Subject Area: PSHE

Note: As of September 2020, Relationships Education, Relationships and Sex Education (RSE) and Health Education will be a mandatory part of the Curriculum (Department for Education, 2020)

EYFS
PSHE Objectives most closely linked to learning within the EYFS come from Personal, Social and Emotional Development – Self-confidence and Self-awareness (SCSA), Managing Feelings and Behaviour (FB), Managing Relationships (R)
With support, children will begin to develop a positive sense of themselves and others. They will develop positive relationships and respect for others. The children will develop social skills and will learn how to manage their feelings, understand appropriate behaviour in groups and have confidence in their own abilities.

Physical Development – Health and Self Care (HSC)
Children develop their co-ordination, control and movement. They also begin to understand the importance of physical activity and the importance of making healthy food choices.

KS1 National Curriculum Aims (End of Key Stage expectations)
from the new (2020) statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum, at the end of KS1, all children should know (according to PSHE association 2020);

Health and Wellbeing Education

Physical Wellbeing (Healthy Lifestyles)
- about what keeping healthy means; different ways to keep healthy
- about foods that support good health and the risks of eating too much sugar
- about how physical activity helps us to stay healthy; and ways to be physically active everyday
- about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading
- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- how to keep safe in the sun and protect skin from sun damage
- about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- about the people who help us to stay physically healthy

Mental Health
- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people’s bodies and how they behave
- how to recognise what others might be feeling
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- about ways of sharing feelings; a range of words to describe feelings
- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- 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
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
**Skills Progression**

**Ourselves, growing and change**
- to recognise what makes them special
- to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike
- how to manage when finding things difficult
- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- about growing and changing from young to old and how people’s needs change
- about preparing to move to a new class/year group

**Keeping Safe**
- about rules and age restrictions that keep us safe
- to recognise risk in simple everyday situations and what action to take to minimise harm
- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- that household products (including medicines) can be harmful if not used correctly
- 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
- about the people whose job it is to help keep us safe
- 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
- about what to do if there is an accident and someone is hurt
- how to get help in an emergency (how to dial 999 and what to say)

**Drugs, alcohol and tobacco**
- about things that people can put into their body or on their skin; how these can affect how people feel

**Relationship Education**

**Families and positive relationships**
- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about different types of families including those that may be different to their own
- to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

**Friendships**
- about how people make friends and what makes a good friendship
- about how to recognise when they or someone else feels lonely and what to do
- simple strategies to resolve arguments between friends positively
- how to ask for help if a friendship is making them feel unhappy

**Managing hurtful behaviour and bullying**
- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- about how people may feel if they experience hurtful behaviour or bullying
- 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

**Safe relationships**
- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- that sometimes people may behave differently online, including by pretending to be someone they are not
- how to respond safely to adults they don’t know
- about how to respond if physical contact makes them feel uncomfortable or unsafe
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Skills Progression

Respecting self and others
- about knowing there are situations when they should ask for permission and also when their permission should be sought
- about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)
- basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe
- 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

Living in the Wider World

Respected responsibilities
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- to recognise the ways in which they are the same and different to others
- how to listen to other people and play and work cooperatively
- how to talk about and share their opinions on things that matter to them

Communities
- about the different groups they belong to
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people

Media Literacy and digital resilience
- about how the internet and digital devices can be used safely to find things out and to communicate with others
- about the role of the internet in everyday life
- that not all information seen online is true

Economic Wellbeing: Money
- what money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that money needs to be looked after; different ways of doing this

Economic Wellbeing: aspirations, work and career
- that everyone has different strengths
- that jobs help people to earn money to pay for things
- different jobs that people they know or people who work in the community do
- about some of the strengths and interests someone might need to do different jobs
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Being Me In My World</th>
<th>Celebrating Difference</th>
<th>Dreams and Goals</th>
<th>Healthy Me</th>
<th>Relationships</th>
<th>Changing Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>EYF</td>
<td>Self-identity, Understanding feelings, Being in a classroom, Being gentle, Rights and responsibilities</td>
<td>Identifying talents, Being special, Families, Where we live, Making friends, Standing up for yourself</td>
<td>Challenges, Persistence, Goal-setting, Overcoming obstacles, Feeling helpful, Jobs, Achieving goals</td>
<td>Exercising bodies, Physical activity, Healthy food, Sleep, Keeping, clean Safety</td>
<td>Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend</td>
<td>Bodias</td>
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<td>Ages 3-5 (Y1-2)</td>
<td>Feeling special and safe, Being part of a class, Rights and responsibilities, Rewards and feeling proud, Consequences, Owning the Learning Charter</td>
<td>Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone</td>
<td>Setting goals, Identifying successes, and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success</td>
<td>Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness</td>
<td>Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-Acknowledgment, Being a good friend to myself, Celebrating special relationships</td>
<td>Life cycles – animal and human, Changes in me, Changes since becoming a baby, Differences between female and male bodies (correct terminology), Linking growing and learning, Coping with change, Transition</td>
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<td>Year 1</td>
<td>I can explain why my class is a happy and safe place to learn.</td>
<td>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</td>
<td>I can explain how I feel when I am successful and how this can be celebrated positively.</td>
<td>I can explain why I think my body is important and can identify a range of ways to keep it safe and healthy.</td>
<td>I can give examples of when being healthy can help me feel happy.</td>
<td>I can explain why some changes I might experience might feel better than others.</td>
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<td>Ages 5-6</td>
<td>Feeling special and safe, Being part of a class, Rights and responsibilities, Rewards and feeling proud, Consequences, Own the Learning Charter</td>
<td>Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone</td>
<td>Setting goals, Identifying successes, and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success</td>
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<td>Year 2</td>
<td>Hopes and fears for the year, Rights and responsibilities, Rewards and feeling proud, Consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings</td>
<td>Understanding bullying and knowing how to deal with it, Making new friends, Celebrating difference and remaining friends</td>
<td>Setting goals, Identifying successes, and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success</td>
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<td>Ages 6-7</td>
<td>I can explain why my behaviour can impact on other people in my class.</td>
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<td>I can explain how I played and the part other people played to create an end product.</td>
<td>I can explain why foods and medicines can be good for my body and how my ideas with less healthy/unsafe choices.</td>
<td>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</td>
<td>I can use the correct terms to describe penis, testicles, anus, vagina, vulva, and explain why they are private.</td>
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<td>I can compare my own and my friends' choices and express why some choices are better than others.</td>
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<td>I can explain why some types of touches feel OK and others don't.</td>
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<td>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</td>
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