



Intent

Our PSHE curriculum will develop the knowledge, skills and attributes needed to prepare children for their future lives in the wider world. It is key to enhancing children's growth mindset, developing and raising self-esteem, building resilience and a sense of place in the world which will allow them to grow into individuals who can be the best they can be. We want our children to build positive relationships with each other and to celebrate what makes them (and others) unique.

At Bude Primary Academy Infants we follow the direction and content of the SCARF curriculum which provides a full and comprehensive PSHE scheme.

However, we have enriched and adapted this curriculum to reflect the needs of our children and added content which will stimulate discussion, collaborative work and learning of the British Values.

Our curriculum is divided into 6 half termly themes which are taught throughout the school. Each unit builds on children previous experiences, the skills they developed and the knowledge they gained, to understand their own identity and their place in the world.

Please see an example of our adapted planning in this PSHE section of the website.

Our Children will:

- be able to express their feelings and emotions and understand those of others;
- be equipped with strategies to cope with conflict and difficult life situations;
- value similarities differences and understand who and what is special to them;
 - understand fairness and know ways to cope with unfairness;
- know how to keep themselves safe including keeping physically and mentally healthy, recognise inappropriate behaviour, know key risks and things that can harm them such as smoking and alcohol and know how medicines are to be used safely;
- Understand what rights and responsibilities we have as humans and how these are put into practice in school and the wider world;
 - understand basic economic principles such as earning, budgeting, and saving money;
 - want to strive to be the best version of them self;
 - understand how we change and grow and how this affects us physically, mentally and within our relationships with others.

PSHE every day PSHE is more than just a lesson to be taught. It runs through the veins of everything we do as a school family.

Our school ethos is fostered around our 3 main rules:

- Be safe;
- Be ready;
- Be respectful.

Through regular discussion with our classes, our expectation is that all children follow these rules to the best of their abilities. We regularly praise children who follow the rules and use them as an example to follow we have Above and Beyond Boards within each classroom to celebrate children's successes!

Bucket Fillers and Bucket Dippers

As a school we read the book "Have You Filled a Bucket Today?" This book is a very simple way for children to understand how their behaviour and actions can make the people around them feel but also how other people can affect their own feelings. You are a bucket filler when you have done or said something that makes someone feel good. You are a bucket dipper when you have done or said something that makes someone feel bad. The whole school community uses this language to both explicitly teach children how to treat those around them and to give children the language to enable them to communicate how they are feeling and why. We are also a school who uses a TIS (Trauma Informed Schools) approach in order to provide children who have more challenging behaviours with support. Every child deserves to feel safe, loved, nurtured and secure.

Character Education and Aspirations

Our school currently has 7 character values of confidence, independence, resilience, courage, teamwork, motivation and curiosity which, through taught PSHE, whole school shared language and assemblies, we try to foster in our children so that they can be the best they can be in school and in later life. We also want our children to set themselves goals and aspire high for their futures so we give them motivating experiences to show them ambitious careers in their community and beyond. We want our children to know that they can achieve anything with self-belief, hard work, dedication and a positive mindset.

Subject PSHE, RSE and British Values- Autumn

	EYFS	Year 1	Year 2
AUTUMN 1 ME AND MY RELATIONSHIPS	<ul style="list-style-type: none"> - Talk about similarities and differences. - Name special people in their lives. - Describe different feelings. - Identify who can help if they are sad, worried or scared. - Identify ways to help others or themselves if they are sad or worried. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - Identify a range of feelings; - Identify how feelings might make us behave: - Suggest strategies for someone experiencing 'not so good' feelings to manage these. <p>Children will be able to:</p> <ul style="list-style-type: none"> - Recognise that people's bodies and feelings can be hurt; - Suggest ways of dealing with different kinds of hurt. - Identify simple qualities of friendship; - Suggest simple strategies for making up. - Understand that classroom rules help everyone to learn and be safe; - Explain their classroom rules and be able to contribute to making these. - Work together to make a list of playground rules. - Recognise how others might be feeling by reading body language/facial expressions; - Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> - 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. - 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. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - Practical steps they can take in a range of different contexts to improve or support respectful relationships; The conventions of courtesy and manners. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - How important friendships are in making us feel happy and secure, and how people choose and make friends. - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<ul style="list-style-type: none"> - Suggest actions that will contribute positively to the life of the classroom; - Make and undertake pledges based on those actions. - Use a range of words to describe feelings; - Recognise that people have different ways of expressing their feelings; - Identify helpful ways of responding to other's feelings. - Recognise that friendship is a special kind of relationship; - Identify some of the ways that good friends care for each other. <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - 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. - 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. - 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. - How important friendships are in making us feel happy and secure, and how people choose and make friends. - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>PSHE Association Learning Opportunities</p> <ul style="list-style-type: none"> - About what rules are, why they are needed, and why different rules are needed for different situations. - About how people make friends and what makes a good friendship.

		<p>-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>PSHE Association Learning Opportunities;</p> <ul style="list-style-type: none"> - H28. About rules and age restrictions that keep us safe. - R22. About how to treat themselves and others with respect; how to be polite and courteous. - L1. About what rules are, why they are needed, and why different rules are needed for different situations. - H11. About different feelings that humans can experience. - H12. How to recognise and name different feelings. - H13. How feelings can affect people's bodies and how they behave. - H14. How to recognise what others might be feeling. - H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. - H16. About ways of sharing feelings; a range of words to describe feelings. - H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. - H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. - R6. About how people make friends and what makes a good friendship. - -R7. About how to recognise when they or someone else feels lonely and what to do <p>British Values – The Rule of Law: All people should follow the laws in Britain. These laws are designed to protect everybody in the country.</p> <p>Mutual respect.</p>	<p>- About how to recognise when they or someone else feels lonely and what to do.</p> <p>-Simple strategies to resolve arguments between friends positively.</p> <p>British Values – The Rule of Law: All people should follow the laws in Britain. These laws are designed to protect everybody in the country.</p> <p>Mutual respect.</p>
<p>AUTUMN 2</p> <p>VALUING DIFFERENCE</p>	<ul style="list-style-type: none"> - Be sensitive towards others and celebrate what makes each person unique. - Recognise that we can have things in common with others. - Use speaking and listening skills to learn about the lives of their peers. - Know the importance of showing care and kindness towards others. - Demonstrate skills in building friendships and cooperation. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - Identify some of the physical and non-physical differences and similarities between people; - Know and use words and phrases that show respect for other people. - Identify people who are special to them; - Explain some of the ways those people are special to them. - Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); - Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - That families are important for children growing up because they can give love, security and stability. - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify some of the physical and non-physical differences and similarities between people; ● Know and use words and phrases that show respect for other people. <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> ● 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. <p>PSHE Association Learning Opportunities</p> <ul style="list-style-type: none"> ● H21. To recognise what makes them special. ● H22. To recognise the ways in which we are all unique. ● R23. To recognise the ways in which they are the same and different to others. ● L6. To recognise the ways they are the same as, and different to, other people. ● L14. That everyone has different strengths. <p>BRITISH VALUES – TOLERANCE AND RESPECT</p>

	<p>- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>PSHE Association Learning Opportunities</p> <p>- H21. To recognise what makes them special. H22. To recognise the ways in which we are all unique.</p> <p>- R23. To recognise the ways in which they are the same and different to others.</p> <p>- L6. To recognise the ways they are the same as, and different to, other people. L14. That everyone has different strengths.</p> <p>- R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>- R2. To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>- R3. About different types of families including those that may be different to their own.</p> <p>- L4. About the different groups they belong to. R8. Simple strategies to resolve arguments between friends positively. R21. About what is kind and unkind behaviour, and how this can affect others.</p> <p>- R24. How to listen to other people and play and work cooperatively.</p> <p>- R25. How to talk about and share their opinions on things that matter to them.</p> <p>BRITISH VALUES – TOLERANCE AND RESPECT</p>	
--	--	--

		Subject PSHE, RSE and British Values- Spring	
	EYFS (Understanding of the World)	Year 1	Year 2
<p>SPRING 1</p> <p>KEEPING MYSELF SAFE</p>	<p>-Talk about how to keep their bodies healthy and safe.</p> <p>-Name ways to stay safe around medicines.</p> <p>-Know how to stay safe in their home, classroom and outside.</p> <p>-Know age-appropriate ways to stay safe online.</p> <p>-Name adults in their lives and those in their community who keep them safe. -Understand that there are changes in nature and humans.</p> <p>-Name the different stages in childhood and growing up.</p> <p>-Understand that babies are made by a man and a woman.</p> <p>-Use the correct vocabulary when naming the different parts of the body. -Know how to keep themselves safe.</p>	<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help. Understand that medicines can sometimes make people feel better when they’re ill; Explain simple issues of safety and responsibility about medicines and their use. Recognise the range of feelings that are associated with loss. <p>DFE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they’re ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets;

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- 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.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

DfE Relationships Education and Health Education statutory requirements

- 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.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- 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.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- That for most people the internet is an integral part of life and has many benefits.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- Where and how to report concerns and get support with issues online.

PSHE Association Learning Opportunities

- H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.
- R14. That sometimes people may behave differently online, including by pretending to be someone they are not.
- L7. About how the internet and digital devices can be used safely to find things out and to communicate with others.
- L8. About the role of the internet in everyday life.
- L9. That not all information seen online is true.
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.
- R16. About how to respond if physical contact makes them feel uncomfortable or unsafe.
- R17. About knowing there are situations when they should ask for permission and also when their permission should be sought.
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.
- H4. About why sleep is important and different ways to rest and relax.
- H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).
- H33. About the people whose job it is to help keep us safe.
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.
- R9. How to ask for help if a friendship is making them feel unhappy.
- H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.

- H29. To recognise risk in simple everyday situations and what action to take to minimise harm.
- H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).
- H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.
- H33. About the people whose job it is to help keep us safe.
- H31. That household products (including medicines) can be harmful if not used correctly.
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.
- R14. That sometimes people may behave differently online, including by pretending to be someone they are not.
- R15. How to respond safely to adults they don't know.
- R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.
- R17. About knowing there are situations when they should ask for permission and also when their permission should be sought.
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

		<ul style="list-style-type: none"> • H31. That household products (including medicines) can be harmful if not used correctly • H37. About things that people can put into their body or their skin; how these can affect how people feel. 	
<p>SPRING 2</p> <p>RIGHTS AND RESPECT</p>	<p>Understand that they can make a difference. Identify how they can care for their home, school, and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people. • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from; • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Children will be able to:</p> <p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <ul style="list-style-type: none"> • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • The conventions of courtesy and manners. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • 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.

PSHE Association Learning Opportunities

- H43. About what is meant by first aid; basic techniques for dealing with common injuries.
- L2. How people and other living things have different needs; about the responsibilities of caring for them.
- R22. About how to treat themselves and others with respect; how to be polite and courteous.
- L10. What money is; forms that money comes in; that money comes from different sources.
- L11. That people make different choices about how to save and spend money.
- L3. About things they can do to help look after their environment.
- L10. What money is; forms that money comes in; that money comes from different sources.
- L11. That people make different choices about how to save and spend money.
- L13. That money needs to be looked after; different ways of doing this.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.
- How to make a clear and efficient call to emergency services if necessary.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g. family, school and/or other sources.
- How to make a clear and efficient call to emergency services if necessary.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- Where and how to report concerns and get support with issues online.

PSHE Association Learning Opportunities

- H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.
- R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- R14. That sometimes people may behave differently online, including by pretending to be someone they are not.
- H33. About the people whose job it is to help keep us safe.
- H35. About what to do if there is an accident and someone is hurt.
- H36. How to get help in an emergency (how to dial 999 and what to say).
- H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.
- R6. About how people make friends and what makes a good friendship.

- R8. Simple strategies to resolve arguments between friends positively.
- R22. About how to treat themselves and others with respect; how to be polite and courteous.
- L1. About what rules are, why they are needed, and why different rules are needed for different situations.
- L10. What money is; forms that money comes in; that money comes from different sources.
- L11. That people make different choices about how to save and spend money.
- L13. That money needs to be looked after; different ways of doing this.
- L3. About things they can do to help look after their environment.

Subject PSHE, RSE and British Values- Summer

	EYFS (Understanding of the World)	Year 1	Year 2
<p>SUMMER 1</p> <p>BEING MY BEST</p>	<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> -Recognise that they may have different tastes in food to others; - Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; - Recognise which foods we need to eat more of and which we need to eat less of to be healthy. - Recognise the importance of regular hygiene routines; - Sequence personal hygiene routines into a logical order. - About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - Recognise that learning a new skill requires practice and the opportunity to fail, safely; -Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. - Demonstrate attentive listening skills; -Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel. <p>DfE Relationships Education and Health Education statutory requirements</p> <p>Physical Health and Mental Wellbeing (Health Education)Healthy eating</p> <ul style="list-style-type: none"> - What constitutes a healthy diet (including understanding calories and other nutritional content). - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - Simple hygiene routines that can stop germs from spreading <p>- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs -The conventions of courtesy and manners. - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> • 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. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • What constitutes a healthy diet (including understanding calories and other nutritional content). • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>PSHE Association Learning Opportunities</p>

		<p>PSHE Association Learning Opportunities</p> <ul style="list-style-type: none"> - H2. About foods that support good health and the risks of eating too much sugar. - H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. - Understand how diseases can spread; - Recognise and use simple strategies for preventing the spread of diseases. - Simple hygiene routines that can stop germs from spreading - R8. Simple strategies to resolve arguments between friends positively. -R21. About what is kind and unkind behaviour, and how this can affect others. - R22. About how to treat themselves and others with respect; how to be polite and courteous. - R24. How to listen to other people and play and work cooperatively. <p>BRITISH VALUES – TOLERANCE AND RESPECT</p>	<ul style="list-style-type: none"> • H24. How to manage when finding things difficult. • H43. About what is meant by first aid; basic techniques for dealing with common injuries
<p>SUMMER 2</p> <p>GROWING AND CHANGING</p>	<p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe</p>	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts. <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The risks associated with an inactive lifestyle (including obesity). • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	<p>Demonstrate simple ways of giving positive feedback to others.</p> <ul style="list-style-type: none"> -Recognise the range of feeling that are associated with losing (and being reunited) with the person they are close to. -Identify different stages of growth(e.g. baby, toddler, child, teenager, adult). -Understand and describe some of the things that people are capable of at these different stages. -Science links – growth (life cycles) -Identify which parts of the human body are private. -Understand that humans mostly have the same body parts but that they can look different from person to person. <p>Children will be able to:</p> <ul style="list-style-type: none"> - Explain what privacy means; - Know that you are not allowed to touch someone’s private belongings without their permission; - Give examples of different types of private information. <p>Children will be able to:</p> <ul style="list-style-type: none"> - Identify how inappropriate touch can make someone feel; - Understand that there are unsafe secrets and secrets that are nice surprises; - Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop. <p>DfE Relationships Education and Health Education statutory requirements</p> <ul style="list-style-type: none"> – Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - There is a normal range of emotions (e.g. happy, sad, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relations to different experiences and situations. - Concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

		<ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • The importance of permission-seeking and giving in relationships with friends, peers and adults. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. • R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. 	<ul style="list-style-type: none"> - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>PSHE Association Opportunities</p> <ul style="list-style-type: none"> – About change and loss – to identify feelings associated with this, to recognise what helps people to feel better. – About growing and changing from young to old and how people's needs change
--	--	---	--

- R15. How to respond safely to adults they don't know.
- R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).
- R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- H25. To name the main parts of the body including external genitalia.
- R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.

PSHE Association Learning Opportunities

- H1. About what keeping healthy means; different ways to keep healthy.
- H3. About how physical activity helps us to stay healthy; and ways to be physically active every day.
- H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).
- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.
- H26. About growing and changing from young to old and how people's needs change.
- H26. About growing and changing from young to old and how people's needs change.
- R2. To identify the people who love and care for them and what they do to help them feel cared for.
- R4. To identify common features of family life.
- L2. How people and other living things have different needs; about the responsibilities of caring for them.
- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.

		<p>R9. How to ask for help if a friendship is making them feel unhappy.</p>	
<p>END OF YEAR OUTCOMES</p> <p>IMPACT</p>	<p>- Children are able to play with other and take turns. Children will take on board the views of others. Children are willing to try out unfamiliar activities and 'have a go.' They are able to ask for help when they need this. 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.</p>	<p>Children in Year 1 will understand their emotions and how to deal with them confidence to talk about their feelings. They will understand how to be healthy and know how to keep safe every day. They understand how to solve friendship problems.</p>	<p>Children in Year 2 will be able to identify, recognise and express a range of feelings. They will know that feelings, thoughts, and behaviour are linked. They can recognise when I am becoming overwhelmed by my feelings. They know that it is OK to have any feeling, but not OK to behave in any way I feel like 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. Children can talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>