

Personal, Social and Health Education Curriculum

In teaching children PSHE, our intent is ...

Understand ourselves
and others in the world
around us

Threshold concepts and skills

Become tolerant and
respectful human beings

Develop resilience

Breadth of study

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for PSHE are taken from Communication and Language, Personal, Social and Emotional Development, Physical Development and Understanding the World.

KS1

In KS1, children focus on 'being me in my world'. They begin to look at being healthy within themselves, setting goals, celebrating differences, understanding relationships and begin to understand that they are changing and growing beings. They are learning to view the world outside of themselves, and beginning to develop the understanding of others' emotions.

KS2

In KS2, children develop their understanding of how their behaviour can impact others, rights and responsibilities not just of their own but of the world around them, how they may experience different emotional conflicts and how to keep themselves safe. They also learn about puberty, other cultures, other values and how to tackle peer pressure. They begin to think about social groups, prejudice and self-identity. Children learn to become resilient learners who think about the world around them.

Birth to three PSHE Skills

Personal, Social and Emotional Development

T1 Find ways to calm themselves, through being calmed and comforted by their key person.

T2 Establish their sense of self.

T3 Express preferences and decisions. They also try new things and start establishing their autonomy.

T4 Find ways of managing transitions, for example from their parent to their key person.

T5 Thrive as they develop self-assurance.

T6 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

T7 Feel strong enough to express a range of emotions.

T8 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

T9 Be increasingly able to talk about and manage their emotions.

T10 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

T11 Develop friendships with other children.

T12 Safely explore emotions beyond their normal range through play and stories.

T13 Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently.

Understanding the World

T14 Make connections between the features of their family and other families. • Notice differences between people.

Nursery PSHE Skills

Personal, Social and Emotional Development

- T1 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.
- T2 Develop their sense of responsibility and membership of a community.
- T3 Become more outgoing with unfamiliar people, in the safe context of their setting.
- T4 Show more confidence in new social situations.
- T5 Play with one or more other children, extending and elaborating play ideas.
- T6 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- T7 Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive.
- T8 Talk with others to solve conflicts.
- T9 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- T10 Begin to understand how others might be feeling.

Communication and Language

- T 11 Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
- T12 Can start a conversation with an adult or a friend and continue it for many turns.

Physical Development

- T13 Starting to eat independently and learning how to use a knife and fork.
- T14 Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
- T15 Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- T16 Make healthy choices about food, drink, activity and toothbrushing.

Understanding the World

- T17 Begin to make sense of their own life-story and family's history.
- T18 Show interest in different occupations.
- T19 Continue to develop positive attitudes about the differences between people.
- T20 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Reception PSHE Skills

Personal, Social and Emotional Development

T1 See themselves as a valuable individual.

T2 Build constructive and respectful relationships.

T3 Express their feelings and consider the feelings of others.

T4 Show resilience and perseverance in the face of challenge.

T5 Identify and moderate their own feelings socially and emotionally. T6 Think about the perspectives of others. • Manage their own needs.

ELG: Self Regulation, Managing Self and Building Relationships

- 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.
- 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.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

Physical Development

T7 Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

T8 Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.

Communication and Language

T9 Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.

T10 Develop social phrases.

ELG: Listening, Attention, Understanding and Speaking

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

T11 Talk about members of their immediate family and community.

T12 Name and describe people who are familiar to them.

T13 Recognise that people have different beliefs and celebrate special times in different ways.

ELG: Past and Present

- Talk about the lives of people around them and their roles in society.

Year 1 PSHE Skills

I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.

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. I can explain what bullying is and how being bullied might make somebody feel.

I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.

I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.

I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.

I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can explain why some changes I might experience might feel better than others.

Year 2 PSHE Skills

I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.

I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.

I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.

I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.

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. I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships

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.

Year 3 PSHE Skills

I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.

I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.

I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/scared and unwell feels.

I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.

I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Year 4 PSHE Skills

I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.

I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.

I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.

I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.

I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.

I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

Year 5 PSHE Skills

I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.

I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.

I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.

I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology on ways that may be risky or cause harm to myself or others.

I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I can accept these changes might happen at different times to my friends.

Year 6 PSHE Skills

I can explain how my choices can have an impact on people in my community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.

I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict.

I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.

I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.

I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

KS3 and beyond

<p>Ages 11-12</p>	<p>I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity.</p> <p>I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences.</p> <p>I can express a level of independence while maintaining positive relationships with others.</p>	<p>I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others.</p> <p>I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.</p>	<p>I can explain how internal and external factors might affect my own dreams and goals as I get older.</p> <p>I can explain why breaking a dream or goal into smaller steps is helpful. I can offer a range of strategies that I could use to overcome obstacles and remain positive.</p>	<p>I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions.</p> <p>I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies that I could use to do this.</p>	<p>I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour.</p> <p>I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.</p>	<p>I can explain why some personal and family changes happen.</p> <p>I can explain ways that I can give emotional support to myself and others during times of personal change</p>
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