



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









**Includes the British values of:** Democracy, Individual Liberty, Mutual respect, Tolerance of different faiths and belief; and the **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
Nursery	<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>		
Reception	<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> </ul>		


	<ul style="list-style-type: none"> <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>		
Year 1	<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>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>• Name some feelings</li> <li>• Recognise emotions, gifts and talents</li> <li>• Understand others may be different from them</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>• Know the skills to make and maintain friendships</li> <li>• Share opinions</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>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</li> </ul>	<p><b>Drugs (medicines – what goes in my body)</b></p> <ul style="list-style-type: none"> <li>• Identify how to stay healthy and look after our bodies</li> <li>• Explore when and how to take medicines safely <ul style="list-style-type: none"> <li>○ Know how medicines get into our bodies</li> <li>○ Know why people use medicines</li> <li>○ Know that medicines are drugs but not all drugs are medicines</li> <li>○ Understand that some people need to take medicines all the time to stay healthy</li> </ul> </li> <li>• Identify who should be able to give us medicine <ul style="list-style-type: none"> <li>○ Know when we should take medicines and who should give them to us.</li> <li>○ Know the rules about medicines</li> </ul> </li> <li>• Understand that all substances can be harmful if not used properly (household products, medicines)</li> </ul>


<p style="text-align: center;">Year 2</p>		<p>environment (rail, water and fire safety)</p> <ul style="list-style-type: none"> <li>• Know special people who help in the community (police etc) dialling 999</li> </ul> 	<ul style="list-style-type: none"> <li>• Know that choices can have good/not so good consequences</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><b>Citizenship (rights and responsibilities)</b></p> <ul style="list-style-type: none"> <li>• Understand that everyone has rights and responsibilities e.g. in community, home, school</li> <li>• Being a member of community</li> <li>• Understand the difference between needs and wants (RRSA)</li> <li>• Know how to be a responsible member of the class</li> <li>• Understand that people have different values/customs</li> <li>• Know what can improve/harm the community</li> </ul> <p><b>Social &amp; emotional</b></p> <ul style="list-style-type: none"> <li>• Identify groups they belong to</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, coughs &amp; colds, passing germs, dental health)</li> <li>• Can explain what things an adult can do that a baby cannot</li> </ul>	<p><b>Relationships and Sex Education</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 – scientific words)</li> </ul> <p><b>Economic Well-Being and Financial Capability (keeping money safe)</b></p> <ul style="list-style-type: none"> <li>• Understand where money comes</li> </ul>

	<p>(family networks)</p> <ul style="list-style-type: none"> <li>• Understand relationships</li> <li>• Understand own feelings and how to manage them <ul style="list-style-type: none"> <li>○ Including feeling unhappy and uncomfortable</li> </ul> </li> <li>• Know who to report experiences that are not comfortable or happy at school and at home</li> <li>• Identify ethnic, cultural, national, faith, height, skin tone, likes</li> <li>• Recognise and celebrate strengths</li> <li>• Set simple but challenging goals</li> <li>• Know what is meant by privacy</li> <li>• Understand bullying</li> </ul>	<p><b>Drugs (hazardous and non-hazardous substances)</b></p> <ul style="list-style-type: none"> <li>• Explore substances and situations that are safe or unsafe <ul style="list-style-type: none"> <li>○ Know when something is too risky</li> </ul> </li> <li>• Identify some hazardous substances <ul style="list-style-type: none"> <li>○ Know that some things we put into our bodies can harm us</li> <li>○ Know some rules about keeping safe</li> </ul> </li> <li>• Consider safety rules for at home and at school <ul style="list-style-type: none"> <li>○ Understand how to follow safety instructions and rules at home and at school</li> </ul> </li> </ul>	<p>from</p> <ul style="list-style-type: none"> <li>• Understand how to keep money safe</li> <li>• Know that money can be used for different purposes e.g. spending and saving</li> </ul> 
<p>Year 3</p>	<p><b>Social &amp; Emotional</b></p> <ul style="list-style-type: none"> <li>• Recognise feelings in others</li> <li>• Respond appropriately to a wide range of feelings in others</li> <li>• Know who their friends are, why and how to keep them</li> <li>• Know how to act supportively towards victims of bullying</li> <li>• Listen to emotions</li> <li>• Know to Keep personal information safe</li> <li>• Learn how to resist pressure from others</li> <li>• Know how to make informed choices</li> </ul>	<p><b>Safety (including road safety)</b></p> <ul style="list-style-type: none"> <li>• Understand risk, danger and hazard</li> <li>• How to assist risks in different situations</li> <li>• Strategies to avoid peer pressure so they don't run risk</li> <li>• Who to ask for help (playground buddies)</li> <li>• Dangers of weather on the road</li> <li>• How distractions impact pedestrians and drivers</li> <li>• Rules of safety including bicycles</li> </ul> 	<p><b>Healthy Lifestyles &amp; Drugs and Tobacco</b></p> <ul style="list-style-type: none"> <li>• Can explain bacteria, viruses affect health and how illnesses are passed on</li> <li>• Healthy eating – choices about food</li> <li>• Balanced lifestyle – what positively &amp; negatively affects physical, mental and emotional health</li> <li>• Know about smoking and its effects <ul style="list-style-type: none"> <li>○ know how smoking affects people</li> <li>○ Consider why people smoke</li> </ul> </li> <li>• Understand the impact of smoking and passive smoking</li> </ul>


	<p><b>Economic Well-Being and Financial Capability (let's go shopping)</b></p> <ul style="list-style-type: none"> <li>• Understand you can pay for goods in a range of ways</li> <li>• Know to keep simple financial records</li> <li>• Recognise influences on choices on spending and saving</li> <li>• Understand value for money</li> </ul> 	<p><b>Relationships &amp; Sex Education</b></p> <ul style="list-style-type: none"> <li>• Know the differences between males and females (body parts – using scientific vocabulary)</li> <li>• Identify the similarities between males and females</li> <li>• Consider touch, to know that a person has the right to say what they like/dislike, is acceptable/unacceptable</li> <li>• Understand personal space</li> <li>• Identify ways of dealing with unwanted touch</li> <li>• Identify different types of families</li> <li>• Identify who to go to for help/support</li> </ul> 	<p><b>Citizenship (diversity and society)</b></p> <ul style="list-style-type: none"> <li>• Understand that a diverse range of people make up and contribute to our community</li> <li>• Understand the importance of respecting equality</li> <li>• Know what can improve and harm the community</li> <li>• Realise the consequences of anti-social and aggressive behaviour (bullying, discrimination on individuals, communities)</li> </ul> 
<p>Year 4</p>	<p><b>Social &amp; Emotional</b></p> <ul style="list-style-type: none"> <li>• Understand different types of relationships <ul style="list-style-type: none"> <li>◦ Friendships, professional relationships, neighbours, family, marriage, adoption, fostering, civil partnerships</li> </ul> </li> <li>• Know the difference between secrets and surprises (link to CP routines for school)</li> <li>• Understand stereotypes</li> <li>• Know how to protect themselves from cyber bullying</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Understand the need to manage risks anywhere</li> <li>• Know when is appropriate to seek emergency help</li> <li>• Know basic actions to take in an emergency (know how to ask for emergency help, know how to undertake basic first aid)</li> <li>• Know cycle safety</li> </ul>	<p><b>Healthy Lifestyles (food and nutrition from around the world)</b></p> <ul style="list-style-type: none"> <li>• Understand that diets are different for different people</li> <li>• Understand that being active is important for life long health alongside a balanced diet</li> <li>• Make their own choices about food</li> </ul> 

	<ul style="list-style-type: none"> <li>• Know how to resist pressure – what influences choice</li> <li>• Make informed choices</li> <li>• Understand good and not so good feelings</li> <li>• Extend vocabulary on explaining emotions and feelings</li> </ul> <p><b>Economic Well-Being &amp; Financial Capability (work and money)</b></p> <ul style="list-style-type: none"> <li>• Know there are a range of jobs, paid/unpaid</li> <li>• Describe different jobs they may do to earn money</li> <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 causes consequences</li> <li>• Know what charities are for and how they can help others</li> </ul>	<p><b>Drugs, Alcohol and Tobacco (attitude to substances)</b></p> <ul style="list-style-type: none"> <li>• Understand the term 'habit'</li> <li>• Explain why habits can be hard to change (self-control)</li> <li>• Understand the effect alcohol has on the body <ul style="list-style-type: none"> <li>○ Know what alcohol is and how it affects the body</li> <li>○ Understand that everyone will be affected differently by alcohol</li> </ul> </li> <li>• Understand the risks related to drinking alcohol</li> <li>• Consider how society limits the drinking of alcohol <ul style="list-style-type: none"> <li>○ Know some laws about drinking alcohol</li> <li>○ Consider ways of persuading people to drink alcohol sensibly</li> </ul> </li> </ul> <p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>• Explore the human life cycle</li> <li>• Describe body changes when a child grows up</li> <li>• Identify basic facts about puberty</li> <li>• Discuss male and female body parts (using scientific vocabulary)</li> <li>• Know the changes to the body during puberty</li> <li>• Explore how puberty is linked to reproduction</li> </ul>	<p><b>Citizenship (the environment)</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of respecting and protecting the environment <ul style="list-style-type: none"> <li>○ Know a range of factors that improve/harm the environments</li> <li>○ Aware of institutions that support the environment</li> <li>○ Aware of local and global concerns</li> <li>○ Research, discuss and debate issues related to environment</li> <li>○ Research and discuss recommendations for improving environment</li> </ul> </li> </ul> 

		<ul style="list-style-type: none"> <li>• Know about physical and emotional changes that happen in puberty</li> <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>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> </ul>	<p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>• Explore emotional and physical changes occurring in puberty</li> <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><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>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 describe some of the things drugs do</li> <li>• Understand some of the effects and dangers of alcohol</li> <li>• Know the dangers of smoking and have skills to resist temptation to smoke</li> <li>• Explore a range of legal and illegal drugs, their risks and effects (i.e.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to keep safe online</li> </ul> 		<p>dangers of cannabis and understand it is an illegal drug / caffeine is a legal drug that has to managed sensibly</p> <ul style="list-style-type: none"> <li>• To explore attitudes to drug use</li> <li>• To understand that all sorts of people may misuse drugs</li> <li>• To challenge myths about drug use</li> <li>• To know a range of skills to resist peer pressure</li> <li>• To develop some assertiveness skills</li> </ul>
Year 6	<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>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Understand the effect of food and physical activity can have on health</li> <li>• Understand the importance in looking after emotional wellbeing and mental health</li> <li>• Practise simple relaxation</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 and communities contribute to this</li> <li>• Know about local and national elections</li> <li>• Be aware that there are different rules in different countries</li> <li>• Research and present information on rules and systems of</li> </ul>	<p><b>Drugs Education</b></p> <ul style="list-style-type: none"> <li>• Understand the effects, risks and law relating to cannabis <ul style="list-style-type: none"> <li>○ Know what effect cannabis can have on your health and life</li> <li>○ Know the legal consequences of using cannabis</li> </ul> </li> <li>• Understand the risk of volatile substance abuse (VSA) <ul style="list-style-type: none"> <li>○ Know the effects and risks of volatile substance abuse</li> <li>○ Know how to get and to give help</li> </ul> </li> <li>• Be aware of the options for getting help, advice and support <ul style="list-style-type: none"> <li>○ Practise communicating with adults</li> <li>○ Know how to access help and support</li> </ul> </li> </ul> <p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>• Describe how and why the body</li> </ul>



	<p>techniques</p> <ul style="list-style-type: none"> <li>• Understand resistance – from pressures to act in unsafe/unhealthy ways</li> <li>• Identify the effect of fats, sugars and other food types on the body</li> <li>• Understand responsible use of mobile phones, safe user habits</li> <li>• Know how to manage requests for images, what is/is not appropriate to share, who to talk to if request makes them feel uncomfortable</li> <li>• Make informed choices</li> </ul>	<p>government</p> 	<p>changes during puberty in preparation for reproduction</p> <ul style="list-style-type: none"> <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, arranged marriages)</li> <li>• Know what form of touching is appropriate</li> <li>• Explore the process of conception and pregnancy <ul style="list-style-type: none"> <li>○ Describe the decisions that have to be made before having a baby</li> <li>○ Know basic facts about pregnancy and conception</li> </ul> </li> <li>• Explore positive and negative ways of communicating in a relationship</li> <li>• Consider when it is appropriate to share private/personal information in a relationship</li> <li>• Know how and where to get support if an online relationship goes wrong</li> </ul>
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