



This table shows the progression of skills over the year groups, from Early Years to the end of KS2 for PSHE

The Personal, Social, Health & Economic curriculum provides one of the mechanisms for promoting the Social, Moral, Spiritual, & Cultural development of the pupils. Lessons and activities promote the health and well-being of the children and enable the development of skills and understanding for living in the wider world.

PSHE should be delivered in the following order of core themes.

1. Health and well-being
2. Relationships
3. Living in the wider world.

Without health and well-being one cannot develop healthy relationships and without healthy relationships one cannot live in the wider world effectively.

Health and Wellbeing

- Healthy lifestyles physical well-being
- Mental health
- Ourselves growing and changing
- Keeping safe
- Drugs, alcohol and tobacco

Relationships

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying.
- Safe relationships
- Respecting self and others

Living in the Wider World

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic well-being, money
- Economic well-being, aspirations, work and career.

NEWBOLD SCHOOL PSHE EYFS - YEAR 6			
EYFS Cycle A	KS1 Cycle A	Lower KS2 Cycle A	Upper KS2 Cycle A
<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>It's my body – Key areas would be,</p> <p>Healthy choices Handwashing Toilet independently Gross Motor activities in PE and movement</p>	<p>Health and Well-being – It's My Body</p> <p>Choices children can make about looking after their bodies, safer choices like sleep, exercise and diet, cleanliness and substances.</p>	<p>Health and Well-being – It's My Body</p> <p>How to look after your body, safer choices with sleep, exercise, diet, cleanliness and substances. Facts about each area and strategies to manage each area, how to get help from a trusted adult when necessary.</p>	<p>Health and Well-being – It's My Body</p> <p>(Matches with science curriculum) How to look after our bodies, consent and autonomy, body image, stereotypes, substances which are harmful, importance of sleep, exercise and hygiene, where pressure comes from and how to resist it, consider healthy habits.</p>

<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Safety First – Key areas would be,</p> <p>People who help us Keeping Safe Managing our safety independently in school. PANTS Stranger danger</p>	<p>Health and Well-being – Safety First</p> <p>Everyday dangers in the home and outside, keep yourself safe, rules around strangers real and online, underwear rule, people who help them get what they need, their responsibility for their safety.</p>	<p>Health and Well-being – Safety First</p> <p>How to take responsibility for their own safety, how to stand up to peer pressure, everyday risks, dangerous situations, road, water and rail safety, dangerous substances like drugs including medicines, cigarettes and alcohol, first aid, common injuries and how to respond in emergencies.</p>	<p>Health and Well-being -Safety First</p> <p>Responsibility for their safety, including the decisions they make, how they can stand up to peer pressure, assess the risk associated with different situations, what to do if they feel in danger, identify an emergency, and how to get help when needed. Hazards, dangers and risks, both inside/outdoors, identify strategies for safe use of roads, railways, water and fireworks.</p>
<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Digital Wellbeing – Key areas would be,</p> <p>Online safety day Respecting others Using handheld devices and technology in school. Sharing online safety information with parents.</p>	<p>Relationships – Digital Well-being</p> <p>Being safe and responsible on the Internet. How the Internet is useful. How to balance time online. Risks online – Don't share personal information. Kindness and respect while communicating online. Don't believe everything you see online.</p>	<p>Relationships – Digital Well-being</p> <p>Digital well-being is important, consider what we use the internet for, benefits and risks of online activities, healthy balanced screen time with offline activities, online relationships, cyberbullying, online stranger danger, privacy issues, passwords, personal information, sharing, forwarding, pressures of social media.</p>	<p>Relationships – Digital Well-being</p> <p>How to use the Internet positively and how to look after your well-being while being online. Potential risks of being online, strategies to stay safe and to get help, online relationships, what a respectful and healthy online relationship looks like, inappropriate online relationship and ways to get help, benefits and risk of social media, to recognise what online bullying looks like and how to help make it stop, fake news.</p>
<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>VIP - Key areas would be,</p>	<p>Relationships – VIP</p> <p>Who are special people? Develop positive relationships. What makes</p>	<p>Relationships – VIP</p> <p>Friendships and how friendships are formed, maintained, qualities of a</p>	<p>Relationships – VIP</p> <p>Children will identify who their VIP's are within their lives, kindness and</p>

<p>Families or special people Being kind Positive relationships</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs</p>	<p>someone a special person? Why families and friendships are important. How to resolve differences and build healthy and positive relationships.</p>	<p>good friend, disputes, bullying and strategies for coping with these.</p>	<p>respect within relationships, conflicts and resolutions in relationships, secrets and dares, healthy and unhealthy relationships.</p>
<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Aiming High – Key areas would be, Being proud of what we achieve. Growth Mindset Playing with generic toys and sharing male and female toys. Positive male and female role models.</p>	<p>Living in the wider world – Aiming High</p> <p>Having high aspirations. Positive views of themselves. Positive learning attitude. Goals for the future.</p>	<p>Living in the wider world – Aiming High</p> <p>Discuss achievements they have accomplished, what attitudes help us to achieve, how to apply a growth mindset, resilience, consider different goals and employment, difficulties faced by stereotyping.</p>	<p>Living in the wider world – Aiming High</p> <p>Aiming High – Achievements, aspirations, opportunities. achievements they have accomplished, attitudes that help us succeed, personal preferred learning styles, challenges people face and barriers to success with strategies to overcome, opportunities that are available to them now and in the future. Stereotypes in the world of work, jobs they would like to do, skills needed for jobs. Personal goals and how to achieve these.</p>

<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Diverse Britain – Key areas would be,</p> <p>Community work My school Everyone is special Forest School School Council/Eco School</p>	<p>Living in the wider world – Diverse Britain</p> <p>We can have positive impacts on groups and communities. Identify that they belong to groups. Community and being a good neighbour. Looking after the environment. What it means to be British. Diversity and respecting differences.</p>	<p>Living in the wider world – Diverse Britain</p> <p>A diverse multicultural democratic society is important, we must be respectful of differences, British people, rules, law, liberty and what living in a democracy means. The importance of tolerance.employment, difficulties faced by stereotyping.</p>	<p>Living in the wider world – Diverse Britain</p> <p>Britain represents a wide range of faiths and ethnicities, how they can make a positive contribution to the community, the law and the consequences of not respecting it, local and national government , charities and voluntary groups in British society.</p> <p>Year 6 - Sexual relationships, conception to birth - TWINKL video Operation Ouch</p>
<p>EYFS Cycle B</p>	<p>KS1 Cycle B</p>	<p>Lower KS2 Cycle B</p>	<p>Upper KS2 Cycle B</p>
<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Think Positive – Key areas would be,</p> <p>Growth Mindset Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.</p>	<p>Health and Well-being - Think Positive</p> <p>Recognise, accept, talk about feelings, manage emotions, think positively and calmly, make good decisions and resilience, being thankful, grateful and mindful.</p>	<p>Health and Well-being - Think Positive</p> <p>Building on comfortable and uncomfortable feelings, attitude to life can affect our mental health, thinking positively and remaining calm, taking responsibility for our actions and growth mindset.</p>	<p>Health and Well-being - Think Positive</p> <p>Understanding about negative and positive thoughts and emotions, links between our thoughts, feelings and emotions, making good choices, mindfulness, a growth mindset approach to life.</p>

<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Living in the wider world – one world</p> <p>Learning about different cultures and religious festivals.</p> <p>Forest School</p> <p>RESPECT x 5</p>	<p>Living in the wider world – One World</p> <p>We can benefit from learning about different people in different places, explore our own family life, home and school and compare these to other places in the world, relationship between people and the environment, earth's resources and the importance of protecting the earth for ourselves and future generations.</p>	<p>Living in the wider world – One World</p> <p>We explore different aspects of life from a different country, our actions can have both positive and harmful effects on people living in different countries, inequality and stereotypes. How can we make the world a fairer place? Climate change and its effects, fair trading practices and how to be a good global citizen.</p>	<p>Living in the wider world – One World</p> <p>Responsibility as global citizens, responsibility to help the environment and all living things throughout the world, sustainability, the use of the earth's natural resources and the harmful effects of global warming. How we can reduce these harmful effects, biodiversity and what we would like to do to make the world a better place.</p>
<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Relationships – Be Yourself</p> <p>Everyone is unique and everyone is special. It is good to be me.</p>	<p>Relationships – Be Yourself</p> <p>Being yourself can have a positive impact on mental health and emotional well-being. Appreciate individuality. Recognise emotions. Manage uncomfortable feelings. How life changes impact us. Sharing feelings is good.</p>	<p>Relationships – Be Yourself</p> <p>It is important to have confidence in yourself, children identify strengths, recognise emotions, express thoughts and feelings respectfully, be assertive in uncomfortable situations, explore the influence of the media in how we view ourselves, how to fix things when we make mistakes.</p>	<p>Relationships – Be Yourself</p> <p>We are all individuals, it is important to 'be yourself', develop a positive view of yourself, being proud of individuality, recognising situations where you need to make positive choices in order to do the right thing, avoid being led into tricky situations, recognise and respond to peer pressure, be confident, manage uncomfortable feelings, investigate how to make things right when they make a mistake.</p>
<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Relationships – Very Important People</p>	<p>Relationships – Team</p> <p>Teams work well together, develop successful collaborative working skills, importance of being kind, effects of bullying and teasing, what</p>	<p>Relationships – Team</p> <p>The class team works well together, we can identify the impact their actions have on the team, successful teamwork skills, resolve conflicts,</p>	<p>Relationships - Team</p> <p>Together Everyone Achieves More, positive qualities of a team, how to disagree respectfully and communicate effectively, skills</p>

<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. ELG : Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>to do if they see bullying or if it happens to them, effective learning skills, good and bad choices.</p>	<p>individual responsibilities in teams, starting a new school year.</p>	<p>needed for a team to be successful, collaborative learning, how to compromise to ensure a group task is completed successfully, different types of unkind behaviour, creating team support networks, caring for team members and the shared responsibilities a team has.</p>
<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Living in the wider world – money matters</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Home corner Shopping</p>	<p>Living in the wider world – Money Matters</p> <p>Where money comes from, how it can be used, ideas of spending and saving money, keeping belongings and money safe, different things on offer when they go shopping, identify the difference between what we want and what we need.</p>	<p>Living in the wider world – Money Matters</p> <p>Understand where money comes from, how we use it, how we spend money, why people borrow money, consequences of borrowing, environmental considerations of spending money, keeping track of spending.</p>	<p>Living in the wider world – Money Matters</p> <p>How money is used in the wider world. The consequences of taking financial risks, how to avoid these, influences advertisers use to encourage us to spend money, the real value of products by being critical consumers, ethical spending, identify the impact of our spending choices on the environment, budgeting, prioritising our spending, earning and spending can contribute to society through the payment of tax, making ethical choices.</p>

<p>PSHE runs throughout the EYFS curriculum in PSED.</p> <p>Health and Wellbeing – Key areas would be, Different Families People who help us Keeping Safe Managing our safety independently in school. PANTS Stranger danger</p>	<p>Health and Well-being – Growing Up</p> <p>How we grow and change physically and emotionally, learn about their own and other’s bodies, gender stereotypes and different families, respecting their own and other’s bodies, keeping their bodies safe and sharing feelings of life experiences.</p>	<p>Health and Well-being – Growing Up</p> <p>Builds on children’s knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.</p>	<p>Health and Well-being – Growing Up</p> <p>How we grow and change, both physically and emotionally, types of relationships, sexual relationships. They will also learn positive body images and stereotypes. (Matches with science curriculum)</p> <p>Year 6 - Sexual relationships, conception to birth - TWINKL video Operation Ouch</p>
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* Skills are built upon as the children move up the year groups. Expectations are higher as the children progress.