

Vernon Park Primary School
Personal, Social, Health and Economic Education (PSHE) Handbook

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience

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PSHE Intent Statement

PSHE education offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online. PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

EYFS Development Matters

EYFS Statutory Educational Programme:

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.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

EYFS Early Learning Goals (ELGs)

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

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- 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 ELG

Children at the expected level of development will:

- 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 ELG

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.

KS1 (PSHE Association)

Families:

1. what a family is and who is in our family F1 F2
 2. that there are different types of family, and that everyone's family is unique and special F3
 3. how families show love and care, and different ways they can spend time together and share each other's lives F2 F4
 4. what to do if anything about family life is upsetting or concerning * F6
- * see naming and recognising emotions in 'Mental health and wellbeing'

Friendships:

1. what friendship is and what makes a good friend CF1 CF2 CF4
2. how people make friends and how to be kind and caring in friendships CF1 CF2
3. that friends can argue, and they can also make up CF5 RKR3

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4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument CF6 RKR3

5. how to ask for help if a friendship is making them feel unhappy CF7

Respecting self and others:

1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging RKR8 RKR10

2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things RKR1

3. how to respectfully express their likes, dislikes and needs, and listen to other people RKR3 RKR5

4. ways to show politeness and respect RKR7

5. how to play cooperatively; what they can do if they feel upset or angry with someone RKR3 RKR6

6. how to share, take turns and include others CF2

7. about kind and unkind behaviour; that someone's actions and words can be hurtful RKR3 RKR9

8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying RKR9 GW7

9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so RKR11

Safe relationships: consent, boundaries and trust:

1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully BS1

2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC DB2 BS2 BS3

3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) DB2

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4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe BS4 BS5 BS6

5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult BS5 RKR11

6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know RKR11 BS4 BS5

7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe BS2 BS6

8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard (RKR11, BS6, BS7) RKR11 BS6 BS7

Mental health and wellbeing:

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5

2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well GW2 GW4

3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3

4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) GW1

5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies GW1 GW5

6. about different kinds of change and loss (including death); how change and loss can affect people and who can help GW8

7. about preparing to move to a new class or year group and how to manage feelings during times of change GW3 GW8

8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help GW9

Keeping healthy and well:

1. people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4

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2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health HPP4

3. how to keep safe and well in the sun and protect skin from sun damage HPP2

4. why sleep is important; bedtime routines and ways to rest and relax HPP3

5. simple hygiene routines that can stop germs from spreading HPP5

6. who to talk to if they are worried about their health PHF4

Physical activity and nutrition:

1. what being healthy means and how physical activity helps people to stay healthy PHF1

2. ways to be physically active every day PHF2

3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods HE2

4. that people often share food together, e.g. during mealtimes or special occasions HE2 HE3

5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk HE1 HE4

6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink HE1 HE4

7. when and how children can make choices about what they eat and drink and who can help them make healthier choices HE2

Changing and growing up:

1. about growing and changing from young to old and how people's needs change DB1

Personal safety and first aid:

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations PS1

2. how to recognise potentially harmful or hazardous situations in everyday life, including at home PS1

3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places PS2

4. how to cross the road safely with adult support PS2

5. how to keep safe around water, using the water safety code PS2

6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency BS4

BS7

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7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say BFA1

Online life and safety:

1. different ways people use the internet in everyday life WO1
2. that not everything on the internet is true or real WO7
3. how the internet and digital devices can be used to safely and respectfully communicate with others WO2 WO4 OSA1
4. that it is important to be kind online; that people's feelings can be hurt by unkindness online OSA1
5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true OSA2
6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people WO10 OSA4 OSA5
7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices WO3 WO5 OSA3
8. some benefits and risks of watching videos or playing games online WO6 WO7
9. how to tell a trusted adult if they have worries about something online WO11

Drug education:

1. that medicines can help people to stay healthy or feel better if they are unwell HPP6
2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1
3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1

Economic wellbeing:

1. what money is, how people get money, and what it is used for
2. that money needs to be looked after; different ways of doing this, including keeping money in an account
3. different ways of paying for things
4. that money can be saved or spent; that people make different choices about saving and spending money
5. the difference between needs and wants; that people may not always be able to have the things they want

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Careers education: aspirations, learning and work:

1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of
2. that people can earn money to pay for things by having a job
3. different jobs that people do, including roles and responsibilities people have in their community
4. some of the strengths and interests someone might need to do different jobs

KS2 (PSHE Association)

Families:

5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected F3
 6. that families should provide love, care, protection, and safety for children as they grow up F1F2 F4
 7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships F4 F5
 8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these F2
 9. what to do and who to talk to if someone is worried about their family or feels unsafe * F6
- * see naming and recognising emotions in 'Mental health and wellbeing'

Friendships:

6. about the importance of friendships; that positive friendships support wellbeing CF1
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate CF2 CF4 RKR2
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) CF1 CF2

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- 9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences CF1 RKR4 RKR2
- 10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded CF1 CF3 CF4 GW6
- 11. strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2
- 12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others RKR1 RKR4
- 13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships CF5
- 14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary CF7
- Respecting self and others:**
 - 10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others RKR1 RKR6 GW1
 - 11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect RKR5 RKR8
 - 12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7
 - 13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling RKR3 RKR4
- Safe relationships: consent, boundaries and trust:**
 - 9. the difference between public and private; why something might be private, and when children and adults have a right to privacy BS2
 - 10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults BS1 BS3

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11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries BS1 RKR2
 12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts DB2
 13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell BS3
 14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that BS5 CF7
 15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe BS2
 16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult BS4 BS6 OSA2
 17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse BS5 BS6
 18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk * BS2 BS3 BS6 F6 DB2
- * Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."
19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard BS5 BS6 BS7 RKR11

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14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise CF6 RKR3

15. how to respond to situations where they experience disappointment or frustration with others RKR3

16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others GW7 RKR9 WO8

17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes RKR10

18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help RKR5 RKR6 RKR10

Mental health and wellbeing:

9. the importance of taking care of mental health and wellbeing, as well as physical health GW2

10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5

11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1

12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5

13. how to direct attention and manage distractions to support mental health and wellbeing GW1

14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1

15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively GW1

16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5

17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3

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18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10

19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief GW8

20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition GW8

21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10

Keeping healthy and well:

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health HPP4

8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves HPP2

9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3

10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) HPP5 HPP6

11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1

Physical activity and nutrition:

8. what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1

9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines PHF1 PHF2

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10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain PHF3

11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing HE1

12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods HE4

13. how to develop healthier eating and drinking habits and how to manage influences on their choices HE1 HE2 HE4

14. some benefits of preparing meals at home; how to plan and prepare healthy meals HE3

15. how and when to speak to adults (including in school) if they are worried about their health PHF4

Changing and growing up:

2. the external genitalia and internal reproductive organs in males and females DB1 DB2 DB3

3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes DB1

4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them DB1 DB3

5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* DB3

* Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers. Sex education **

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ***

** While Sex Education is not statutory in primary schools, the Department for Education recommends “that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.”

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*** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level.

This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

Personal safety and first aid:

8. about the role of rules and laws in keeping people safe PS1 PS2

9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances PS1

10. how to predict, assess and manage risk in different situations PS1

11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) PS2

12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * BFA2

* schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1

Online life and safety:

Understanding the internet

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO2

11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent WO4 WO10

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12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see WO7 WO9 WO10

13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation WO7 WO9

14. what AI is (including generative AI) and where it might be encountered in everyday life WO1

Risks, rules and wellbeing online

15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5

16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users OSA3 WO5

17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing WO3

18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing WO2

19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing WO3 WO6

20. why and how to use privacy and location settings to protect information OSA4

21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6

Safe and respectful behaviour online

22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling WO2

23. that the same principles about how to treat others apply in all contexts, including online OSA1

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- 24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous WO4
- 25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online OSA1 WO4
- 26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support OSA2
- 27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet OSA5
- 28. how to decide what is appropriate to share online and what should not be shared OSA4
- 29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online WO11

Drug education:

- 4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
- 5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6
- 6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others DATV1
- 7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1
- 8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9

Economic wellbeing:

- 6. that people have different attitudes towards saving and spending money
- 7. what influences people's decisions about saving and spending, including individual priorities, needs and wants
- 8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to

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9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)

10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account

11. advantages and disadvantages of different ways of paying for things

Careers education: aspirations, learning and work:

5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals

6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy

7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career

8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways

9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career

10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

11. that there are different routes into careers (e.g. college, apprenticeship, university)

12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes

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PSHE Long-Term Curriculum Maps EYFS

Nursery: Personal, Social and Emotional Development (PSED)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How I Feel - The Colour Monster - naming feelings - The Colour Monster – Matching the monsters to the different feelings - What makes me happy and calm? - What can I do when I feel sad/angry?	Me and My World - What is my job? - Who helps me? - Up and off we go.	Positive Relationships - My family tree. - Rafael makes friends. - My friends are special. - We can sort this out.	Being Safe - Stop look and listen. - Help Goldilocks make safer choices. - Spot what's hot. - Is it safe to eat? - What do you do online?	Working Together - We can share. - We can take turns. - Our class ocean. - Showing kindness.	Super Me - Things I am good at. - Things I Like and Dislike - Growing Up and what I am looking forward to in Reception

Reception: Personal, Social and Emotional Development (PSED)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Look What I Can Do. Our class tidy up checklist.	How I Feel. - Loose parts feeling faces. - Regulating Reggie.	Working Together. - How might they be feeling? - Show and share.	Being Safe. Staying safe by the road.	My Body. - Healthy habits. - Germ hunt. - A balanced diet.	Reach for the Stars. - Going for goal. - I can persevere. - I believe in me.

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• Respecting rules. • Which way should I go? • Me and my clothes.	• My magic box. • My opinions.	• My turn-taking wand. • Island rescue: teamwork	• Staying safe when out and about. • Things that are hot. • Can I eat it? • Staying safe online.	• My healthy smile.	• Building resilience. • I heard the magic word.
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PSHE Long-Term Curriculum Maps Y1-Y6 (even year)

KS1 PSHE Long-Term Curriculum Map: Even (26-27)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Lesson 1	Ground Rules	Foundations for Wellbeing: Noticing feelings (L1)	Personal identity	Keeping safe at home	Keeping safe: Sun safety	OHID: Every mind matters – KS1 L1: Emotions
Lesson 2	Learning and playing together	Foundations for Wellbeing:	Belonging and community	Drug education – KS1 L1: Keeping safe	The sleep factor	OHID: Every mind matters –

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		Distraction (L2)				KS1 L2: Kindness
Lesson 3	Friendship and bullying: Let's be friends (L1)	Foundations for Wellbeing: Paying attention to pleasant feelings (L3)	Families: What makes a family? (L1)	Drug education – KS1 L2: Keeping healthy	Food for thought	OHID: Every mind matters – KS1 L3: Self-care
Lesson 4	Friendship and bullying: Let's make up (L2)	Foundations for Wellbeing: Helpful and unhelpful thoughts (L4)	Families: Different families (L2)	Drug education – KS1 L3: Medicines and household products	Dental health	COMING SOON Croydon: Wellbeing way lessons
Lesson 5	Friendship and bullying: Let's be Kind (L3)	Foundations for Wellbeing: Reacting (L5)			The importance of Handwashing	
Lesson 6	Consent					

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LKS2 PSHE Long-Term Curriculum Map: Even (26-27)

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Y3	Summer 1 Y4	Summer 2
	Mental health and wellbeing (A2Y3)	Building healthy habits (Sp1Y3)	Making choices online (Sp2 Y3)	Keeping safe out and about (Su1 Y3)	Me, my friends and belonging (A1 Y3)	Me, my body and growing up (Su1 Y4)	Looking out for each other (Su2 Y3)
Lesson 1	Foundations for Wellbeing – Y3 L1: Exploring emotions	Food for thought – KS2 L1: Healthier eating and drinking habits	NSCS: CyberSprinters – KS2 L1: Creating and managing Passwords	Keeping safe: Sun safety – KS2 L1: Managing risk in the sun	Personal identity – KS2 L1: Personal identity	Medway: Changing and growing up – Y4-5 L1: Time to change	St John's Ambulance: First aid – KS2 L1: Allergies
Lesson 2	Foundations for Wellbeing – Y3 L2: Understanding distraction	Food for thought – KS2 L2: Healthier eating – choices and influences	NSCS: CyberSprinters – KS2 L2: Protecting your devices	Road and rail safety – KS2 L4: Risks and keeping safe	Medway: Changing and growing up – Y3 L1: What makes a good friend	Medway: Changing and growing up – Y4-5 L2: Menstruation and wet dreams	St John's Ambulance: First aid – KS2 L4: Bites and stings
Lesson 3	Foundations for Wellbeing – Y3 L3: Managing thoughts and emotions	Food for thought – KS2 L3: Ready, set, cook!	BBFC: Let's watch a film – KS2 L1: What can we watch?	Environment agency – KS2 L1: Canals and rivers	Medway: Changing and growing up – Y3 L2: Falling out with friends	Medway: Changing and growing up – Y4-5 L3: Personal hygiene	St John's Ambulance: First aid – KS2 L7: Calling for help

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Lesson 4	Foundations for Wellbeing – Y3 L4: Managing worries	Dental health – KS2 L1: Exploring dental health	BBFC: Let's watch a film – KS2 L2: Can we choose what to watch?	Environment agency – KS2 L2: Flood alert!	Belonging and community – Y3-4 L2: Belonging to a community	Medway: Changing and growing up – Y4-5 L4: Emotions and feelings	Foundations for Wellbeing: Revisit the extension and embedding activities in year 3 lessons.
Lesson 5	Foundations for Wellbeing – Y3 L5: Managing responses	COMING SOON Physical activity lesson	COMING SOON Paying to play lesson			NSPCC: Talk PANTS – ages 7-9 L1: Building confidence	
Lesson 6							

UKS2 PSHE Long-Term Curriculum Map (26-27)

	Autumn 1 (Y5)	Autumn 2 (Y5)	Spring 1 (Y6)	Spring 2 (Y6)	Summer 1 Y5	Summer 1 Y6	Summer 2 Y5	Summer 2 Y6
UKS2	Friendships, stereotypes and bullying (Au1 Y5)	Mental health and Wellbeing (Au2 Y5)	Mental health and wellbeing (Au1 Y6) Changes in puberty (and sex	Changes in puberty (and sex education*) (Sp1 Y6)	Positively engaging with our world (Sp1 Y5)	Managing money and online spending (Au2 Y6)	Embedding healthy habits and learning first aid (Su 2 Y5)	Looking to the future (Su2 Y6)

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	Mental health and Wellbeing (Au2 Y5)	Respecting boundaries (Sp2 Y5)	education*) (Sp1 Y6)	Drug education: assessing risk and managing influences (Sp2 Y6)	Safe connections (Su 1 Y5)	Developing our AI literacy (Su1 Y6)		
Lesson 1	Friendship and bullying – Y5-6 L1: Including others	Foundations for Wellbeing – Y5 L4: Rumination and worry	Foundations for Wellbeing – Y6 L1: Regulating emotions	Medway: Changing and growing up – Y6 L3: Positive, healthy relationships	NewsWise – ages 9-11 L3: Managing feelings about the news	CEOP: Play, like, share – ages 8-10 L3: They have fans, we have friends!	Melanoma Fund: Sunguarding schools – KS2 Sure: Breaking limits – KS2 L1: Confident mover	The Careers and Enterprise Company: Careers explorers – KS2 L1: Job skills
Lesson 2	Friendship and bullying – Y5-6 L2: Positive and respectful friendships	Foundations for Wellbeing – Y5 L5: Managing reactivity	Foundations for Wellbeing – Y6 L2: Managing distraction	Medway: Changing and growing up – Y6 L4: How a baby is made*	NewsWise – ages 9-11 L5: Spotting fake news	CEOP: Connect – Y5-6 L1: Respectful relationships	Melanoma Fund: Sunguarding schools – KS2 Sure: Breaking limits – KS2 L2: Team player	The Careers and Enterprise Company: Careers explorers – KS2 L2: Choosing a career

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Lesson 3	Friendship and bullying – Y5-6 L3: Bullying and its impact	Consent – KS2 L1: Giving and seeking Permission	Foundations for Wellbeing – Y6 L3: Developing positive thinking habits	The sleep factor – KS2 L1: Getting a good night's sleep	NewsWise – ages 9-11 L6: Understanding that news is targeted	CEOP: Connect – Y5-6 L2: Socialising online	Melanoma Fund: Sunguarding schools – KS2 Sure: Breaking limits – KS2 L3: Goal setter	The Careers and Enterprise Company: Careers explorers – KS2 L3: Career routes
Lesson 4	Belonging and community – Y5-6 L3: Challenging stereotypes	Consent – KS2 L2: Personal boundaries	Foundations for Wellbeing – Y6 L4: Managing rumination and worry	Drug education – Y5-6 L1: Medicines	UCL: Climate change - empathy and agency – KS2 L1: Connecting with nature	NCA: Making the right CyberChoices – Y5-6	St John's Ambulance: First aid – KS2 L2: Asthma	Embracing change and new challenges – Y6 L1: Moving to secondary School
Lesson 5	Belonging and community – Y5-6 L4: Addressing extremism	Consent – KS2 L3: Appropriate and inappropriate touch	Foundations for Wellbeing – Y6 L5: Managing stress	Drug education – Y5-6 L2: Legal and illegal drugs	UCL: Climate change - empathy and agency – KS2 L2: Everyday actions	L1: Money and emotional Wellbeing	St John's Ambulance: First aid – KS2 L9: Head injuries	

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Lesson 6	Foundations for Wellbeing – Y5 L1: Noticing and naming Emotions	NSPCC: Talk PANTS – ages 9-11 L6: How can the PANTS rule help us?	Change, loss and grief – Y5-6 L3: How do people manage loss and support each other?	Drug education – Y5-6 L3: Influences and pressure	UCL: Climate change - empathy and agency – KS2 L3: Doing it together	L2: Being a critical consumer Exploring risk in relation to gambling – KS2		
Lesson 7	Foundations for Wellbeing – Y5 L2: Directing attention and managing distractions	Female genital mutilation – Y5-6* L1: Keeping safe – FGM	Medway: Changing and growing up – Y6 L1: Puberty recap	Drug education – Y5-6 L4: Tobacco, vaping and alcohol in the media	CEOP: Play, like, share – ages 8-10 L1: Block him right good, Alfie!	Chancing it! Online financial harms – KS2 L1: Spending influences		
Lesson 8	Foundations for Wellbeing – Y5 L3: Changing thinking habits		Medway: Changing and growing up – Y6 L2: Puberty – change and becoming independent		CEOP: Play, like, share – ages 8-10 L2: Who's Magnus?	L2: Wellbeing and support		

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PSHE Long-Term Curriculum Maps Y1-Y6 (odd year)

KS1 PSHE Long-Term Curriculum Map: Odd (27-28)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Keeping safe outside the home	Looking back and moving on
Lesson 1	Foundations for Wellbeing – Y2 L1: Noticing and naming feelings	CEOP: Jessie and Friends – KS1 L1: Watching videos	Medway: Changing and growing up – KS1 L1: My special people	The Careers and Enterprise Company: Careers explorers – KS1 L1: Strengths and interests	Road and rail safety – KS1 L1: Crossing the road	Revisit the extension and embedding activities in year 2 lessons. Embracing change and new challenges – KS1 L1: Moving to a new class
Lesson 2	Foundations for Wellbeing – Y2 L2: Different distractions	CEOP: Jessie and Friends – KS1 L2: Sharing pictures	Medway: Changing and growing up – KS1 L2: Growing up – the human life cycle	The Careers and Enterprise Company: Careers explorers – KS1 L2: Different jobs Money and wellbeing	Road and rail safety – KS1 L2: Keeping safe around railways	

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Lesson 3	Foundations for Wellbeing – Y2 L3: Changing thoughts and feelings	CEOP: Jessie and Friends – KS1 L3: Playing games	Medway: Changing and growing up – KS1 L3: Everybody's body	– KS1 L1: What is money?	COMING SOON Emergencies lesson Environment agency –	
Lesson 4	Foundations for Wellbeing – Y2 L4: Managing unhelpful thoughts	BBFC: Watch out! – KS1 L1: Helping to make good viewing choices	NSPCC: Talk PANTS – 5-7 L1: PANTS power	– KS1 L2: Money choices	KS1 L1: Caring for the environment	
Lesson 5	Foundations for Wellbeing – Y2 L5: Reactions and responses	BBFC: Watch out! – KS1 L2: Keeping viewing choices safe	NSPCC: Talk PANTS – 5-7 L2: More PANTS power			
Lesson 6	Change, loss and grief – KS1 L1: What happens when things change?					

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PSHE Long-Term Curriculum Map: Odd (27-28)

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Y3	Summer 1 Y4	Summer 2
	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Y3 Me, my friends and belonging	Me, my body and growing up	Families and growing together
Lesson 1	Personal identity – KS2 L1: Personal identity	Foundations for Wellbeing – Y3 L1: Exploring emotions	Food for thought – KS2 L1: Healthier eating and drinking habits	Money and wellbeing – Y4 L1: How money is used	Personal identity – KS2 L1: Personal identity	Medway: Changing and growing up – Y4-5 L1: Time to change	Families – KS2 L1: Family relationships
Lesson 2	Medway: Changing and growing up – L1: What makes a good friend	Foundations for Wellbeing – Y3 L2: Understanding distraction	Food for thought – KS2 L2: Healthier eating – choices and influences	Money and wellbeing – Y4 L2: Making decisions about money	Medway: Changing and growing up – Y3 L1: What makes a good friend	Medway: Changing and growing up – Y4-5 L2: Menstruation and wet dreams	Families – KS2 L2: Diverse families

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Lesson 3	Medway: Changing and growing up – L2: Falling out with friends	Foundations for Wellbeing – Y3 L3: Managing thoughts and emotions	Food for thought – KS2 L3: Ready, set, cook!	Guardian Foundation: NewsWise – ages 7-9 L4: How news affects feelings	Medway: Changing and growing up – Y3 L2: Falling out with friends	Medway: Changing and growing up – Y4-5 L3: Personal hygiene	Families – KS2 L3: Family changes
Lesson 4	Belonging and community L2: Belonging to a community	Foundations for Wellbeing – Y3 L4: Managing worries	Dental health – KS2 L1: Exploring dental health	Guardian Foundation: NewsWise – ages 7-9 L6: Fake or real news?	Belonging and community – Y3-4 L2: Belonging to a community	Medway: Changing and growing up – Y4-5 L4: Emotions and feelings	Committed relationships and family life – KS2 L1: Marriage and partnership
Lesson 5		Foundations for Wellbeing – Y3 L5: Managing responses	COMING SOON Physical activity lesson	Guardian Foundation: NewsWise – ages 7-9 L7: Questioning images in the news		NSPCC: Talk PANTS – ages 7-9 L1: Building confidence	
Lesson 6							

***Please contact your child's/children's class teacher directly for more information about specific lessons.**