

Key Skills

- Understanding of emotional/ physical and mental wellbeing
- Understanding of Social and cultural relationships
- Understanding of responsible citizenship

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PSHE

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health and Wellbeing	<p>Know the importance of physical exercise and a healthy diet for good health</p> <p>Manage basic hygiene</p>	<p>Know that we should eat a healthy diet</p> <p>Be able to say what foods are healthy</p> <p>Know why we exercise</p> <p>Be able to dress and undress successfully e.g. buttons, zips etc.</p> <p>Beginning to understand dental hygiene and its effects.</p> <p>Understand how to keep themselves clean and why it is important.</p>	<p>Discuss ways to stay healthy and identify healthier foods and treats</p> <p>Understand personal hygiene and know how diseases spread (Hand washing).</p> <p>Identify how needs change through the life cycle - Looking at growth/ageing only.</p> <p>Understand the basic differences between girls and boys (not sexual).</p>	<p>Make healthy choices and discuss reasons for choices</p> <p>Know how diseases spread and how to control them. (Hand washing)</p> <p>Understand the differences between boys and girls (with the knowledge of naming sexual organs Penis/ vagina).</p>	<p>Identify what makes a healthy lifestyle and explain how to care for the body</p> <p>Understands that things can have a positive and negative effect on the body.</p> <p>Understand how bacteria and viruses affect the body</p> <p>Developing an awareness of different family make ups and that all are acceptable.</p>	<p>Begin to discuss changes which happen to the body</p> <p>Understand how bacteria and viruses affect the body and how they can be prevented</p> <p>Understands that things can have a positive and negative effect on the body and can make choices appropriately based on this.</p>	<p>Discuss how the body changes and how to maintain hygiene through puberty</p> <p>Know how to prevent the spread of diseases and viruses</p>	<p>Understand the effects of mental health problems.</p> <p>Understand the impact of disease in the wider world</p> <p>Discuss how to manage change and transition</p> <p>Discuss how to manage physical changes within puberty</p>

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<p>Emotional health and personal qualities</p>	<p>Identify and name some feelings</p> <p>Share their likes and dislikes</p> <p>Set themselves simple, short term goals</p> <p>Share views and opinions</p>	<p>Express their feelings and identify causes</p> <p>Understand their own feelings and how they can effect others.</p> <p>Identify their positive qualities and strengths</p> <p>Share their views and opinions and reasons for them</p>	<p>Recognise their own worth</p> <p>Identify ways to face new challenges</p> <p>Express their views, and listen to those of others</p> <p>Understand vocabulary to describe their feelings (Good and Bad).</p> <p>Beginning to understand how to manage their feelings.</p>	<p>Recognise their own worth and that of others</p> <p>Express their views confidently, reflect on and respond to the views of others</p> <p>Identify some factors that affect emotional health and well being (vocab of good/bad feelings)</p>	<p>Demonstrate more confidently that they recognise their own worth</p> <p>Support others in recognising their own worth</p> <p>Identify ways to overcome difficulties and set backs</p>	<p>Express their views confidently with reasons and reflect upon them</p> <p>Show how their views can develop in the light of listening to others</p> <p>Identify strategies for dealing with factors that affect emotional health and well being</p>	<p>Recognise ways in which an individual's circumstances and experiences can shape their views and perspectives</p> <p>Understand how puberty can impact on emotional wellbeing and discuss how to manage these changes</p> <p>Discuss how empathy can help us to understand the emotions and needs of others and can be a tool to support positive interactions and relationships</p> <p>Understands the differences and similarities between people which arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>	
<p>Relationships</p>	<p>Talk about feelings and their and others' behaviour</p> <p>Know that some behaviour is unacceptable</p> <p>Work as part of a group</p>	<p>Understands that people come from different backgrounds.</p> <p>Know that in the class/school different pupils believe in similar/different things.</p> <p>Know that some behaviours are unacceptable</p>	<p>Begin to identify and respect differences between people.</p> <p>Beginning to identify ways others can be teased or bullied and understand why this is wrong.</p>	<p>Understand that their behaviours and actions can impact on others</p> <p>Identify and respect differences between people.</p> <p>Understand ways others can be teased or bullied and why this is wrong.</p>	<p>Identify how their behaviour impacts on others</p> <p>Understand the different types of relationships</p> <p>Understand different types of bullying and where to access support</p>	<p>Identify that behaviour choices have consequences</p> <p>Understand how to maintain a positive relationship</p> <p>Understand the nature and consequences of bullying and racism</p> <p>Recognises from her own and others actions what is fair</p>	<p>Begin to see their actions from a different perspective</p> <p>Know what stereotyping is</p> <p>Understand different values, traditions and customs</p> <p>Discuss differences between people such as religion, race, disability etc.</p>	<p>Discuss behaviour choices in society and their consequences</p> <p>Recognise and challenge stereotypes</p> <p>Identify positive and negative relationships and where to access support</p> <p>Respect equality</p>

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		Work as part of a group and class		Identify strategies to resist bullying/ what to do when witnessing bullying.	Beginning to understand that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex etc.	and unfair, kind and unkind and right and wrong Developing an awareness of different family make ups and that all are acceptable.	Understand that the freedom to choose and hold other faiths and beliefs is protected in law Begins to understand that some relationships can be negative or positive and who they can turn to for help	and diversity between people Begin to understand sexual relationships Understands that some relationships can be negative or positive and who they can turn to for help.
Wider World	Understand and follow the rules Adjust behavior to different situations and take changes of routine in their stride Listen to others when they speak	Know why we have rules including rules which keep us safe Be able to follow rules Start to say why and how things are right and wrong Begin to understand the	Begin to understand the difference between right and wrong and discuss rules within society Respond to simple questions Explain own views and listen to the views of others Understand the	Understand the difference between right and wrong and discuss rules within society and the consequences of breaking these wider rules. Express own views with reasons. Listen and respond to others views Know where money	Show an understanding of values Beginning to be aware on how the media impacts on our lives (positive and negative). Discuss moral and social issues Discuss/ debate topical issues affecting	Investigate topical issues and explore media sources Ask and respond to questions and questions from others Understand roles within society and meet people to discuss these roles Know why it is important to manage money	Understand rights and responsibilities and how they impact on own lives and the wider world Justify personal opinions linked to broad topical issues Understand decision making and the impact this has on others Show an understanding of	Begin to explore democracy and government as well as justice and laws Analyse different sources and understand media interpretation Show a deeper understanding of enterprise and the economic/business environment

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		role of money - we use it to buy things.	importance of money	comes from and how it can be used	themselves and others	Understand why it is important to care for the environment and know the impact of people's actions	enterprise Discuss how to protect the environment and advise others	Understand the term sustainable development
Safety* *E-safety is an element of the Computing non-negotiables	Talk about ways to keep healthy and safe	Know how to keep themselves and others safe (including in the sun and road safety) Know that adults help to keep them safe. Understand stranger danger and ways to stay safe - (NSPCC PANTS RULE).	Understand which people can help us stay safe (Helping Hands and PANTS RULE). Understand stranger danger be able to discuss ways to stay safe Beginning to understand what a secret is and why it may be important to share it.	Understand the purpose of medicines Understand how people keep us safe out of school, particularly road safety Understands what a secret is and why it may be important to share it and who to share it with.	Identify safety risks and understand stranger danger and ways to stay safe Understands that secrets can have negative impacts.	Begin to identify legal substances that affect the body e.g. smoking/ alcohol Understand legal substances and how they affect the body Understand peer pressure and know where to access help Understands that secrets can have negative impacts and can identify numerous ways/ people to help with sharing a secret.	Know different legal and illegal harmful substances Make informed choices about risks and develop strategies to deal with peer pressure	Know how legal and illegal substances affect the body and make informed choices Know what physical contact is acceptable and how to access help and support Know how to respond in an emergency

Staff copies show proposed objectives teaching during Feel Good Week but should also be taught and embedded throughout the year.

A holistic approach is taken to develop every child's acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; opportunities are provided for children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.