

# Personal, Social, Health and Citizenship Education (PSHCE)




**Includes the British values of:** Democracy, Individual Liberty, Mutual respect, Tolerance of different faiths and belief.

**Unicef articles:** 2 – Non-discrimination, 13 – Freedom of expression, 14 – Freedom of thought, 15 – Freedom of association, 16 – The right to privacy, 19 – The goals of education, 28 – Right to an education, 29 – Protection from violence, abuse and neglect, 31 – Leisure, play and culture.

|                | Autumn  | Spring | Summer |
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| <b>Nursery</b> | <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Play in a group, extending and elaborating play ideas</li> <li>• Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li> </ul> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources with help</li> <li>• Enjoy the responsibility of carrying out small tasks</li> <li>• Develop confidence in new social situations</li> <li>• Confident to talk to other children when playing and communicate freely about own home and community</li> <li>• Show confidence in asking adults for help</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, know that some actions and words can hurt others' feelings</li> <li>• Begin to accept the needs of others, takes turns and share resources, sometimes with support from others</li> <li>• Tolerate delays when needs are not immediately met, and understands wishes may not always be met</li> <li>• Adapt behaviour to different events, social situations and changes in routine.</li> </ul> |        |        |

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| <b>Reception</b> | <p><b>Making relationships:</b></p> <ul style="list-style-type: none"> <li>• Play co-operatively, taking turns with others</li> <li>• Take account of one another's ideas about how to organise their activity</li> <li>• Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li> </ul> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to try new activities, and say why they like some activities more than others</li> <li>• Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need</li> <li>• Say when they do or don't need help</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Talk about how they and others show feelings,</li> <li>• Talk about their own and others' behaviour and its consequences, and</li> <li>• Know that some behaviour is unacceptable</li> <li>• Work as part of a group or class and understand and follow the rules</li> <li>• They adjust their behaviour to different situations and take changes of routine in their stride</li> </ul> |  |  |
| <b>Year 1</b>    | <p><b>Citizenship (taking part and belonging)</b></p> <ul style="list-style-type: none"> <li>• Know school rules and routines</li> <li>• Know who to speak to if worried</li> <li>• Know the basic things that people can do to improve/harm the local community and environment</li> </ul> <p><b>Social &amp; emotional</b></p> <ul style="list-style-type: none"> <li>• Name some feelings</li> <li>• Understand others may be different from them</li> </ul>  | <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Know the dangers of vehicles</li> <li>• Know not to travel with strangers</li> <li>• Know the rules of crossing the road</li> <li>• Know how to be safe in the environment (rail, water and fire safety)</li> <li>• Know special people who help in the community (police etc) dialling 999</li> </ul> | <p><b>Drugs, Alcohol and Tobacco (medicines – what goes in my body)</b></p> <ul style="list-style-type: none"> <li>• Understand what is safe to put in the body – that medicines are drugs, but not all drugs are medicines</li> <li>• Understand that all substances can be harmful if not used properly (household products, medicines)</li> <li>• Know that choices can have good/not so good consequences</li> </ul> |

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| <p style="text-align: center;"><b>Year 1</b></p> | <ul style="list-style-type: none"> <li>• Know the skills to make and maintain friendships</li> <li>• Share opinions</li> </ul> <p><b>Relationships and Sex education</b></p> <ul style="list-style-type: none"> <li>• Know basic hygiene principles</li> <li>• Know how to keep clean and look after oneself</li> <li>• Understand growing and changing <ul style="list-style-type: none"> <li>○ Babies become children and then adults</li> <li>○ Differences between boy and girl babies</li> </ul> </li> <li>• Identify different types of families and who to ask for help</li> </ul> | <p><b>Social &amp; emotional</b></p> <ul style="list-style-type: none"> <li>• Recognise emotions, gifts and talents</li> <li>• Talk about changes in feelings</li> <li>• Identify feelings associated with loss (losing toy, friend etc.)</li> <li>• Know the qualities that make a good friend</li> <li>• Identify what is fair/unfair, kind/unkind, right/wrong</li> <li>• Know how to make choices (to improve their physical &amp; emotional health)</li> </ul> | <p><b>Economic Well-Being and Financial Capability (learning about money)</b></p> <ul style="list-style-type: none"> <li>• Recognise British currency and understand its value</li> <li>• Understand the difference between needs and wants (RRSA)</li> <li>• Make basic choices about spending</li> </ul>    |
| <p style="text-align: center;"><b>Year 2</b></p> | <p><b>Drugs Education</b></p> <ul style="list-style-type: none"> <li>• Explore substances and situations that are safe or unsafe</li> <li>• Know what is safe or unsafe</li> <li>• Know when something is too risky</li> <li>• Be able to identify some hazardous substances</li> <li>• Know that some things we put into our bodies can harm us</li> </ul>   | <p><b>Healthy Lifestyles (balanced diet &amp; exercise)</b></p> <ul style="list-style-type: none"> <li>• Understand we eat different foods at different times of the day</li> <li>• Understand the importance of eating food from the five different food groups</li> <li>• Understand how exercise helps to keep us healthy</li> <li>• Know about hygiene and keeping clean (hand washing,</li> </ul>  | <p><b>Relationships and Sex</b></p> <ul style="list-style-type: none"> <li>• Discuss male and female gender stereotypes</li> <li>• Know the differences between males and females</li> <li>• Understand the male and female life cycle <ul style="list-style-type: none"> <li>○ Animal life cycles</li> <li>○ Making a new life needs a male and a female</li> </ul> </li> <li>• Know the male and female body parts (sexual differences)</li> </ul> |

**Year 2**

- Know some rules about keeping safe
- Consider safety rules for at home and at school
- Be able to follow safety instructions and rules at home and at school

**Social & emotional**

- Identify groups they belong to (family networks)
- Understand relationships
- Understand own feelings and how to manage them
  - Including feeling unhappy and uncomfortable
- Know who to report experiences that are not comfortable or happy at school and at home
- Identify ethnic, cultural, national, faith, height, skin tone, likes
- Recognise and celebrate strengths
- Set simple but challenging goals
- Know what is meant by privacy
- Understand bullying

coughs & colds, passing germs, dental health)

**Citizenship (rights and responsibilities)**

- Understand that everyone has rights and responsibilities e.g. in community, home, school
- Being a member of community
- Understand the difference between needs and wants (RRSA)
- Know how to be a responsible member of the class
- Understand that people have different values/customs
- Know what can improve/harm the community

- scientific words)
- Can explain what things an adult can do that a baby cannot

**Economic Well-Being and Financial Capability (keeping money safe)**

- Understand where money comes from
- Understand how to keep money safe
- Know that money can be used for different purposes e.g. spending and saving



## Year 3

### Social & Emotional

- Recognise feelings in others
- Respond appropriately to a wide range of feelings in others
- Know who their friends are, why and how to keep them
- Know how to act supportively towards victims of bullying
- Listen to emotions
- Know to Keep personal information safe
- Learn how to resist pressure from others
- Know how to make informed choices

### Economic Well-Being and Financial Capability (let's go shopping)

- Understand you can pay for goods in a range of ways
- Know to keep simple financial records
- Recognise influences on choices on spending and saving
- Understand value for money



### Citizenship (diversity and society)

- Understand that a diverse range of people make up and contribute to our community
- Understand the importance of respecting equality
- Know what can improve and harm the community
- Realise the consequences of anti-social and aggressive behaviour (bullying, discrimination on individuals, communities)



### Healthy Lifestyles & Drugs, Alcohol and Tobacco (knowledge of substances)

- Can explain bacteria, viruses affect health and how illnesses are passed on
- Healthy eating – choices about food
- Balanced lifestyle – what positively & negatively affects physical, mental and emotional health

### Safety (including road safety)

- Understand risk, danger and hazard
- How to assist risks in different situations
- Strategies to avoid peer pressure so they don't run risk
- Who to ask for help (playground buddies)
- Dangers of weather on the road
- How distractions impact pedestrians and drivers
- Rules of safety including bicycles



### Relationships & Sex

- Know the differences between males and females (body parts – using scientific vocabulary)
- Identify the similarities between males and females
- Consider touch, to know that a person has the right to say what they like/dislike, is acceptable/unacceptable
- Understand personal space
- Identify ways of dealing with unwanted touch
- Identify different types of families
- Identify who to go to for help/support



**Year 4**

**Social & Emotional**

- Understand different types of relationships
  - Friendships, professional relationships, neighbours, family, marriage, adoption, fostering, civil partnerships
- Know the difference between secrets and surprises (link to Child Protection routines for school)
- Understand stereotypes
- Know how to protect themselves from cyber bullying
- Know how to resist pressure – what influences choice
- Make informed choices
- Understand good and not so good feelings
- Extend vocabulary on explaining emotions and feelings

**Economic Well-Being & Financial Capability (work and money)**

- Know there are a range of jobs, paid/unpaid
- Describe different jobs they may do to earn money

**Citizenship (the environment)**

- Understand the importance of respecting and protecting the environment
  - Know a range of factors that improve/harm the environments
  - Aware of institutions that support the environment
  - Aware of local and global concerns
  - Research, discuss and debate issues related to environment
  - Research and discuss recommendations for improving environment

**Relationships and Sex**

- Explore the human life cycle
- Describe body changes when a child grows up
- Identify basic facts about puberty
- Discuss male and female body parts (using scientific vocabulary)
- Know the changes to the body during puberty
- Explore how puberty is linked to reproduction
- Know about physical and

**Healthy Lifestyles (food and nutrition from around the world)**

- Understand that diets are different for different people
- Understand that being active is important for life long health, alongside a balanced diet
- Make their own choices about food







**Health & Wellbeing**

- Understand the need to manage risks anywhere
- Know when it is appropriate to seek emergency help
- Know basic actions to take in an emergency (know how to ask for emergency help, know how to undertake basic first aid)
- Know how to cycle safety

**Drugs, Alcohol and Tobacco (attitude to substances)**

- Understand the term 'habit'
- Explain why habits can be hard to change (self-control)

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| <p>Year 4</p> | <ul style="list-style-type: none"> <li>• Understand some jobs pay more than others</li> <li>• Know about savings accounts</li> <li>• Know there are people who can help you manage money</li> <li>• Know if you don't have enough money you can borrow, but there are consequences</li> <li>• Know what charities are for and how they can help others</li> </ul>                                        | <p>emotional changes that happen in puberty</p> <ul style="list-style-type: none"> <li>• Know that children change into adults so they are able to reproduce</li> </ul>  |   |
| <p>Year 5</p> | <p><b>Social &amp; emotional</b></p> <ul style="list-style-type: none"> <li>• Deepen understanding of good/not so good feelings</li> <li>• Be clear about the difference between confidential and secret</li> <li>• Give praise and constructive feedback to others</li> <li>• Understand confidently and appropriately challenge when there is a difference in opinion</li> <li>• Be aware of the nature and consequences of discrimination, teasing, bullying and aggression</li> </ul> | <p><b>Economic Well-Being &amp; Financial Capability (let's make money)</b></p> <ul style="list-style-type: none"> <li>• Know a range of ways to pay for things</li> <li>• Plan and manage a budget over time</li> <li>• Know people who sell things are trying to make a profit</li> <li>• Recognise advertisement</li> <li>• Understand value for money</li> <li>• Know of financial risks (internet)</li> <li>• Calculate profit and loss</li> </ul>  <p><b>Relationships and Sex</b></p> <ul style="list-style-type: none"> <li>• explore emotional and physical</li> </ul> | <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• Discuss and debate topical issues concerning health and wellbeing</li> <li>• Fake news</li> <li>• Different types of media</li> <li>• Effects of social media</li> <li>• See and respect alternative views and opinions</li> </ul>  <p><b>Drugs, Alcohol and Tobacco (knowledge of substances and skills in drug related situations)</b></p> <ul style="list-style-type: none"> <li>• Know the definition of drugs and</li> </ul> |

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| <p style="text-align: center;"><b>Year 5</b></p> | <p><b>Digital resilience</b></p> <ul style="list-style-type: none"> <li>• Know what advertising is</li> <li>• Be aware of role of media and portrayal of images (impact on mental health)</li> <li>• Name feelings</li> <li>• Understand positive body image</li> <li>• Understand responsible use of mobile phones (gaming)</li> <li>• Know safe user habits (time limits, use of passcodes, turning it off at night etc)</li> <li>• Know how to keep safe online</li> </ul> | <p>changes occurring in puberty</p> <ul style="list-style-type: none"> <li>• ask questions about puberty with confidence</li> <li>• understand how puberty affects the reproductive organs</li> <li>• describe how to manage physical and emotional changes</li> <li>• explore impact of puberty on the body and importance of hygiene</li> <li>• explore ways of getting support during puberty</li> </ul>   | <p>describe some of the things drugs do</p> <ul style="list-style-type: none"> <li>• Understand some of the effects and dangers of alcohol</li> <li>• Understand that caffeine is a legal drug that has to be managed sensibly</li> <li>• Know the dangers of smoking and have skills to resist temptation to smoke</li> <li>• Know dangers of cannabis and understand it is an illegal drug</li> </ul>  |
| <p style="text-align: center;"><b>Year 6</b></p> | <p><b>Social &amp; emotional</b></p> <ul style="list-style-type: none"> <li>• Recognise their strengths</li> <li>• Be aware of areas they need support with</li> <li>• Know how to ask for support</li> <li>• Celebrate achievements – self worth</li> <li>• Learn strategies to strive in the future</li> <li>• Resolve conflict</li> <li>• Recognise &amp; manage “dares”</li> <li>• Know how to respond to people they will meet in the future</li> </ul>                  | <p><b>Economic Well-Being &amp; Financial Capability (money in my future)</b></p> <ul style="list-style-type: none"> <li>• Understand that finance plays an important role in people’s lives</li> <li>• Recognise links between learning, the world of work and future economic well being</li> <li>• Know that qualifications lead to better paid jobs</li> </ul> <p><b>Citizenship (democracy and government)</b></p> <ul style="list-style-type: none"> <li>• Have basic knowledge of UK democratic system of government and how individuals</li> </ul> | <p><b>Relationships and Sex</b></p> <ul style="list-style-type: none"> <li>• Describe how and why the body changes during puberty in preparation for reproduction</li> <li>• Talk about puberty and reproduction with confidence</li> <li>• Consider physical and emotional behaviour in relationships</li> <li>• Discuss different types of adult relationships</li> <li>• Know that civil partnerships &amp; marriage are examples of public demonstration of commitment (legal age)</li> <li>• Know that no one should marry if they do not want to (forced,</li> </ul> |



**Year 6**

**Healthy Lifestyles**

- Understand the effect of food and physical activity can have on health
- Understand the importance in looking after emotional wellbeing and mental health
- Practise simple relaxation techniques
- Understand resistance – from pressures to act in unsafe/unhealthy ways
- Identify the effect of fats, sugars and other food types on the body
- Understand responsible use of mobile phones, safe user habits
- Know how to manage requests for images, what is/is not appropriate to share, who to talk to if request makes them feel uncomfortable
- Make informed choices

and communities contribute to this

- Know about local and national elections
- Be aware that there are different rules in different countries
- Research and present information on rules and systems of government

arranged marriages)

- Know what form of touching is appropriate
- Explore the process of conception and pregnancy
  - Describe the decisions that have to be made before having a baby
  - Know basic facts about pregnancy and conception



- Explore positive and negative ways of communicating in a relationship
- Consider when it is appropriate to share private/personal information in a relationship
- Know how and where to get support if an online relationship goes wrong