

## Personal, Social, Health and Economic Education

PSHE remains a non-statutory part of the curriculum 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, including online.
- Pupils learn about communities and how to contribute towards community. This includes learning about British Values (Rule of law, democracy, liberty, tolerance and respect).
- Pupil learn about careers and jobs and begin to learn about the economy and making financial decisions.

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.</p> <p>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>
Year 1/2	Health and Well-being	Living in the Wider World

<b>Yr A</b>		
	<p>Pupils learn that there is a normal range of emotions and how to talk about their emotions. Pupils learn how physical activity helps us to stay healthy. Pupils learn about good oral hygiene and dental care. Pupils learn and talk about their likes/dislikes and things that make the special/unique. Pupils begin to recognise some of their strengths. Pupils learn that medicines and vaccinations keep us healthy. Pupils learn how to stay safe in the Sun.</p>	<p>Pupils learn what rules are and why they are needed. 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. Pupils recognise the different groups they belong to and know the different roles and responsibilities of people in their community. Pupils learn that the internet can be used safely to find things out and communicate with others. Pupils identify uses of internet in their daily life. Pupils learn what money is and the forms it comes in. Pupils learn that people may need to save up to buy something. Pupils learn the difference between needs and wants. Pupils learn that money needs to be looked after. Pupils learn that people get jobs to earn money. Pupils identify the different jobs that people they know do and those in their community do. Pupils learn why someone may choose a job (interests or skills needed).</p>

<b>Year 1/2 Yr B</b>	<b>Health and Well-being</b>	<b>Living in the Wider World</b>
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	<p>Pupils learn about how physical activity helps us to stay healthy and ways to be physically active each day. Pupils recognise the importance of a healthy diet and begin to identify what a healthy meal consists of. Pupils learn about why sleep is important and different ways to relax and rest. Pupils learn how to manage big feelings and how this can alter their mood. Pupils learn about simple hygiene routines that can stop germs from spreading. 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 why different rules are needed for different situations. Pupils learn how they can help look after their local and wider environment. Pupils recognise the different responsibilities people in their community have. 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. 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. Pupils learn that sometimes people do not get what they want and the possible reasons for this.</p>
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<b>Year 3/4 Yr A</b>	<b>Health and well- being</b>	<b>Living in the wider world</b>
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	<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</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</p>
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	<p>to express feelings in different ways. Pupils learn about elements of a balanced, healthy lifestyle. Pupils learn 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. Pupils learn how to respond in an emergency situation; situations that require the emergency services; how to contact them and what to say. Pupils learn about personal identity; what contributes to who we are (ethnicity, family, faith, culture, hobbies, likes/dislikes). Pupils recognise personal strengths; skills; achievements. How these contribute to self-worth.</p>	<p>make to the community. 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. 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. Pupils recognise positive things about themselves and their achievements; set goals to help them achieve personal outcomes. 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>
<b>Year 3/4 Yr B</b>	<b>Health and well-being</b>	<b>Living in the wider world</b>
	<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. 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. 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. 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 learn to recognise that there are human rights; that they are there to protect everyone. Pupils learn about the relationship between rights and responsibilities. Pupils learn about diversity; what it means; the benefits of diversity in communities; valuing diversity. Pupils learn how information on the internet is ranked, selected and targeted at specific groups and individuals; that connected devices can share information. 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. Pupils learn about stereotypes in the workplace and that people's aspirations should not be influenced/limited by them.</p>
<b>Year 5/6 Yr A</b>	<b>Health and well-being</b>	<b>Living in the wider world</b>
	<p>Pupils learn that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils learn how to recognise and talk about their emotions, including having a varied vocabulary of</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. Pupils learn about stereotypes; how</p>

	<p>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. Pupils learn about the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Pupils learn self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Pupils learn more about maintaining good oral hygiene; visits to the dentist; impact of lifestyle choices on dental care (too much sugar, smoking). Pupils learn that bacteria and viruses can affect health; everyday hygiene routines can limit the spread of infection; wider importance of personal hygiene. Pupils learn basic first aid and dealing with common injuries.</p>	<p>they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. When online, pupils recognise things that are appropriate to share and things that are not; rules surrounding distribution of images. 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. 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 career choice; some work is voluntary and unpaid.</p>
<b>Year 5/6 Yr B</b>	<b>Health and well- being</b>	<b>Living in the wider world</b>
	<p>Pupils learn that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 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). 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. Pupils learn how medicines, when used responsibly, contribute to health; how allergies can be managed; vaccinations and their role in preventing diseases. 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. 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 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). Pupils learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. 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. Pupil 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. 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). Pupils recognise a variety of routes into careers (college, apprenticeship, university).</p>
<b>Deepening Understanding</b>		

When learning during PSHE pupils will deepen their knowledge of:

- Children's Rights and how some aspects of PSHE links to these.
- effective participation in discussions about things that are relevant and important to them.
- asking questions and expressing opinions, whilst respecting the views of others.
- Various risks posed in their daily lives and ways to manage risks appropriately.
- Respect and tolerance within communities.

### **Year Group Learning Expectations**

#### **Physical Health**

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.

Year 1: learn *how* 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.

Year 2: The importance of a healthy diet and sleep. Simple hygiene routines. People that help us to stay healthy.

Year 3: Learn more about a balanced/ healthy lifestyle, with regular exercise and balanced diet.

Year 4: Learn specific food groups that constitute a balanced diet and which exercises are more effective. Other self-care techniques- rest, hygiene.

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.

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.

#### **Mental Health/emotional well- being**

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.

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.

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.

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.

Year 4: Learn strategies and behaviours to manage and support mental health.

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.

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

### **Community**

Year R: Learn about rules and how these apply to their own lives. That information can be retrieved from computers.

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.

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.

## 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, 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.