rules are about helping people to feel safe?            Can I name my own Early Warning Signs?            How do I know which adults and friends I can trust?            Who could I talk with if I have a worry or need to ask for help?            What could I do if a friend or someone in my family isn't kind to me?            Can I identify private body parts and say 'no' to unwanted touch?            What could I do if I feel worried about a secret?            What could I do if something worries or upsets me when I am online?</p>



<b>Spring</b>	<p><b>Healthy and Safer lifestyles 4 – Managing Safety and Risk (MSR)</b></p> <p>What are risky situations and how might I feel? What is my name, address and phone number and when might I need to give them? What is an emergency and who can help? What makes a place or activity safe for me? What are the benefits and risks for me when walking near the road, and how can I stay safer? What are the benefits and risks for me in the sun and how can I stay safer? What do I enjoy when I'm near water and how can I stay safer? What are the risks for me if I am lost and how can I get help? How can I help to stop simple accidents from happening and how can I help if there is an accident?</p> <p><b>Healthy and Safer lifestyles - Digital Lifestyles</b></p> <p>What are some examples of ways in which I use technology and the internet and what are the benefits? What sort of information might I choose to put online and what do I need to consider before I do so? What sort of rules can help to keep us safer and healthier when using technology? Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?</p> <p><b>Citizenship 4 – Diversity and Communities (DC)</b></p> <p>What makes me 'me', what makes you 'you'? Do all boys and all girls like the same things? What is my family like and how are other families different? What different groups do we belong to? What is a stereotype and can I give some examples? Who helps people in my locality and what help do they need? What does 'my community' mean and how does it feel to be part of it? How do people find out about what is happening in my community? How do we care for animals and plants? How can I help look after my school?</p>	<p><b>Healthy and Safer lifestyles 8 - Drug Education (DE)</b></p> <p>Which substances might enter our bodies, how do they get there and what do they do? What are medicines and why and when do some people use them? When and why do people have an injection from a doctor or a nurse? Who is in charge of what medicine I take? What different things can help me feel better if I feel poorly? How can I keep safe with medicines and substances at home and at school? What is persuasion and how does it feel to be persuaded?</p> <p><b>Healthy and Safer lifestyles - Digital lifestyles</b></p> <p>What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? What are some examples of online content or contact which might mean I feel unsafe, worried or upset? When might I need to report something and how would I do this? What sort of rules can help to keep us safer and healthier when using technology? Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?</p> <p><b>Economic Wellbeing 1 - Financial Capability (FC)</b></p> <p>Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others? What is a charity?</p>
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<b>Summer</b>	<p><b>Healthy and Safer lifestyles 7 – Healthy Lifestyles (HL)</b></p> <p>How can I stay as healthy as possible? What does it feel like to be healthy? What does healthy eating mean and why is it important? Why is it important to be active &amp; what are the opportunities for physical activity? What foods do I like and dislike and why? What can help us eat healthily? Why do we need food? What healthy choices can I make?</p> <p><b>Healthy and Safer lifestyles – Relationship and Sex Education (RSE 1)</b></p> <p>What are the names of the main parts of the body? What can my amazing body do? When am I in charge of my actions and my body? How can I keep my body clean? How can I avoid spreading common illnesses and diseases?</p> <p><b>Citizenship 3 - Working Together (WT)</b></p> <p>What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? How can I work well in a group? Why is it important to take turns? How can I negotiate to sort out disagreements? How are my skills useful in a group? What is a useful evaluation?</p>	<p><b>Healthy and Safer lifestyles – Relationship and Sex Education (RSE 2)</b></p> <p>How do babies change and grow? (Statutory NC Science Y2) How have I changed since I was a baby? (Statutory NC Science Y2) What's growing in that bump? (NC Science) What do babies and children need from their families? Which stable, caring relationships are at the heart of families I know? What are my responsibilities now I'm growing up?</p> <p><b>Myself and My Relationships 8 - Managing Change (MC)</b></p> <p>How are my achievements, skills and responsibilities changing and what else might change? How might people feel during times of loss and change? How do friendships change? What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? How might people feel when they lose a special possession? When can I make choices about changes?</p>
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