



## Hulland Church of England Primary School - PSHE

### PSHE

**PSHE** is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed and responsible British citizens. It underpins our curriculum.

At Hulland Church of England Primary School, we intend all our pupils to recognise their own value, work well with others and become increasingly responsible for their own learning.

We foster and promote positive attitudes:

- Health and wellbeing - pupils valuing their own identity, managing risks and making safe decisions;
- Relationships – pupils respecting difference and diversity, forming effective, fulfilling relationships that are essential to life and learning;
- Living in the wider world – pupils contributing to school life and the wider community.

**EYFS –see Development Matters 2021 for detailed examples of how we support learning in EYFS**

**Personal, Social and Emotional Development (PSED)** - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

#### Reception Class

##### ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

##### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

##### Building Relationships

- 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.



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KS2	Year 3	Year 4	Year 5	Year 6
<b>Areas of Study</b>  <u>Being Healthy</u>	<ul style="list-style-type: none"> <li>• Explore what affects their physical, mental and emotional health;</li> <li>• Understand the concepts and benefits of a balanced, healthy lifestyle;</li> <li>• Identify how to make informed choices;</li> <li>• Understand what is included in a balanced diet;</li> <li>• Understand what may influence our choices;</li> <li>• Set goals.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore what affects their physical, mental and emotional health;</li> <li>• Understand the concepts and benefits of a balanced, healthy lifestyle;</li> <li>• Explore how we make choices about the food we eat;</li> <li>• Identify how to make informed choices;</li> <li>• Develop skills to make their own choices;</li> <li>• Recognise how images in the media do not always reflect reality;</li> <li>• Set simple, but challenging goals;</li> <li>• Explore what is meant by the term 'habit' and why habits can be hard to change.</li> </ul>	
<u>Relationships</u>	<ul style="list-style-type: none"> <li>• Recognise what constitutes a healthy relationship and develop the skills to form positive and healthy relationships;</li> <li>• Recognise ways in which a relationship can be unhealthy and whom to talk to, if they need support;</li> <li>• Recognise different types of relationship;</li> <li>• Understand that actions affect themselves and others;</li> <li>• Understand when it is right to 'break a confidence' or 'share a secret';</li> <li>• Listen and respond respectfully;</li> <li>• Understand personal boundaries.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise what a healthy relationship is;</li> <li>• Recognise ways in which a relationship can be unhealthy and whom to talk to, if they need support;</li> <li>• Recognise different types of relationships, including those between acquaintances, friends, relatives and families;</li> <li>• Understand the true meaning behind civil partnerships and marriage;</li> <li>• Resolve conflicts;</li> <li>• Recognise that forcing anyone to marry is a crime;</li> <li>• Understand about confidentiality and about times when it is necessary to break a confidence.</li> </ul>	
<u>Exploring Emotions</u>	<ul style="list-style-type: none"> <li>• Recognise a wide range of emotions in themselves and others;</li> <li>• Respond appropriately to a range of emotions in themselves and others;</li> <li>• Understand their actions affect themselves and others;</li> <li>• Develop strategies to resolve disputes;</li> <li>• Identify strategies to manage emotions;</li> <li>• Deepen their understanding of good and not so good feelings;</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise a wider range of feelings in others and how to respond appropriately;</li> <li>• Recognise that their actions can affect themselves and others;</li> <li>• Develop strategies to resolve disputes;</li> <li>• Deepen their understanding of good and not so good feelings;</li> <li>• Extend emotional vocabulary;</li> <li>• Explore the intensity and range of feelings;</li> <li>• Recognise when they experience conflicting emotions and how to manage these.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Extend vocabulary to help explain the range and intensity of feelings;</li> <li>• Recognise conflicting emotions.</li> </ul>	
<u>Differences &amp; Diversity</u>	<ul style="list-style-type: none"> <li>• Identify how to listen and respond respectfully to a wide range of people;</li> <li>• Recognise the differences and similarities between people, but understand everyone is equal;</li> <li>• Recognise the nature and consequences of discrimination;</li> <li>• Recognise and challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how to listen and respond respectfully to a wide range of people;</li> <li>• Recognise the factors that make people the same or different;</li> <li>• Recognise the nature and consequences of discrimination;</li> <li>• Recognise and challenge stereotypes;</li> <li>• Understand the correct use of terms sex, gender identity and sexual orientation.</li> </ul>
<u>Being Responsible</u>	<ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues;</li> <li>• Identify why rules are needed in different situations;</li> <li>• Understand that there are human rights to protect everyone;</li> <li>• Explore rights and responsibilities: rights and duties at home, school, community and the environment;</li> <li>• Develop skills to carry out responsibilities;</li> <li>• Explore how to resolve differences and respect others' points of view;</li> <li>• Explore what being part of a community means and how they belong.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, discuss and debate topical issues;</li> <li>• Identify why rules are needed in different situations;</li> <li>• Understand that there are human rights to protect everyone;</li> <li>• Understand that there are some cultural practices against British law;</li> <li>• Explore rights and responsibilities at home, school, community and the environment;</li> <li>• Develop skills to carry out responsibilities;</li> <li>• Explore others' points of view;</li> <li>• Explore what being part of a community means and how they belong.</li> </ul>
<u>Bullying Matters</u>	<ul style="list-style-type: none"> <li>• Understand that their actions affect themselves and others;</li> <li>• Identify the importance of working towards shared goals;</li> <li>• Develop strategies for getting support for themselves or for others at risk;</li> <li>• Identify that differences and similarities arise from a number of factors;</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that their actions affect themselves and others;</li> <li>• Develop strategies for getting support for themselves or for others at risk;</li> <li>• Identify that differences and similarities arise from a number of factors;</li> <li>• Understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling');</li> <li>• Know how to recognise bullying and abuse in all its forms.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling');</li> <li>• Know how to recognise bullying and abuse in all its forms.</li> </ul>	
<b><u>Drug Education</u></b>	<ul style="list-style-type: none"> <li>• Recognise how to make informed choices;</li> <li>• Understand that people have different attitudes to risk;</li> <li>• Recognise, predict and assess risks in different situations;</li> <li>• Know where to get help and how to ask for help;</li> <li>• Distinguish between safe and harmful and know some substances can be harmful, if misused;</li> <li>• Learn rules about staying safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to make informed choices;</li> <li>• Identify a range of drugs / substances and assess some of the risks / effects;</li> <li>• Identify influences and when an influence becomes a pressure;</li> <li>• Develop skills of how to ask for help;</li> <li>• Identify basic emergency procedures;</li> <li>• Understand the term 'habit' and why habits can be hard to change.</li> </ul>
<b><u>Growing Up</u></b>	<ul style="list-style-type: none"> <li>• Know that images in the media do not always reflect reality;</li> <li>• Celebrate our strengths / qualities;</li> <li>• Identify changes that happen in life and the associated feelings;</li> <li>• Understand that a simple hygiene routine can prevent the spread of bacteria;</li> <li>• Understand that everyone has a right to protect their body;</li> <li>• Recognise differences and similarities between people, but understand that everyone is equal;</li> <li>• Recognise the difference between acceptable and unacceptable physical contact;</li> <li>• Know the names of the body parts;</li> <li>• Recognise and challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how images in the media and online do not always reflect reality;</li> <li>• Identify the intensity of feelings;</li> <li>• Recognise conflicting feelings;</li> <li>• Understand that a simple hygiene routine can prevent the spread of bacteria;</li> <li>• Identify pressures and influences;</li> <li>• Understand the changes that happen at puberty;</li> <li>• Understand what puberty is;</li> <li>• Identify qualities of a healthy relationship;</li> <li>• Recognise what makes a committed, loving relationship;</li> <li>• Recognise differences and similarities between people, but understand that everyone is equal;</li> <li>• Debate topical issues</li> </ul>



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<u>Changes</u>	<ul style="list-style-type: none"> <li>• Understand good and not so good feelings including their range and intensity;</li> <li>• Develop an understanding that change can cause conflicting emotions;</li> <li>• Acknowledge, explore and identify how to manage change positively;</li> <li>• Explore changes;</li> <li>• Know where to go for help and how to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain intensity of feelings;</li> <li>• Explore and manage the difficult emotions;</li> <li>• Acknowledge and manage change positively;</li> <li>• Manage transition to secondary school;</li> <li>• Explore and manage loss, separation, divorce and bereavement;</li> <li>• Practise asking for help and knowing where to go for help.</li> </ul>
<u>Being Me</u>	<ul style="list-style-type: none"> <li>• Explore different kinds of responsibilities at school and in the community;</li> <li>• Identify what being part of a community means;</li> <li>• Appreciate the range of identities in the UK;</li> <li>• Listen and respond respectfully;</li> <li>• Identify that differences and similarities between people arise from a number of factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different kinds of responsibilities at school and in the community;</li> <li>• Identify what being part of a community means;</li> <li>• Identify that differences and similarities between people arise from a number of factors.</li> </ul>
<u>Money Matters</u>	<ul style="list-style-type: none"> <li>• Identify the role of voluntary and charity groups;</li> <li>• Understand different values and customs;</li> <li>• Explore how to manage money;</li> <li>• Explain the importance of money in people's lives and how money is obtained;</li> <li>• Understand the concepts of interest, loan, debt and tax;</li> <li>• Understand enterprise and begin to develop enterprise skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how finance plays an important part in people's lives;</li> <li>• Understand about being a critical consumer;</li> <li>• Develop an understanding of the concepts of interest, loan, debt and tax;</li> <li>• Identify how resources are allocated and the effects on individuals, communities and the environment;</li> <li>• Develop enterprise skills;</li> <li>• Critique how social media presents information;</li> <li>• Recognise and manage dares.</li> </ul>



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### Being Safe

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| <ul style="list-style-type: none"><li>• Understand how to make informed choices;</li><li>• Explore how to recognise, predict and assess risks in different situations;</li><li>• Understand that increased independence brings increased responsibility to keep themselves safe;</li><li>• Understand how rules can keep them safe;</li><li>• Identify where and how to get help;</li><li>• Develop strategies for keeping physically and emotionally safe in different situations;</li><li>• Understand the importance of protecting information particularly online;</li><li>• Understand how to become digitally responsible.</li></ul> | <ul style="list-style-type: none"><li>• Understand how to make informed choices;</li><li>• Explore how to recognise, predict and assess risks in different situations;</li><li>• Understand that increased independence brings increased responsibility to keep themselves safe;</li><li>• Explain how rules can keep them safe;</li><li>• Identify where and how to get help;</li><li>• Understand the term 'habit';</li><li>• Develop strategies for keeping physically and emotionally safe in different situations;</li><li>• Understand the importance of protecting information particularly online;</li><li>• Understand how to become digitally responsible.</li></ul> |
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KS1	Year 1	Year 2
<u>Being Healthy</u>	<ul style="list-style-type: none"> <li>• Explore what a healthy lifestyle means;</li> <li>• Identify the benefits of a healthy lifestyle;</li> <li>• Identify ways of keeping healthy;</li> <li>• Recognise what they like and dislike;</li> <li>• Recognise that choices can have good and not so good consequences;</li> <li>• Set simple goals;</li> <li>• Recognise the importance of simple hygiene;</li> <li>• Develop simple skills to help prevent diseases spreading.</li> </ul>	
<u>Relationships</u>	<ul style="list-style-type: none"> <li>• Recognise our behaviour can affect others;</li> <li>• Recognise what is fair and unfair, kind and unkind, what is right and wrong;</li> <li>• Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation);</li> <li>• Offer constructive support and feedback to others;</li> <li>• Identify their special people (family, friends, carers) and how they should care for each other.</li> </ul>	
<u>Exploring Emotions</u>	<ul style="list-style-type: none"> <li>• Recognise a range of feelings in ourselves and other people;</li> <li>• Recognise how others show feelings and how to respond;</li> <li>• Recognise that their behaviour can affect others;</li> <li>• Communicate feelings to others;</li> <li>• Develop simple strategies for managing feelings;</li> <li>• Use words to describe a range of feelings.</li> </ul>	
<u>Difference &amp; Diversity</u>	<ul style="list-style-type: none"> <li>• Understand that they belong to different groups;</li> <li>• Identify ways in which they are unique;</li> <li>• Share opinions on things that matter using discussions;</li> <li>• Identify and respect the differences and similarities between people.</li> </ul>	



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<u>Being Responsible</u>	<ul style="list-style-type: none"><li>• Identify how they can contribute to the life of the classroom and school;</li><li>• Construct and explore the importance of rules;</li><li>• Explore and understand that everyone has rights and responsibilities;</li><li>• Identify what improves and harms their environments;</li><li>• Recognise what is fair / unfair, right / wrong, kind / unkind.</li></ul>
<u>Bullying Matters</u>	<ul style="list-style-type: none"><li>• Recognise their behaviour can affect others;</li><li>• Listen to others and work cooperatively;</li><li>• Identify that people's bodies can be hurt;</li><li>• Recognise when people are being unkind to them or others, who to tell and what to say;</li><li>• Identify different types of teasing and bullying and identify that these are wrong and unacceptable;</li><li>• Identify strategies to resist teasing / bullying, if experienced or witnessed.</li></ul>
<u>Drug Education</u>	<ul style="list-style-type: none"><li>• Explore the importance of physical, mental and emotional health;</li><li>• Explore how to make informed choices;</li><li>• Understand the role of drugs as medicines;</li><li>• Identify alternatives to taking medicines;</li><li>• Identify that household products, including medicines, can be harmful if not used properly;</li><li>• Identify rules for and ways of keeping safe;</li><li>• Recognise they have a shared responsibility for keeping themselves and others safe.</li></ul>
<u>Growing Up</u>	<ul style="list-style-type: none"><li>• Explore growing and changing and becoming independent;</li><li>• Know the correct names for the main parts of the body (including external genitalia);</li><li>• Identify people who they can ask for help and think about how they might do that;</li><li>• Identify ways of keeping safe and know they do not keep secrets;</li><li>• Identify privacy in different contexts;</li><li>• Respect the needs of ourselves and other people;</li><li>• Identify similarities and differences;</li><li>• Know what physical contact is acceptable;</li><li>• Know that everyone is unique.</li></ul>





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<u>Changes</u>	<ul style="list-style-type: none"><li>• Explore what change means;</li><li>• Explore loss and change and the associated feelings;</li><li>• Explore the changes of growing from young to old;</li><li>• Explore how to manage change positively;</li><li>• Identify strategies and where to go for help.</li></ul>
<u>Being Me</u>	<ul style="list-style-type: none"><li>• Recognise they belong to different groups and communities such as family and school;</li><li>• Explore ways in which they are all unique;</li><li>• Identify ways in which we are the same as all other people; what we have in common with everyone else;</li><li>• Offer constructive support to others;</li><li>• Identify what makes them special.</li></ul>
<u>Money Matters</u>	<ul style="list-style-type: none"><li>• Recognise what money looks like;</li><li>• Identify how money is obtained;</li><li>• Understand the ways money can be used;</li><li>• Understand how to keep money safe and what influences choices.</li></ul>
<u>Being Safe</u>	<ul style="list-style-type: none"><li>• Identify household products are hazards, if not used properly;</li><li>• Explore rules for and ways of keeping safe in a range of situations;</li><li>• Know who to go to, if they are worried;</li><li>• Recognise that they share a responsibility for keeping themselves and others safe;</li><li>• Explore what is 'privacy'; their right to keep things private and the importance of respecting others' privacy;</li><li>• Understand why rules are important in keeping us safe;</li><li>• Identify people who work in the community and how to ask for help.</li></ul>

PSHE Matters: A PSHE Curriculum for Primary Schools forms the basis of our PSHE Scheme of Work.