

PSHE Values, Aims and Objectives

	EYFS	Year 1	Year 2
Autumn 1 Friendship Link to SEAL New Beginnings British Value Democracy We know how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. We can recognise and manage our emotions within a range of relationships. We know how to recognise and respond to risky or negative relationships including all forms of	<p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To communicate their feelings to others.</p> <p>To recognise how others show feelings and how to respond</p> <p>To recognise that their behaviour can affect other people.</p>	<p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>feel uncomfortable, anxious or afraid</p> <p>To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p>	<p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>To be aware of strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>Recognise the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p>

<p>bullying and abuse and know how to ask for help.</p>			
<p>Autumn 2</p> <p>Love</p> <p>Link to SEAL <i>Getting on and falling out/Say no to bullying</i></p> <p>British Value Democracy</p> <p>We can respect equality and diversity in relationships.</p> <p>We know about different groups and communities.</p> <p>We know about the importance of respecting and protecting the environment.</p>	<p>To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To understand that they belong to different groups and communities such as family and school.</p>	<p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To identify and respect the differences and similarities between people.</p>	<p>To know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) To offer constructive support and feedback to others</p>

<p>Spring 1 Responsibility</p> <p>Link to SEAL Going for goals</p> <p>British Value Rule of Law</p> <p>We know to respond in an emergency.</p> <p>We know about where money comes from, how to keep it safe and how important it is to manage it effectively. We are aware of the part that money plays in people's lives.</p> <p>We have a basic understanding of enterprise.</p> <p>We respect diversity and equality and know how to be</p>	<p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p>	<p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>To know about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>
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<p>a productive member of a diverse community.</p> <p>We know about rights and responsibilities as members of families, other groups and ultimately as citizens.</p>			
<p>Spring 2</p> <p>Courage</p> <p>Link to SEAL</p> <p>Good to be me</p> <p>British Value</p> <p>Rule of Law</p> <p>We are confident about managing change, including changes to our bodies, transition and loss and can identify strategies to support us through these.</p>	<p>Life timeline so far...</p>	<p>To know about the process of growing from young to old and how people's needs change.</p> <p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>To know the names for the main parts of the body and the bodily similarities and differences between boys and girls.</p>
<p>Summer 1</p> <p>Honesty</p>	<p>To know what constitutes, and how to maintain, a healthy</p>	<p>To know that household products, including medicines, can be harmful if not used properly</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate</p>

**Link to SEAL
Relationships**

**British Value
Individual Liberty**

We know what is meant by a healthy lifestyle and know ways to maintain physical, mental and emotional health and wellbeing. We can identify different influences on these and know how to manage risks towards these.

We know ways to keep physically and emotionally safe and can make informed choices about health and wellbeing. We can identify sources of help.

lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

To know the importance of, and how to, maintain personal hygiene
To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

To know about the ways that pupils can help the people who look after them to more easily protect them.

To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
To know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

their strengths and set simple but challenging goals.

To know the conventions of courtesy and manners.

To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.

To know that for most people the internet is an integral part of life and has many benefits.

<p>Summer 2 Respect</p> <p>Link to SEAL Changes</p> <p>British Value Individual Liberty</p> <p>We can respect ourselves and others.</p> <p>We are aware of responsible behaviour and actions.</p> <p>We know the importance of behaving and acting appropriately.</p>	<p>To know ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>To know ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>To know how they can contribute to the life of the classroom and school e.g. organise and set up an event.</p> <p>To identify the importance of self-respect and how this links to their own happiness.</p>	<p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>
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	Year 3	Year 4	Year 5	Year 6
Autumn 1 Friendship Link to SEAL New Beginnings British Value Democracy We know how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. We can recognise and manage our emotions within a range of relationships.	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know what is meant by the term 'habit' and why habits can be hard to change.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to</p>	<p>To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.</p>	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>

<p>We know how to recognise and respond to risky or negative relationships including all forms of bullying and abuse and know how to ask for help.</p>	<p>use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To know that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p>	<p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	
<p>Autumn 2 Love</p> <p>Link to SEAL Getting on and falling out/Say no to bullying</p>	<p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and</p>	<p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p>	<p>To know which resources can be allocated in different ways and that these economic choices affect individuals, communities and the</p>	<p>To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial</p>

<p>British Value Democracy</p> <p>We can respect equality and diversity in relationships.</p> <p>We know about different groups and communities.</p> <p>We know about the importance of respecting and protecting the environment.</p>	<p>risks in their local environment) and to use this as an opportunity to build resilience.</p>	<p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>sustainability of the environment.</p> <p>To consider the lives of people living in other places, and people with different values and customs across the world.</p>	<p>and religious diversity, age, sex, gender.</p>
<p>Spring 1 Responsibility</p> <p>Link to SEAL Going for goals</p> <p>British Value Rule of Law</p>	<p>To work collaboratively towards shared goals.</p> <p>To know what being part of a community means, and about the</p>	<p>To understand about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>	<p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p>	<p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the</p>

We know to respond in an emergency.

We know about where money comes from, how to keep it safe and how important it is to manage it effectively. We are aware of the part that money plays in people's lives.

We have a basic understanding of enterprise.

We respect diversity and equality and know how to be a productive member of a diverse community.

varied institutions that support communities locally and nationally.

To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

To know what is meant by enterprise and begin to develop enterprise skills.

skills to exercise these responsibilities.

To recognise and challenge stereotypes.

We know about rights and responsibilities as members of families, other groups and ultimately as citizens.

**Spring 2
Courage**

**Link to SEAL
Good to be me**

**British Value
Rule of Law**

We are confident about managing change, including changes to our bodies, transition and loss and can identify strategies

To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

To know their body will, and their emotions may, change as they approach and move through puberty.

To know about human reproduction.

<p>to support us through these.</p>				
<p>Summer 1 Honesty</p> <p>Link to SEAL Relationships</p> <p>British Value Individual Liberty</p> <p>We know what is meant by a healthy lifestyle and know ways to maintain physical, mental and emotional health and wellbeing. We can identify different influences on these and know how to manage risks towards these.</p>	<p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To know how to recognise early signs of physical illness such as weight loss or unexplained changes to the body.</p> <p>To recognise the role of voluntary, community and</p>	<p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To know the facts and science relating to immunisation and vaccination.</p> <p>To learn about people who are responsible for helping them to stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To know how to make informed choices (including recognising</p>	<p>To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.).</p>	<p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves: to explore and critique how the media presents information.</p> <p>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop</p>

<p>We know ways to keep physically and emotionally safe and can make informed choices about health and wellbeing. We can identify sources of help.</p>	<p>pressure groups, especially in relation to health and wellbeing school rules about health and safety, basic emergency aid procedures, where and how to get help.</p>	<p>that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p>	<p>To know where and how to report concerns and get support with issues online.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p>	<p>the skills and strategies required to get support if they have fears for themselves or their peers. To know that there are some cultural practices which are against British law and universal human rights.</p> <p>To know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p>
<p>Summer 2 Respect Link to SEAL Changes</p>	<p>To understand personal boundaries; to identify what they are willing to share with their most special people;</p>	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>To examine critically what is presented to them in social media and why it is important to do so; understand how information</p>	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights</p>

<p>British Value Individual Liberty</p> <p>We can respect ourselves and others.</p> <p>We are aware of responsible behaviour and actions.</p> <p>We know the importance of behaving and acting appropriately.</p>	<p>friends; classmates and others; and that we all have rights to privacy.</p> <p>To understand that their actions affect themselves and others.</p> <p>To develop an awareness of the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.</p> <p>To resolve differences by looking at alternatives, seeing</p>	<p>To recognise and manage 'dares.</p> <p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules'.</p>	<p>contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>To know why social media, some computer games and online gaming, for example, are age-restricted.</p> <p>To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request to realise the consequences of anti-</p>	<p>set out in the United Nations Declaration of the Rights of the Child. To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>To learn about the difference between, and the terms associated with, sex, gender identity and sexual orientation identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p>
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	<p>and respecting others' points of view, making decisions and explaining choices.</p>		<p>social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p>	<p>To understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p>
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