



PSHE is a non-statutory subject, RSHE (Relationship, Sex and Health Education) is a statutory subject. Our school values underpin the PSHE/Relationships teaching and learning. The aim of our curriculum is deliver the content required for good personal development in a child. Through PSHE/RSHE we teach the following: SMSC (Spiritual, Moral, Social and Cultural) BV (British Values) Safeguarding and Online safety.

	<b>Reception</b>
<b>Self-regulation</b>	<p>Expresses his/her feelings and considers the feelings of others</p> <p>Is able to identify and moderate his/her own feelings socially and emotionally</p> <p>Manages his/her own needs</p> <p>Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)</p> <p>Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG)</p> <p>Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG)</p>
<b>Managing self</b>	<p>Sees himself/herself as a valuable individual</p> <p>Shows resilience and perseverance in the face of challenge</p> <p>Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG)</p> <p>Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG)</p> <p>Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p>



<b>Relationships</b>	<p>Builds constructive and respectful relationships</p> <p>Thinks about the perspectives of others</p> <p>Forms positive attachments to adults and friendships with peers (ELG)</p> <p>Shows sensitivity to his/her own and to others' needs (ELG)</p> <p>Works and plays cooperatively and takes turns with others (ELG)</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>
----------------------	---



Year 1 & 2 PSHE/RSHE learning opportunities;

	Year 1	Year 2
<b>Learning opportunities in Health and well-being. Pupils will learn...</b>		
<b>Healthy lifestyles (physical well-being)</b>	<p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>
<b>Mental health</b>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p>	<p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p>



	<p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p>	<p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>
<b>Ourselves, growing and changing</b>	<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H25. to name the main parts of the body</p>	<p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>
<b>Keeping safe</b>	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>



	<p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	
<b>Drugs, alcohol and tobacco</b>		H37. about things that people can put into their body or on their skin; how these can affect how people feel
<b>Learning opportunities in Relationships. Pupils will learn...</b>		
<b>Families and close positive relationships &amp; Friendships</b>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>



<b>Managing hurtful behaviour and bullying</b>	<p>R11. about how people may feel if they experience hurtful behaviour or bullying</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>
<b>Safe relationships</b>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>



<b>Respecting self and others</b>	R23. to recognise the ways in which they are the same and different to others	R25. how to talk about and share their opinions on things that matter to them
<b>Learning opportunities in Living in the wider world. Pupils will learn...</b>		
<b>Shared responsibilities</b>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>
<b>Communities</b>	<p>L4. about the different groups they belong to</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	L5. about the different roles and responsibilities people have in their community
<b>Media literacy and digital resilience</b>	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
<b>E-safety</b>	<p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>	<p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>
<b>Economic well-being: Money</b>	L10. what money is; forms that money comes in; that money comes from different sources	L11. that people make different choices about how to save and spend money



	L13. that money needs to be looked after; different ways of doing this	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
<b>Economic well-being: Aspirations work and career</b>	L14. that everyone has different strengths  L15. that jobs help people to earn money to pay for things	L16. different jobs that people they know or people who work in the community do  L17. about some of the strengths and interests someone might need to do different jobs