

Nurture and Challenge

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

<p>PSHE Year R</p>	<p>The following early years goals are prerequisite skills for PSHE in KS1.</p> <p>Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Personal, Social and Emotional Development (Self-Confidence and Self-Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Physical Development (Health and Self-Care) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Understanding the World (People and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>					
<p>PSHE</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

<p>Health and wellbeing</p>	<p>Being healthy; hygiene; medicines; people who help us with health</p> <ul style="list-style-type: none"> • What helps us stay healthy? <p>Keeping safe; people who help us</p> <ul style="list-style-type: none"> • Who helps to keep us safe? 	<p>Keeping safe; recognising risk; rules</p> <ul style="list-style-type: none"> • What helps us to stay safe? <p>Being healthy: eating, drinking, playing and sleeping</p> <ul style="list-style-type: none"> • What helps us grow and stay healthy? <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <ul style="list-style-type: none"> • How do we recognise our feelings? 	<p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <ul style="list-style-type: none"> • What keeps us safe? <p>Being healthy: eating well, dental care</p> <ul style="list-style-type: none"> • Why should we eat well and look after our teeth? <p>Being healthy: keeping active, taking rest</p> <ul style="list-style-type: none"> • Why should we keep active and sleep well? 	<p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <ul style="list-style-type: none"> • What strengths, skills and interests do we have? <p>Feelings and emotions; expression of feelings; behaviour</p> <ul style="list-style-type: none"> • How can we manage our feelings? <p>Growing and changing; puberty</p> <ul style="list-style-type: none"> • How will we grow and change? <p>Keeping safe; out and about; recognising and managing risk</p> <ul style="list-style-type: none"> • How can we manage risk in different places? 	<p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <ul style="list-style-type: none"> • What makes up a person's identity? <p>Basic first aid, accidents, dealing with emergencies</p> <ul style="list-style-type: none"> • How can we help in an accident or emergency? <p>Drugs, alcohol and tobacco; healthy habits</p> <ul style="list-style-type: none"> • How can drugs common to everyday life affect health? 	<p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <ul style="list-style-type: none"> • How can we keep healthy as we grow?
<p>Relationships</p>	<p>Ourselves and others; similarities and differences; individuality; our bodies</p>	<p>Friendship; feeling lonely; managing arguments</p> <ul style="list-style-type: none"> • What makes a good friend? 	<p>Friendship; making positive friendships, managing</p>	<p>Respect for self and others; courteous behaviour; safety; human rights</p>	<p>Friendships; relationships; becoming independent; online safety</p>	<p>Different relationships, changing and growing, adulthood,</p>

	<ul style="list-style-type: none"> • What is the same and different about us? Ourselves and others; peoples who care for us; groups we belong to; families • Who is special to us? 	Behaviour; bullying; words and actions; respect for others <ul style="list-style-type: none"> • What is bullying? 	loneliness, dealing with arguments <ul style="list-style-type: none"> • How can we be a good friend? Families; family life; caring for each other • What are families like? 	<ul style="list-style-type: none"> • How do we treat each other with respect? 	<ul style="list-style-type: none"> • How can friends communicate safely? 	independence, moving to secondary school <ul style="list-style-type: none"> • What will change as we become more independent? • How do friendships change as we grow?
Living in the wider world	Money; making choices; needs and wants <ul style="list-style-type: none"> • What can we do with money? Ourselves and others; the world around us; caring for others; growing and changing • How can we look after each other and the world? 	People and jobs; money; role of the internet <ul style="list-style-type: none"> • What jobs do people do? 	Community; belonging to groups; similarities and differences; respect for others <ul style="list-style-type: none"> • What makes a community? 	Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions <ul style="list-style-type: none"> • How can our choices make a difference to others and the environment? 	Money; making decisions; spending and saving <ul style="list-style-type: none"> • What decisions can people make with money? Careers; aspirations; role models; the future • What jobs would we like? 	Media literacy and digital resilience; influences and decision-making; online safety <ul style="list-style-type: none"> • How can the media influence people?

Characteristics for Effective Learning

Analysing and Evaluating	Making Connections	Asking Questions	Constructing Arguments
Thinking Critically	Collaborating with Others	Showing Empathy	Reflecting