

Personal, Social, Health and Economic Education (PSHE)

Most of the PSHE curriculum remains non-statutory but is vital for children's development and well-being. Therefore, pupils will be taught specific knowledge in timetabled weekly lessons and will deepen their understanding across each key stage, including the use of key concepts. Many aspects of PSHE also link with RSE and Children's Rights.

National Curriculum Aims

The national curriculum for PSHE aims to ensure that:

- PSHE teaching and learning is tailored to meet the needs of the pupils within our setting. It can be taught flexibly and adapted to address those needs, as they arise.
- Pupils are equipped to understand about risk and know how to stay safe.
- Pupils know how to make informed decisions.
- PSHE education should build on RSE, the importance of PE and healthy eating and lifestyle choices.
- PSHE should also try to incorporate drugs education and financial education.

Key Concepts

During PSHE pupils explore the following key concepts:

- Pupils learn how to maintain good physical and mental health.
- Pupils learn how to stay safe in a variety of emergency and everyday situations.
- Pupils learn about communities and how to contribute towards community. This includes learning about British Values (Rule of law, democracy, liberty, tolerance and respect).

Rationale

Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory then nothing has been learned.

Sweller

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Ofsted Framework 2019

When students' brains link background knowledge with new text, they are better at making inferences and retain information more effectively.

Vacca and Vacca (2002)

Retrieval is built into the teaching cycle in order to ensure that children activate what they already know and can then build on their existing knowledge, making connections, securing key concepts and deepening learning. Retrieval practice will help teachers to remind pupils of their previous learning and what they know from other subjects, as well as identifying what personal knowledge they bring to the new learning.

Mental health and physical health are important for the development of all children, emotionally and physically. Mental health in children is especially high on the government's priorities and especially following covid-19. Physical health is especially important and needs to be learnt from a young age, so that children can make informed decisions as adults. [This also links with article 24- RRSA.](#)

It is vital that children learn how to stay safe in a variety of situations, from staying safe in the sun and online, to first aid and fire safety in emergency situations.

It is important that children learn about citizenship and community while at school, to prepare them for their adult life and further education. This links in with the school curriculum intent which states: 'the school promotes the values of caring, tolerance, passion, reflection and innovation which resonate with British Values.' [This links with various children's rights. \(article 27,12, 13, 14, 29\)](#)

Deleted: .

Formatted: Not Highlight

Formatted: Not Highlight

Reception
<p>Learning within our reception year provides the knowledge, skills and understanding bedrock for future learning. Pupils:</p> <ul style="list-style-type: none"> investigate and experience things, and 'have a go' concentrate and keep on trying if they encounter difficulties, and enjoy achievements have and develop their own ideas, make links between ideas, and develop strategies for doing things
<p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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

Formatted: Font: Bold

Formatted Table

Formatted: Font: Bold

Formatted: Centred

Year R	Health and Well-being	Living in the Wider World
	<p>Pupils learn that there is a normal range of emotions and how to talk about their emotions. They learn how to consider the feelings of others. Pupils learn that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Pupils learn about good practices with regard to exercise, eating, sleeping and that hygiene can contribute to good health. Pupils learn to recognise what makes them special and how they are unique in some ways and the same as other people in other ways.</p> <p>Pupils learn about staying safe and managing some risks within their daily lives.</p>	<p>Pupils learn what rules are and examples of rules in their own lives.</p> <p>Pupils learn how to show care and concern for living things and the environment.</p> <p>Pupils know the roles and responsibilities people may have in their community. Pupils learn about the different jobs that people they know or people who work in the community do.</p> <p>Pupils learn that information can be retrieved from computers and can select technology for a particular purpose.</p> <p>Pupils know what money is and that it comes in different forms.</p>

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	Unit Knowledge Outcomes	
	<p>I can talk about my feelings with a trusted adult</p> <p>I know why it is important to be kind to others in real-life and online</p> <p>I know why it is important to sleep</p> <p>I can talk about healthy food choices</p> <p>I know why exercise is good for me</p> <p>I know that I am special and different from others in some ways and the same in other ways</p> <p>I know that it is OK to be different</p> <p>I know how to keep myself safe, including online</p> <p>I know why it is important to tell the truth</p>	<p>I know why we have rules and what happens if they are not kept, in real-life and on-line</p> <p>I can follow rules</p> <p>I can name some behaviours that are not acceptable</p> <p>I know ways to keep the environment tidy</p> <p>I know some ways to look after animals and other living things so that they are safe and happy</p> <p>I know about the different people in the school community and how they help</p>
Year 1/2 Yr A	Health and Well-being	Living in the Wider World
	<p>Pupils learn that there is a normal range of emotions and how to talk about their emotions.</p> <p>Know how physical activity helps us to stay healthy.</p> <p>Pupils learn about good oral hygiene and dental care.</p> <p>Pupils learn and talk about their likes/dislikes and things that make the special/unique. Pupils begin to recognise some of their strengths</p> <p>Pupils learn that medicines and vaccinations keep us healthy.</p> <p>Pupils learn how to stay safe in the Sun.</p>	<p>Pupils learn what rules are and why they are needed.</p> <p>Pupils learn how people and other living things have different needs such as diet and shelter. Pupils learn about things they can do to help look after their local environment.</p> <p>Children recognise the different groups they belong to and know the different roles and responsibilities of people in their community.</p> <p>Children learn that the internet can be used safely to find things out and communicate with others. Identify uses of internet in their daily life.</p> <p>Children know what money is and the forms it comes in. Know that people may need to save up to buy something. Know the difference between needs and wants. Know that money needs to be looked after. Learn that people get jobs to earn money. Identify the different jobs that people they know do and those in their community do. Understand why someone may choose a job (interests or skills needed).</p> <p>Speak Out, Stay Safe message- pupils learn about different types of abuse and how to stay safe. Pupils learn about how to report</p>

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

		abuse and about Childline, (NSPCC lessons).
	Unit Knowledge Outcomes	
	Year 1 I can recognise a variety of emotions in myself and can talk to a trusted adult about them I know some ways to exercise and why exercise is important I know how to look after my teeth and why it is important to clean them every day I know how I am similar and different to my friends I know what makes me special I know that the sun can burn and what I can do to keep myself safe I know who to go to if I am worried or frightened and who can keep me safe	Year 1 I know about the rules in school and I know why we need rules to keep us safe and happy I know how to behave and make the right choices I know about the different people in the school and wider community and how they help I can talk about who I am friends with and clubs I belong to I know who to go to if I am worried or frightened and who can keep me safe I know that I can find out things using the internet and I can talk about how I use the internet in school and at home I know some types of abuse and how I can stay safe I know how to report bullying
	Year 2 I know and can talk about different ways in which we are all special and that differences should be respected I know some things that I am good at I know some ways to exercise and can talk about why exercise is important to our health and well-being I know that germs cause disease / illness I know that all household products, including medicines, can be harmful if not used properly I know that medicines can help me if I feel poorly I know how to stay safe in the sun I know that I can speak to a trusted adult if I am worried or frightened about something I know who keeps me safe	Year 2 I know about the rights and responsibilities of a member of a class I know that my views are important I know that the choices I make have consequences I know some types of abuse and how I can stay safe I know how to report bullying I can explain how to use the internet safely, what it can be used for and that not all information seen online is true I can name a range of jobs that people I know, or people in the community do I can describe some of the strengths and interests that someone might need to do different jobs
Year 1/2 Yr B	Health and Well-being	Living in the Wider World
	Pupils learn about how physical activity helps us to stay healthy and ways to be physically active each day.	Pupils learn why different rules are needed for different situations.

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	<p>Pupils recognise the importance of a healthy diet and begin to identify what a healthy meal consists of.</p> <p>Pupils learn about why sleep is important and different ways to relax and rest.</p> <p>Pupils learn how to manage big feelings and how this can alter their mood.</p> <p>Pupils learn about simple hygiene routines that can stop germs from spreading.</p> <p>Pupils learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p>	<p>Pupils learn how they can help look after their local and wider environment.</p> <p>Pupils recognise the different responsibilities people in their community have.</p> <p>Pupils know how to safely use the internet when finding information or communicating (always have an adult's permission, never speak to strangers, never share personal information, always tell an adult if something worrying happens). Pupils recognise that not all information seen online is true.</p> <p>Pupils know the different forms money comes in and the sources it comes from. Pupils know that people make different choices about how to save and spend money. Learn that sometimes people do not get what they want and the possible reasons for this.</p> <p>Speak Out, Stay Safe message- pupils learn about different types of abuse and how to stay safe. Pupils learn about how to report abuse and about Childline. (NSPCC lessons).</p>
	Unit Knowledge Outcomes	
	<p>Year 1</p> <p>I know the difference between being healthy and unhealthy</p> <p>I know some ways to keep healthy</p> <p>I know how to make healthy lifestyle choices</p> <p>I know why sleep is important and I can talk about some ways to relax and to rest</p> <p>I can describe why hygiene is important and how simple hygiene routines can help to stop germs from spreading</p> <p>I know how to take care of myself on a daily basis</p>	<p>Year 1</p> <p>I can give examples of what my responsibilities are inside and outside of the classroom</p> <p>I can say how my parents have different responsibilities to me</p> <p>I can give examples of what can harm my local environment and what I can do to help care for it</p> <p>I know what to do if I feel unsafe and I know how to respond to adults I don't know</p> <p>I know some ways to keep safe online</p> <p>I know what Childline is</p>
	<p>Year 2</p> <p>I know the consequences of my lifestyle choices, both good and not so good when eating, drinking, playing and sleeping</p>	<p>Year 2</p> <p>I know some differences between school and class rules and rules that exist in a particular job</p>

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	<p>I can recognise different feelings and moods and know how to help someone who does not feel good</p> <p>I know that germs cause disease / illness</p> <p>I know how germs spread and can explain ways to keep myself clean and healthy, including the need to wash clothes regularly and to clean my body regularly</p>	<p>I can name some of the jobs that people do in the community and what their responsibilities are</p> <p>I can give examples of some of the problems that occur in different environments and ways to improve the local, natural and built environments</p> <p>I know that it is a shared responsibility to look after some of our environments and I can explain what those responsibilities are</p> <p>I can explain how to use the internet safely, what it can be used for and that not all information seen online is true</p> <p>I know some different forms of abuse and how to report abuse.</p> <p>I can tell you what Childline is</p>
--	--	---

Year 3/4 Yr A	Health and well- being	Living in the wider world
	<p>Pupils learn about strategies and behaviours to support mental health- including sleep, physical activity, time outdoors, hobbies, time with family and friends. Pupils learn varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Pupils learn about elements of a balanced, healthy lifestyle. Recognise that habits can have a positive and negative effect on a healthy lifestyle. Pupils learn how regular exercise benefits mental and physical health; recognise opportunities to be physically active and risks associated with an inactive lifestyle.</p> <p>Pupils know how to respond in an emergency situation; situations that require the emergency services; how to contact them and what to say. (St John's Ambulance lesson on Calling for Help).</p> <p>Pupils learn basic first aid skills. St John's ambulance lesson- Bites and Stings</p> <p>Pupils learn about personal identity; what contributes to who we are (ethnicity, family, faith, culture, hobbies, likes/dislikes).</p>	<p>Pupils learn reasons for rules and laws; consequences of not adhering to rules and laws. Pupils learn about the different groups that make up their community; what living in a community means. They learn to value the different contributions that people and groups make to the community.</p> <p>Pupils recognise ways in which the internet and social media can be used both positively and negatively. Pupils learn how to assess the reliability of sources of information online; how to make safe, reliable choices from search results.</p> <p>Pupils learn about different ways to pay for things and choices people have about this. They recognise that people have different attitudes towards saving and spending money; what influences people's choices.</p> <p>Pupils recognise positive things about themselves and their achievements; set goals to help them achieve personal outcomes.</p> <p>Pupils learn that there are a broad range of jobs/careers that people can have; that people can have more than one job/career during their lifetime.</p>

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	Pupils recognise personal strengths; skills; achievements. How these contribute to self- worth.	Speak Out, Stay Safe message- pupils learn about different types of abuse and how to stay safe. Pupils learn about how to report abuse and about Childline. (NSPCC lessons).
	Unit Knowledge Outcomes	
	<p>Year 3</p> <p>-I can recognise some good and bad lifestyle choices around sleeping, exercise, time outside, hobbies and time spent with family. I can describe how these affect my mental health and make me feel.</p> <p>- I can recognise a range of different emotions and consider times when I might feel like this and others might feel like this.</p> <ul style="list-style-type: none"> - I know what constitutes a balanced diet and can say how much of each food group I should be eating. - I am able to talk about some of the consequences of making bad choices about diet. - I know that regular exercise benefits mental and physical health. - I know some examples of an emergency situation and know how to call for the emergency services. - I know how to recognise a bite or a sting and am able to say a few ways in which it could be treated. - I can talk about myself- about my likes/dislikes/ what makes me unique and special. I can talk about my family. 	<p>Year 3</p> <ul style="list-style-type: none"> - I can talk about rules and laws in school and in my local community. I know the consequences of breaking rules/ laws. - I know what community is and how people contribute towards it. - I can say how the internet can be used safely and consider positives and negatives for the internet. - I can consider reliable sources of information. - I recognise that there are various ways to pay for things. - I can talk about spending and saving and how different people will think differently about these things. - I can consider the things that I am good at and set myself short and long- term goals for the future. - I know the difference between a job and a career and can name a range jobs and careers. - I can talk about things that might make me feel unsafe and know what to do or who to talk to if I don't feel safe in school or at home.
	<p>Year 4</p> <p>-I can recognise some good and bad lifestyle choices around sleeping, exercise, time outside, hobbies and time spent with family. I can describe and explain how and why these impact on my mental and physical health.</p> <p>- I can recognise a range of different emotions and consider times when I might feel like this and others might feel like this. I can show empathy towards others and their feelings.</p> <ul style="list-style-type: none"> - I know what constitutes a balanced diet and can explain why a balanced diet is so important. 	<p>Year 4</p> <ul style="list-style-type: none"> - I can talk about rules and laws in school, in the community and for the country. I know the consequences of breaking rules/ laws. - I know what community is and how people contribute towards it. I can say how different roles are valued in the community. - I can say how the internet can be used safely and consider positives and negatives for the internet and social media. - I can consider reliable sources of information and can make safe, reliable choices.

Formatted: Highlight

Formatted: Highlight

<ul style="list-style-type: none"> - I am able to talk about some of the consequences of making bad choices about diet, including long-term health implications. - I know that regular exercise benefits mental and physical health. I can explain how and why exercise affects the body and mind. - I can identify risks and emergencies and can judge what help might be needed in various scenarios. - I know how to treat a range of bites and stings. - I can talk about confidently about my own identity and my own personal strengths. 	<ul style="list-style-type: none"> - I can talk about spending and saving and how attitudes towards these and other factors can vary and influence people's decisions when spending or saving. - I can consider the things that I am good at and set myself personal targets which help me to achieve personal outcomes. - I know the difference between a job and a career and can name a range jobs and careers. I can consider jobs and careers that I might be interested in in the future. - I can talk about things that might make me feel unsafe and know what to do or who to talk to if I don't feel safe in school or at home. -
---	--

T Year 3/4 Yr B	Health and well- being	Living in the wider world
--------------------------	------------------------	---------------------------

	<p>Pupils learn that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils learn 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</p> <p>Pupils learn 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. Pupils learn how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Pupils learn simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Pupils learn what constitutes a balanced diet; plan healthy meals; benefits to eating nutritionally rich foods; risks of tooth decay/obesity when choosing unhealthy options.</p> <p>Pupils learn about hazards which may cause harm, injury in the home and what they can do to reduce risks. (fire/electrical safety).</p> <p>Pupils know how to respond in an emergency situation; situations that require the emergency services; how to contact</p>	<p>Pupils learn to recognise that there are human rights; that they are there to protect everyone. Pupils learn about the relationship between rights and responsibilities.</p> <p>Pupils learn about diversity; what it means; the benefits of diversity in communities; valuing diversity.</p> <p>Pupils learn how information on the internet is ranked; selected and targeted at specific groups and individuals; that connected devices can share information.</p> <p>Pupils learn people's spending decisions can affect other people and the environment. (E.g. Fairtrade, buying single-use plastics; giving to charities). Pupils recognise that people make spending decisions based on priorities/ needs and wants.</p> <p>Pupils learn about stereotypes in the workplace and that people's aspirations should not be influenced/limited by them.</p> <p>Speak Out, Stay Safe message- pupils learn about different types of abuse and how to stay safe. Pupils learn about how to report abuse and about Childline, (NSPCC lessons).</p>
--	--	---

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	<p>them and what to say. (St John's Ambulance lesson on Calling for Help).</p> <p>Pupils learn basic first aid skills. St John's ambulance lesson- asthma</p>	
	Unit Knowledge Outcomes	
	<p>Year 3</p> <p>I know that my mental health is as important as my physical health</p> <p>I can explain a range of emotions and can identify if they are proportionate to what I am experiencing</p> <p>I can describe how everyday health and hygiene rules and routines help people stay safe and healthy</p> <p>I can explain a healthy diet and the importance of nutritionally-rich foods and how not eating a balanced diet can affect health</p> <p>I can describe how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist and the impact of too much sugar/acidic drinks on dental health</p> <p>I know how to react and respond if there is an accident or emergency and how to deal with minor injuries, including scratches, grazes and burns</p> <p>I know how to call the emergency services</p>	<p>Year 3</p> <p>I can describe the difference between a right and a responsibility and I know that there are human rights which exist to protect us all</p> <p>I can talk about what diversity means and what it means to live in a diverse community</p> <p>I can describe the different groups in my community their value and the contributions they make</p> <p>I can describe behaviours and actions which discriminate against others and respond to respond to these</p> <p>I can describe and assess the benefits and the potential risks of sharing information online</p> <p>I can describe how information that is placed online can be used to target individual people or groups</p> <p>I know that increasing independence brings increased responsibility to keep myself and others safe</p> <p>I can talk about what stereotypes are and how they can cause negative behaviours and know some strategies to challenge these</p> <p>I can talk about a range of different types of abuse, how to stay safe in the knowledge of these</p> <p>I can explain what Childline is and I know the number of Childline if I need to report abuse</p>
	<p>Year 4</p> <p>I can explain everyday things that might affect feelings, the importance of expressing feelings and that feelings can change over time and range in intensity</p>	<p>Year 4</p> <p>I can describe the relationship between rights and responsibilities and know about human rights which are there to protect everyone</p>

	<p>I can use varied vocabulary when talking about feelings and I know that feelings can be expressed in different ways</p> <p>I know how to respond to feelings appropriately in different situations</p> <p>I can explain how hygiene routines change as I grow up</p> <p>I can explain the importance of keeping clean and how to maintain personal hygiene</p> <p>I know some hazard (including fire risk) that may cause harm, injury or risk in the home and what I can do to reduce risks and keep safe</p> <p>I can assist in an emergency and call emergency services correctly, giving clear and correct information</p>	<p>I can describe discrimination: what it means and how to challenge it</p> <p>I can explain prejudice and know how to recognise behaviours and actions which discriminate against others. I know how to respond to it if I witness or experience it</p> <p>I know why it is important to keep personal information private and I know how to manage requests for personal information or images of myself or others</p> <p>I know what to do if I am frightened or worried about something I have seen or read online, and how to report concerns, inappropriate content and contact</p> <p>I can explain a range of different types of abuse and know how to keep myself safe and advise others</p> <p>I can explain what Childline is and I know the number of Childline if I need to report abuse</p>
--	---	---

Year 5/6 Yr A	Health and well-being	Living in the wider world
	<p>Pupils learn that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Pupils learn 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. Pupils learn how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Pupils learn about the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Pupils learn self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Pupils learn more about maintaining good oral hygiene; visits to the dentist; impact of lifestyle choices on dental care (too much sugar, smoking).</p>	<p>Pupils learn the importance of compassion towards others; shared responsibilities we all have for caring for other people and living things. How to show care and concern for others.</p> <p>Pupils learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>When online, pupils recognise things that are appropriate to share and things that are not; rules surrounding distribution of images.</p> <p>Pupils learn different ways to keep track of money. They learn about risks associated with money (e.g. it can be lost, stolen, won) and ways to keep money safe.</p> <p>Pupils learn what might influence people's decisions about a career (e.g. personal interests; family connections to particular jobs/trades; stereotypes that can deter people from certain careers. They learn that some jobs are paid more than others and that money is one factor that can influence a</p>

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	<p>Pupils learn that bacteria and viruses can affect health; everyday hygiene routines can limit the spread of infection; wider importance of personal hygiene.</p> <p>Pupils learn basic first aid and dealing with common injuries. St John's Ambulance lesson - Bleeding</p>	<p>career choice; some work is voluntary and unpaid.</p> <p>Speak Out, Stay Safe message- pupils learn about different types of abuse and how to stay safe. Pupils learn about how to report abuse and about Childline. (NSPCC lessons).</p>
	Unit knowledge outcomes	
	<p>Year 5</p> <p>I can think of ways to look after my own mental health each day. I can consider things that make me feel better when I am worried or upset.</p> <p>I can talk about my own emotions and those of others with confidence. I can empathise with others.</p> <p>I can consider my own feelings and how this links to my actions/ behaviours.</p> <p>I can talk about the benefits of physical exercise, time outdoors on mental wellbeing and happiness.</p> <p>I recognise the importance of self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. I can say which of these help me in particular and consider why this might be.</p> <p>I know how to maintain good oral hygiene; visits to the dentist; impact of lifestyle choices on dental care (too much sugar, poor diet, smoking).</p> <p>I can talk about hygiene and how to stay safe, clean and healthy. I know about bacteria and viruses and the role that microbes have in hygiene.</p> <p>I know some simple first aid and would know how to stop a wound from bleeding. I would know what to do if bleeding does not stop- I know how to call for the appropriate help.</p>	<p>Year 5</p> <p>I know what compassion is and how to show care and concern for others.</p> <p>I know about stereotypes and what this means; how they can negatively influence behaviours and attitudes towards others.</p> <p>When I am online, I can recognise things that are appropriate to share and things that are not.</p> <p>I know how to keep track of money. I know about borrowing, spending and saving and can consider the pros and cons of each of these.</p> <p>I know about risks associated with money (e.g. it can be lost, stolen, won) and ways to keep money safe.</p> <p>I can consider what might influence people's decisions about a career (e.g. personal interests; family connections to particular jobs/trades; stereotypes that can deter people from certain careers</p> <p>I know that some jobs are paid more than others and that money is one factor that can influence a career choice.</p> <p>Speak Out, Stay Safe message- I know about some different types of abuse E.g. physical, verbal, online, neglect and peer-on-peer abuse.</p> <p>I know how to report abuse and about Childline. (NSPCC lessons).</p>
	Year 6	Year 6

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	<p>I can think of ways to look after my own mental health each day. I can consider things that make me feel better when I am worried or upset. I know what to do if these things do not start to make me feel better.</p> <p>I can empathise with others and use a range of vocabulary when talking about emotions.</p> <p>I can judge whether my behaviour/reaction to my emotions is appropriate/proportionate.</p> <p>I can talk about the benefits of physical exercise, time outdoors on mental wellbeing and happiness. I can explain why these things help my mental health.</p> <p>I recognise the importance of self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>I know how to maintain good oral hygiene; visits to the dentist; impact of lifestyle choices on dental care (too much sugar, poor diet)</p> <p>I can talk about hygiene and how to stay safe, clean and healthy. I know about bacteria and the role that bacteria have in hygiene.</p> <p>I know some simple first aid and would know how to stop a wound from bleeding.</p>	<p>I know what compassion is and how to show care and concern for others. I understand that sometimes we have a shared responsibility to care for and look after others.</p> <p>I know about stereotypes and what this means; how they can negatively influence behaviours and attitudes towards others.</p> <p>I am beginning to challenge stereotypes.</p> <p>When I am online, I can recognise things that are appropriate to share and things that are not.</p> <p>I know the rules/law around distributing images.</p> <p>I know how to keep track of money. I know about borrowing, spending and saving and can consider the pros and cons of each of these.</p> <p>I know about risks associated with money (e.g. it can be lost, stolen, won) and ways to keep money safe.</p> <p>I can consider what might influence people's decisions about a career (e.g. personal interests; family connections to particular jobs/trades; stereotypes that can deter people from certain careers.</p> <p>I know that some jobs are paid more than others and that money is one factor that can influence a career choice. I know about voluntary work and the sorts of jobs that might be voluntary. I can consider why volunteers and voluntary work is voluntary.</p> <p>Speak Out, Stay Safe message- I know about some different types of abuse E.g. physical, verbal, online, neglect and peer-on-peer abuse and sexual abuse.</p> <p>I know how to report abuse and about Childline. (NSPCC lessons).</p>
Year 5/6 Yr B	Health and well-being	Living in the wider world
	Pupils learn that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Pupils learn about shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	<p>Pupils learn 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).</p> <p>Pupils learn how sleep contributes to a healthy lifestyle; routines that support good quality sleep; effects of sleep on the body- feelings concentration and behaviour.</p> <p>Pupils learn how medicines, when used responsibly, contribute to health; how allergies can be managed; vaccinations and their role in preventing diseases.</p> <p>Pupils learn the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage/ heat stroke and reduce risk of skin cancer.</p> <p>Pupils learn about risks and effects of legal drugs (alcohol, smoking, vaping, medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. Pupils know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>Pupils learn basic first aid and dealing with common injuries. St John's Ambulance lesson – Chocking and Basic Life Support.</p>	<p>environment (E.g. reduce, re-use, recycle, food choices).</p> <p>Pupils learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>Pupils learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> <p>Pupils learn about the risks involved in gambling; different ways money can be lost through gambling- related activities and their impact on health, well-being and future aspirations. Children learn how to identify ways in which money can impact on people's feelings and emotions.</p> <p>Pupils identify the kind of job they might want to do when they get older. Pupils learn about the skills that will help them in future careers (teamwork, communication, negotiation).</p> <p>Pupils recognise a variety of routes into careers (college, apprenticeship, university).</p> <p>Speak Out, Stay Safe message- pupils learn about different types of abuse and how to stay safe. Pupils learn about how to report abuse and about Childline, (NSPCC lessons).</p>
Unit Knowledge Outcomes		
Year 5	<p>I can say what bullying is (including cyberbullying) and talk about the negative short term impact on mental wellbeing.</p> <p>I know 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).</p> <p>I know how sleep contributes to a healthy lifestyle; routines that support good quality</p>	<p>I know about shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (E.g. reduce, re-use, recycle, food choices).</p> <p>I can say what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>I recognise how text and images in the media and on social media can be manipulated or invented.</p>

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

	<p>sleep; effects of sleep on the body- feelings concentration and behaviour.</p> <p>I know how medicines, when used responsibly, contribute to health; how allergies can be managed; vaccinations and their role in preventing diseases.</p> <p>I can say some of the benefits of sun exposure and risks of overexposure; I know how to keep safe from sun damage/ heat stroke and reduce risk of skin cancer.</p> <p>I know about the risks and effects of legal drugs (alcohol, smoking, vaping, medicines) and their impact on health; I recognise that drug use can become a habit which can be difficult to break.</p> <p>Pupils know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>Pupils learn basic first aid and dealing with common injuries. St John's Ambulance lesson – Chocking and Basic Life Support.</p>	<p>I can develop strategies to evaluate the reliability of sources and identify misinformation.</p> <p>I know about the risks involved in gambling; different ways money can be lost through gambling- related activities and their impact on health, well-being.</p> <p>I know how to identify ways in which money can impact on people's feelings and emotions.</p> <p>I can identify the kind of job they might want to do when they get older. Pupils learn about the skills that will help them in future careers (teamwork, communication, negotiation).</p> <p>I recognise a variety of routes into careers (college, apprenticeship, university).</p> <p>Speak Out, Stay Safe message- I know about some different types of abuse E.g. physical, verbal, online, neglect and peer-on-peer abuse.</p> <p>I know how to report abuse and about Childline. (NSPCC lessons).</p>
Year 6	<p>I can say what bullying is (including cyberbullying) and talk about the negative short term and long-term impact on mental wellbeing.</p> <p>I know 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).</p> <p>I know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; effects of sleep on the body- feelings concentration and behaviour. I can explain why lack of sleep affects the body physically.</p> <p>I know how medicines, when used responsibly, contribute to health; how allergies can be managed; vaccinations and their role in preventing diseases. I can talk about a few examples of vaccines and how they help.</p>	<p>Year 6</p> <p>I know about shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment. I can challenge family and friends if I notice that they are not taking care of the environment.</p> <p>I can say what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. I can challenge prejudices and discrimination.</p> <p>I recognise how text and images in the media and on social media can be manipulated or invented. I can discuss the implications of this.</p> <p>I can develop strategies to evaluate the reliability of sources and identify misinformation. I can think of some examples of trusted online sites.</p> <p>I know about the risks involved in gambling; different ways money can be lost through</p>

Formatted: Not Highlight

	<p>I can say some of the benefits of sun exposure and risks of overexposure; I know how to keep safe from sun damage/ heat stroke and reduce risk of skin cancer. I can consider how I can take more personal responsibility for staying safe in the sun.</p> <p>I know about the risks and effects of legal drugs (alcohol, smoking, vaping, medicines) and their impact on health; I recognise that drug use can become a habit which can be difficult to break. I know that there are people and things that can help with drug, smoking addiction.</p>	<p>gambling- related activities and their impact on health, well-being and future aspirations.</p> <p>I know how to identify ways in which money can impact on people's feelings and emotions, both positively and negatively.</p> <p>I can identify the kind of job they might want to do when they get older. Pupils learn about the skills that will help them in future careers (teamwork, communication, negotiation).</p> <p>I recognise a variety of routes into careers (college, apprenticeship, university).</p> <p>Speak Out, Stay Safe message- I know about some different types of abuse E.g. physical, verbal, online, neglect and peer-on-peer abuse and sexual abuse.</p> <p>I know how to report abuse and about Childline. (NSPCC lessons).</p>
--	--	--

Deepening Understanding	
<p>When learning during PSHE pupils will deepen their knowledge of:</p> <ul style="list-style-type: none"> • Making connections and links with Children's Rights.(Runs through all). • effective participation in discussions about things that are relevant and important to them. (runs through all) • asking questions and expressing opinions, whilst respecting the views of others.(runs through all). • Recognising various risks posed in their daily lives and ways to manage risks appropriately. • Developing and behaving with respect and tolerance within communities. 	

Formatted: Highlight

Formatted: Highlight

Year Group Learning Expectations
Physical Health
<p>Year R: learn about good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Learn about the effects of eating too much sugar.</p> <p>Year 1: learn <i>how</i> physical activity helps us to stay healthy and ways to be physically active each day. Learn about the importance of oral hygiene and visiting the dentist. Learn how needs change as you get older.</p> <p>Year 2: The importance of a healthy diet and sleep. Simple hygiene routines. People that help us to stay healthy.</p> <p>Year 3: Learn more about a balanced/ healthy lifestyle, with regular exercise and balanced diet.</p> <p>Year 4: Learn specific food groups that constitute a balanced diet and which exercises are more effective. Other self-care techniques- rest, hygiene.</p> <p>Year 5: How physical exercise positively affects your well- being. Hygiene and self- care including oral hygiene. Effects of diet and smoking on teeth. Learn about bacteria and viruses and the effect on health. Good hygiene practices to stop the spread.</p> <p>Year 6: Sun exposure- how it can benefit but also poses risks. Medicines and vaccinations and how they improve health. Illegal drugs- the risks and effects on health. The law regarding illegal drugs.</p>
Mental Health/emotional well- being
<p>Year R: learn about different emotions and how to talk about these. Learn about loneliness, how this affects them and how to seek help. Learn what makes them special.</p> <p>Year 1: Learn a wider range of emotions and learn about the scale of emotions. Learn about their own strengths and what makes them unique. Likes and dislikes.</p> <p>Year 2: Different things they can do to manage big feelings, help calm themselves or change their mood when they don't feel good. Learn how feelings can affect people's bodies and how they behave.</p> <p>Year 3: Use more variety of vocabulary to describe emotions. That mental health is as important as physical health and needs to be considered every day. Recognise strengths/weaknesses/skills.</p> <p>Year 4: Learn strategies and behaviours to manage and support mental health.</p> <p>Year 5: Pupils learn how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Learn to talk with others about their emotions.</p> <p>Year 6: Who to ask for help/advice about their mental health and well- being if they are worried. How sleep affects behaviour, concentration and mental and physical health</p>
Community
<p>Year R: Learn about rules and how these apply to their own lives. That information can be retrieved from computers.</p> <p>Year 1: How to look after their local environment. What rules are and why they are needed. Identify uses of the Internet in their daily lives.</p>

Year 2: How to look after local and wider environment. How different rules might be needed in different situations/ environments. Learn how to use the Internet safely. Not all information online is true.
Year 3: Learn about rules, laws and consequences. What community means and how we should value everyone's contribution to communities. Information online can target specific groups/people. Connected devices share information
Year 4: Diversity in the community and why this is important/ valuing diversity. Learn about human rights and rights of children. Learn about the link between rights and responsibility. Reliability of sources online and that social media can be positive or negative.
Year 5: About compassion and shared responsibility for caring for others. Challenging stereotypes within communities and the workplace. Learn about image distribution laws and what is appropriate to share online.
Year 6: Shared responsibilities for local and global environment, Ways to respond to prejudice and discrimination. How text and images can be manipulated on social media and online, How to evaluate reliability of sources and identify misinformation.
Careers/financial
Year R: Learn what money is. Understand that different people have different jobs in the community.
Year 1: Identify different forms that money can come in and how to look after it. Identify different roles and jobs in the community.
Year 2: Different sources of money and how people can save or spend money and why they do this. Identify different roles and responsibilities within the community. Understand why someone might choose a particular job.
Year 3: Different ways to pay for things. People have different attitudes towards spending and saving. There are a broad range of jobs/careers and that people can have more than one job/career in their lifetime.
Year 4: People's spending habits can affect other people and the environment (Fairtrade/single-use plastics). Stereotypes in the workplace and how this can sometimes influence people's aspirations.
Year 5: Ways to keep track of money. That having money can carry risk (Lost, stolen, gambling). What influences people's career choices.
Year 6: Gambling- risks and consequences, Impact of money on emotions. Identify possible future career choices and consider the skills needed and routes to get there.
Staying safe
Year R: Children learn how to stay safe in their day- to-day life at school e.g. using scissors safely, not running in the classroom etc
Year 1: Staying safe in the sun
Year 2: Children learn how medicines keep us safe and how to stay safe online- talking to strangers through computer games.
Year 3: First Aid- bites and stings. Internet safety- strangers online and not sharing personal information. Who to talk to about concerns online. Speak out Stay safe message- NSPCC
Year 4: First Aid- asthma. Online safety- cyberbullying. Speak out Stay safe message- NSPCC
Year 5: First Aid- bleeding. Internet safety- social media. Speak out Stay safe message- NSPCC
Year 6: First Aid- choking and recovery position. Internet safety- online relationships. Speak out Stay safe message- NSPCC
Vocabulary
Year R: feelings, happy, sad, angry, upset, lonely, help, exercise, sleep, healthy safe, risk, jobs, names of various common jobs, money, internet, dentist.
Year 1: emotions, healthy, hygiene, strengths, special, unique, medicines, vaccinations, diet, mood, relaxation, rules, roles, internet, jobs, names of jobs, money.
Year 2: active, healthy, relaxation, hygiene, community, information, safety, personal information,

Formatted Table

spending, saving.

Year 3: mental health, physical activity, hobbies, balanced diet, lifestyle, benefits, physical health well-being, emergency, emergency services, personal identity, culture, ethnicity, faith, self-worth, consequences, community, social media, reliable source, choices, achievements, career.

Year 4: well-being, mental health, physical health, emotions, frustration, pride, embarrassment, anxiety, self-care, balanced diet, nutrition, tooth decay, hazards, stereotypes, aspirations, Fair Trade, single-use plastics, environment, diversity, rights and responsibilities, human rights.

Year 5: appropriate behaviour, proportionate, community participation, oral hygiene, bacteria, viruses, infection, diseases, hygiene routines, first aid, injuries, scalds, burns, grazes, dressings, plasters, compassion, shared responsibilities, stereotypes, attitudes, image distribution, careers, voluntary

Year 6: cyber-bullying, negative impact, triggers, support, vaccinations, sun exposure, overexposure, heat stroke, legal, illegal, drugs, substances, discriminate, prejudice, manipulated, reliability, misinformation, gambling, negotiation, communication, apprenticeships, college, university.

Greater depth

Year 1

- understands the importance of maintaining good personal hygiene, and that they have a responsibility for his/her own health and that of others.
- can confidently tell adults and his peers how they are feeling, and has a number of strategies for managing his feelings.

Year 2

- can confidently tell adults and his peers how they are feeling, and has a number of strategies for managing his feelings.
- can identify the people who they feel safe with and is comfortable to go to them with his worries and problems.
- recognises what constitutes a healthy lifestyle including the benefits of exercise, rest and healthy eating.

Year 3

- makes informed choices about his health and understands the concept of 'a healthy, balanced lifestyle'.
- has a wide vocabulary to enable him/her to discuss his feelings with others.
- is beginning to recognise that his increasing independence brings increased responsibility to keep themselves and others safe.

Year 4

- can identify what positively and negatively affects his physical, mental and emotional health.
- is confidently able to keep himself physically and emotionally safe including road safety, safety in the environment and safety online.
- is able to protect personal information, including passwords, addresses and images of themselves. She/he knows how to report any worries or concerns relating to online safety.

Year 5

- can identify what positively and negatively affects his physical, mental and emotional health, and makes informed choices that impact directly on his state of mind.

- knows a range of children's and human rights and understands about compassion. Is compassionate towards peers and also groups of people that they may not know.

- confidently recognises, predicts and assesses risks in different situations and can decide how to manage them responsibly.

Year 6

-has a range of strategies for keeping himself emotionally and physically safe in school, at home and in the wider world.

-

-has an understanding of legal, restricted and illegal drugs and substances, and how these could damage his immediate and future health.