

PSHE

Curriculum progression Map

Level expected at the end of EYFS - We have selected the Early Learning Goals that link most closely to the PSHE National Curriculum.

<p>Personal, social and emotional development (Self-Regulation)</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>Personal, Social and Emotional Development (Managing Self)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Personal, Social and Emotional Development (Building Relationships)</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Understanding the World (People, Culture and Communities)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
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Government Guidance

SMSC, Personal development and Behaviour and Attitude

All schools must show how well they support the children's spiritual, moral, social and cultural (SMSC) development, including British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of school inspections. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional well being in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

Safeguarding

The statutory guidance on safeguarding for children in schools and colleges requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in guidance *Inspecting Safeguarding In Early Years, Education and Skills Settings*, including:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Peer-on-peer abuse, such as sexual violence and harassment
- Radicalisation and/or extremist behaviour
- Risks linked to using technology and social media, including online bullying, the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- Substance misuse
- Domestic abuse
- Female genital mutilation
- Forced marriage
- Poor parenting

Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the National Curriculum Framework states that all schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory Programme of Study for Citizenship as KS1 and KS2.

The 2019 *Guidance for Personal, Social, Health and Economic (PSHE) education* states that 'personal, social, health and economic (PSHE) education is important and necessary part of all pupils education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

Schools should seek to use PSHE education to build, where appropriate, on statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: *dug education*, financial education. Sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Two key aspects of PSHE education, Relationships Education and Health Education, will be compulsory in all primary schools from 2020.

The PSHE association programme of study is based on three core themes within which there is a broad overlap and flexibility. These themes are Health and Well being, Relationships and Living in the Wider World.

Physical Health and Mental Wellbeing Statutory Guidance

By the end of primary school

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

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.

<p>destructive.</p> <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
<p>Being safe</p> <p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	<p>Internet safety and harms</p> <p>Pupils should know</p> <ul style="list-style-type: none"> 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.
<p>Mental wellbeing</p> <p>Pupils should know</p> <ul style="list-style-type: none"> 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 	<p>Physical health and fitness</p> <p>Pupils should know</p> <ul style="list-style-type: none"> 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.

<p>for children to discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> • 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. 	
<p>Healthy eating Pupils should know</p> <ul style="list-style-type: none"> • 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. 	<p>Health and prevention Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Basic first aid Pupils should know:</p> <ul style="list-style-type: none"> • 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. 	<p>Changing adolescent body Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Learning Outcomes and Core Themes in line with the PSHE association and twinkl life PSHE scheme of work for KS1

Health and Wellbeing

- H1. What constitutes, and how to maintain, a healthy lifestyle including benefits of physical activity, rest, healthy eating and dental health
- H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- H4. About good and not so good feelings, a vocabulary to describe their feelings to others and develop simple strategies to manage feelings
- H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- H6. The importance of, and how to, maintain personal hygiene
- H7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- H8. About the process of growing from young to old and how people's needs change
- H9. About growing and changing and new opportunities and responsibilities that increasing independence may bring
- H10. That's names for the main part of the body (including external genitalia) and the body similarities and differences between boys and girls
- H11. That household products, including medicines, can be harmful if not used properly
- H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- H13. About people who look after them, their family network, who to go to if they are worried and how to attract their attention.
- H14. About the ways that pupils can help the people who look after them to more easily protect them.
- H15. To recognise that they share a responsibility for keeping themselves and other safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

Relationships

- R1. To communicate their feelings to others, to recognise how others show feelings and how to respond
- R2. To recognise that their behaviour can affect other people
- R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- R6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiataion)
- R7. To offer constructive support and feedback to others

- R8. To identify and respect the differences and similarities between people
- R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including how to tell and how to tell them)
- R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- R13. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help,

Living in the Wider World

- L1. How they can contribute to the life of the classroom and school
- L2. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting other's bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- L4. That they belong to different groups and communities such as family and school
- L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- L8. Ways in which we are all unique; understand that there has never been and will never be another 'them'
- L9. Ways in which we are the same as all other people; what we have in common with everyone else
- L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Topics	Autumn 1 Getting to know you	Autumn 2 Autumn Looking at the past Christmas	Spring 1 Winter People Who Help Us	Spring 2 Traditional Tales Book Week Easter spring	Summer 1 The Lost World	Summer 2 Mighty Minibeasts Summer
Year R	Me a Special Person	My Special People	People Who Help Us	Being Involved	Being Healthy and Safe	Growing and Changing
Objectives	<ul style="list-style-type: none"> • To recognise their uniqueness. • To feel good about themselves. • To know personal likes, dislikes and preferences. • To recognise, name and own everyday feelings such as happy, sad, cross, worried, etc. • To know some of the things that can cause different feelings. • To learn that bullying is not acceptable. • To take turns. • To understand classroom rules and routines, including personal hygiene. • To learn about some of the school rules, including medicines at school. 	<ul style="list-style-type: none"> • To say why someone is special to them. • To recognise ways in which their family is special. • To recognise what they are good at from what others tell them. • To show a willingness to care about others. • To learn when to say "Thank you" and "Sorry". 	<ul style="list-style-type: none"> • To know the people who look after them and their different roles and responsibilities. • To understand that there are differences and similarities between people. • To talk and listen to the experience of adults. 	<ul style="list-style-type: none"> • To know the people who look after them and their different roles and responsibilities. • To understand that there are differences and similarities between people. • To talk and listen to the experience of adults. 	<ul style="list-style-type: none"> • To make simple choices between activities, food, etc. • To think about being well and being unwell. To talk about medicines. 	<ul style="list-style-type: none"> • To make simple choices between activities, food, etc. • To think about being well and being unwell. • To talk about medicines.

Topics	Autumn 1 Pirates and Titanic	Autumn 2 The wonderful world of Chocolate	Spring 1 Space	Spring 2 Farms	Summer 1 Castles	Summer 2 Journey with Julia Donaldson
Year 1	Relationships Be yourself H2, H3, H4, H5 R1, R5 L8	Living in the wider world Britain H2 R2, R5, R8 L1, L3, L4, L5, L9	Relationships TEAM H2, H3 R2, R4, R6, R7, R9, R12, R13, R14	Health and well being It's my body H1, H2, H6, H7, H11, H12, H13, H15 R3, R10, R11	Living in the wider world Money matters H9 L6, L7	Health and wellbeing Aiming High H2, H3, H5, H9 R5, R8
Assessment	H4, R1, L8	L1, L3, L4, L5, L9	R2, R6, R7, R9, R12	H6, H7, H11, H12, H13, H15, R3, R10, R11	L6, L7	H2, H3, H5, H9, R5, R8
Topics	Autumn 1 Rainforests	Autumn 2 Poles Apart	Spring 1 Great Fire of London	Spring 2 It's good to be me!	Summer 1 Marvellous Machines	Summer 2 Summer Fun
Year 2	Health and well being Think Positive H2, H3, H4 R2, R4, R5	Living in the wider world One World R8, R9 L3, L4, L5, L9	Health and well being Safety first H11, H12, H13, H14, H15, H16 R3, R10 L10	Relationships Growing up H3, H5, H8, H10 R8, R10, R11 L8	Living in the wider world Respecting rights H2 R2, R4, R5, R8, R11 L1, L3, L4, L9	Relationships VIPs H2, H13 R1, R2, R6, R7, R9, R11, R12, R13, R14
Assessment	H4	L5	H11, H12, H14, H15, H16, R3, L10	H3, H5, H8, H10, R10, L8	R4, R5, R8, L1, L3, L4, L9	H2, H13, R1, R2, R6, R7, R9, R11, R12, R13, R14

Extra-curricular	Friendship week Mental well being	Children in need Wish for the world assembly Shoe box appeal	Disability day Red nose day		Sports week/physical activity	Leaver's assembly
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