

St. Peter's CE Primary, Farnworth



Personal, Social, Health and Economic Education (PSHE) Including Relationship, (Sex) and Health Education

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St. Peter's CE Primary, Farnworth

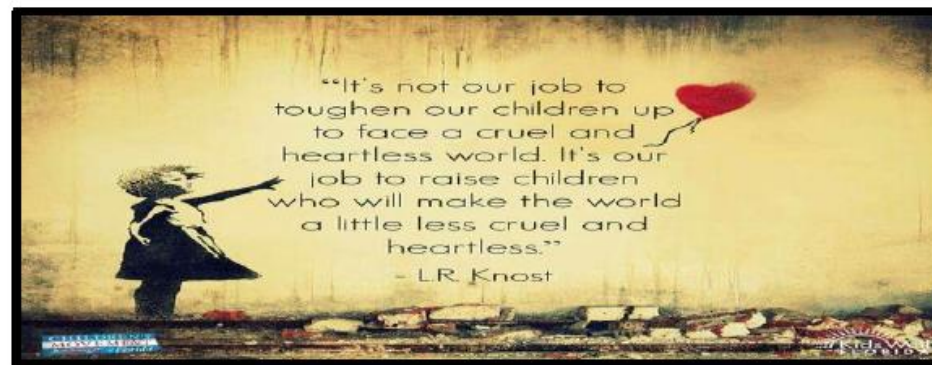


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is **knowing who I am**, **what I love** and **being proud to be me**.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

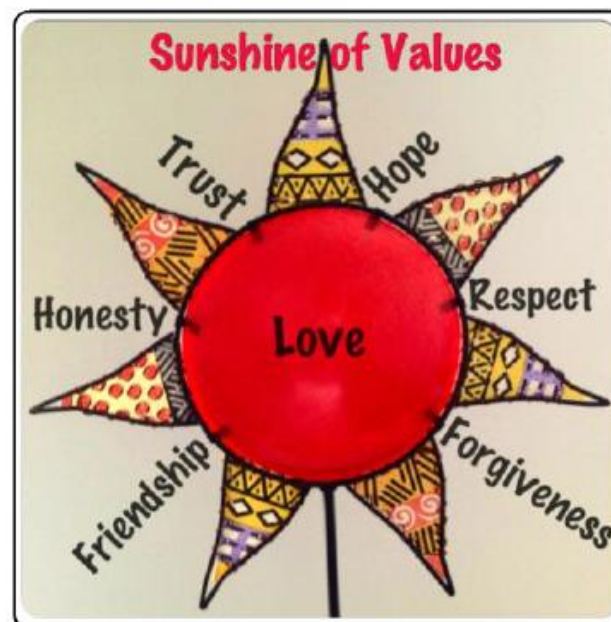
Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

Subject specific guidance

Curriculum coverage and progression of skills

This content is taken from Relationship Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (2019)

Relationship education

At St. Peter's we believe that the focus in our school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

For our youngest children, this will start with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. In our EYFS, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, and the importance of honesty and truthfulness. These concepts will be continued throughout school with permission seeking and giving, and the concept of personal privacy added to our pupil's understanding at an age appropriate level. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact, will also be taught within KS1 (We will continue to use the NSPPCC – PANTS programme for this).

Respect for others will continue throughout our curriculum, taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From early on, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which our children are likely to encounter. It is our belief that drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, many of our children will already be using the internet.

As part of teaching relationships content, we will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will provide lessons on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect, (for further guidance see our ICT policy).

In a rapidly changing world, we are very aware that teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) We recognise that care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers

Our Relationships Education Curriculum creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, St Peter's will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In our school, this will be delivered by focusing on boundaries and privacy, ensuring that our pupils understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils will be given information about how to report concerns and seek advice when they suspect or know that something is wrong.

We will ensure that there is a balance between teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

At St. Peter's, we already choose to teach some aspects of sex education and will continue to do so (these cover statutory RSE requirements only). We believe that this is important for the transition phase before moving to secondary school in supporting pupils' ongoing emotional and physical development effectively. We follow the recommendation that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings (Y5) and draws on knowledge of the human life cycle set out in the national curriculum for science (Y4). Positive relationship work is an important part of the curriculum (Y6), to prepare our children for understanding their feelings for others in adolescence.

At St. Peter's, we consult our parents in Y4, Y5 and Y6 annually about the detailed content of what will be taught. This includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school (suitable websites are shared). Our curriculum does not go above and beyond what is already part of the National Curriculum for science.

At St Peter's we continue to draw on the good practice for conversations with parents around the right to withdraw. We also ensure that the teaching and materials are appropriate having regard for the age and religious backgrounds of our pupils. We also recognise the significance of factors, such as any special educational needs or disabilities of pupils.

Physical health and mental wellbeing

As part of our curriculum we will teach about good physical health and mental wellbeing. Pupils will know that mental wellbeing is a normal part of daily life, in the same way as physical health.

We will teach our pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep and the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

We will discuss with pupils the steps that they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Pupils will be taught that there is a two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

The benefits of hobbies, interests and participation in the community will also be covered. Our pupils will know that as humans, we are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups, are beneficial for health and wellbeing.

This complements Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Teaching and learning within Relationship and Physical & Mental Health Education at St Peters

Relationship education	
Families and people who care for me:	Pupils should know • 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • 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. • 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. • 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.
Respectful relationships	Pupils should know • 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. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness.

	• 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • 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
Being safe	Pupils should know • 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. • 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. • 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.
Physical and mental health education	
Physical health	Pupils should know: • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Mental wellbeing	Pupils should know that: • That mental wellbeing is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions (eg 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. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • 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. • That bullying (including cyber bullying) has a negative and often lasting impact on mental well-being. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Healthy eating	Pupils should know: • 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 (eg the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know: • The risks about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and the 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 • 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
Basic first aid	Pupils should know: • 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.
The changing adolescent body	Pupils should know; • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

Role of the subject leader

- Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.
- Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences to learn about new innovations in maths across KS1 and KS2.
- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be NQTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, NQT's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to NQT's if there are areas that the NQT would like to discuss.

Appendix 1

Curriculum map

Strand		Specific objective	Where and how covered					
			1	2	3	4	5	6
Relationships education	Families and people who care for me	that families are important for children growing up because they can give love, security and stability	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE Fort Alice
		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.					PSHE	PSHE Fort Alice
		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.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE Fort Alice
		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	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE Fort Alice
		that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						SRE RE – Hinduism vows
		how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		PSHE				PSHE Fort Alice
	Caring relationships	how important friendships are in making us feel happy and secure, and how people choose and make friends	RE Spr 1 JWS	PSHE	PSHE	PSHE	PSHE	PSHE
		the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		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	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE

		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			PSHE	PSHE	PSHE	PSHE Fort Alice
	Respectful relationships	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	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE Fort Alice
		practical steps they can take in a range of different contexts to improve or support respectful relationships.						PSHE Fort Alice
		the conventions of courtesy and manners.	W	W	W	W	W	W
		the importance of self-respect and how this links to their own happiness	W	W	W	W	W	W
		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	W	W	W	W	W	W
		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.	PSHE / C	PSHE / C	PSHE / C	PSHE / C	PSHE / C	PSHE / C
		what a stereotype is, and how stereotypes can be unfair, negative or destructive.					PSHE	PSHE
		the importance of permission-seeking and giving in relationships with friends, peers and adults.						SRE
	On line relationships	that people sometimes behave differently online, including by pretending to be someone they are not		C	C	C	C	C
		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			C	C	C	C
		the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	C	C	C	C	C	C
		how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			C	C	C	C
		how information and data is shared and used online.						C
	Being safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				PSHE	PSHE	SRE / C

health ; physical and mental wellbeing		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.	PSHE	PSHE	PSHE	PSHE	PSHE	SRE / PSHE
		that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	PSHE	PSHE	PSHE	PSHE	PSHE	SRE / PSHE
		how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE C
		how to recognise and report feelings of being unsafe or feeling bad about any adult.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		how to ask for advice or help for themselves or others, and to keep trying until they are heard.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		how to report concerns or abuse, and the vocabulary and confidence needed to do so.			PSHE / C	PSHE / C	PSHE / C	PSHE / C
		where to get advice e.g. family, school and/or other sources	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
	Mental well being * most objectives delivered through healthy mind UK programme ; bought in and delivered throughout the year.	that mental wellbeing is a normal part of daily life, in the same way as physical health	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		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.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		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					SRE	SRE
		how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.					SRE	SRE
		the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	W	W	W	W	W	W
		simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	W	W	W	W	W	W
		isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.			PSHE		PSHE	
		that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing			PSHE	PSHE	PSHE	PSHE
		where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		PSHE / C	PSHE / C	PSHE / C	PSHE / C	PSHE / C

		it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.						PSHE	PSHE
	Internet safety and harms	that for most people the internet is an integral part of life and has many benefits	C	C	C	C	C	C	C
		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					C	C	C
		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				C	C	C	C
		why social media, some computer games and online gaming, for example, are age restricted	C	C	C	C	C	C	C
		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					C	C	C
		how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			C	C	C	C	C
		where and how to report concerns and get support with issues online	C	C	C	C	C	C	C
	Physical health and fitness	the characteristics and mental and physical benefits of an active lifestyle.	PE	PE	PE	PE	PE	PE	PE
		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.	DM	DM	DM	DM	DM	DM	DM
		the risks associated with an inactive lifestyle (including obesity)	PE	PE	PE	PE	PE	PE	PE
		how and when to seek support including which adults to speak to in school if they are worried about their health.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
	Healthy eating	what constitutes a healthy diet (including understanding calories and other nutritional content)		SC A inc H Aut 2	SC A inc H Aut 1				SC A inc H Spr 1
		the principles of planning and preparing a range of healthy meals.	FT	SC A inc H Aut 2 FT	SC A inc H Aut 1 FT	FT	FT	FT	FT

		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).			SC A inc H Aut1	SC A inc H Aut 2	PSHE Project Cham.	SC A inc H Spr 1
	Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking					PSHE Project Cham.	SC A inc H Spr 1
	Health and prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body						SC A inc H Spr 1
		about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					SRE	SRE
		about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.				SC A inc H Aut 2		
		about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
		the facts and science relating to allergies, immunisation and vaccination.						SC A inc H Spr 1
	Basic first aid	how to make a clear and efficient call to emergency services if necessary.	W	W	W	W	W	W
		concepts of basic first-aid, for example dealing with common injuries, including head injuries			PSHE			PSHE
	Chan ging adolescent body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes					SRE	SRE
		about menstrual wellbeing including the key facts about the menstrual cycle					SRE	SRE

* most objectives delivered through KAPOW ; bought in and delivered throughout the year.

SC = science link

C = computing link – online safety units

AW= aspirations week

SRE = SRE week Y4,5,6

W = whole school worship theme

RE = religious education link

PE = PE link

FT = food technology lesson

Learning in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

PSHE		
Three and Four-Year-Olds	Communication and Language	• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.

Three and Four-Year-Olds Continued	Physical Development	• Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World	• Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	• Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.
	Physical Development	• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
	Understanding the World	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	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 others' needs.
	Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society.