



**Specific PSHE learning (covering the non-statutory national framework for PSHE and the ELG in EYFS)**

	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>EYFS</b>	Can accept the needs of others, can take turns and share resources. Is aware of behavioural expectations in their classroom.	Is aware of their own feelings, and know that some actions and words can hurt others' feelings. Takes small steps to resolve conflicts with other children. Know some of the things that make them unique.	Welcomes and values praise for what they have done. Shows interest in different occupations and ways of life.	Shows some understanding that good practises in regards to exercise, eating, sleeping and hygiene can contribute to good health.	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Recognises and describes special times and events for their family or friends.	Can name parts of the body. Understands that we all grow from babies into adults.
<b>Year 1/2</b>	Explain why their class is a happy and safe place to learn. Explain why their behaviour can impact other people in the class.	Explain some of the ways they are different and similar to others in their class. Explain why differences make us all special. Explain that the reason people sometimes get bullied is because they are seen to be	Explain their feelings when they are successful and how success can be celebrated positively. Explain how they play a part in group activities and how each member of the group contributes to the end product.	Explain why their body is amazing. Can identify a range of ways to keep their body safe and healthy. Explain why food and medicines can be good for their body, comparing to less healthy/unsafe choices.	Explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves. Explain the personal qualities they bring to special relationships. Know how some things might make them feel	Compare how they are now to when they were a baby. Explain some of the changes that will happen when they get older. Use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they

		different, this may include people who do not conform to gender stereotypes.	Explain how different people's skills compliment each other.		uncomfortable in a relationship and compare this with relationships that make them feel safe and special.	are private. Explain why some types of touches feel OK and others don't.
Year 3/4	Explain how their behaviour can affect how others feel and behave. Explain the importance of being listened to and listening in the school community.	Describe different conflicts that may arise in family or friendship groups. Know how words can be used in hurtful or kind ways when conflict arises. Explain how first impressions of people can alter as they get to know them. Explain why bullying might be difficult to spot and know what to do if they are unsure.	Explain the ways that help them learn and know their personal learning goals. Be able to plan and set new goals even after a disappointment.	Identify things, people and places that are unsafe. Describe strategies for keeping safe and healthy, including sources of help. Recognise when they are being placed under pressure and explain means of resisting this.	Explain positive influences by people they know and also those from other countries. Recognise how people may be feeling when missing a special person or animal.	Explain how boys' and girls' bodies change on the inside and outside while growing up. Know these changes are necessary to make babies when they grow up. Able to summarise the changes to human bodies to prepare them for making a baby.
Year 5/6	Compare their life with other people in the UK. Explain why we have rules, rights and responsibilities to try and make the school and wider community a fair place. Explain how their	Explain the difference between direct and indirect bullying. Know a range of strategies to help themselves or others if in a bullying situation. Explain ways that difference can be a	Compare their hopes and dreams to that of young people from different cultures. Explain different ways to work with others to help make the world a better place.	Explain the different roles food and substances can play in people's lives. Explain how people can develop eating disorders relating to body image pressures. Know how smoking and	Compare types of friendships and associated feelings. Explain how to stay safe when using technology. Know how to stand up for themselves,	Explain the changes boys and girls experience during puberty. Know why looking after themselves physically and emotionally is important. Able to summarise the

	choices impact people in the immediate community and globally.	source of conflict or a cause for celebration.		<p>alcohol misuse is unhealthy.</p> <p>Explain the impact of substance misuse on individuals and others.</p>	<p>negotiate and resist peer pressure on and offline.</p> <p>Identify when others may be experiencing feelings associated with loss.</p> <p>Recognise when people are trying to gain power or control.</p>	<p>process of conception.</p> <p>Explain how a baby develops in the womb and how it is born.</p>
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## Emotional Literacy and Social Skills based (enhancing emotional and mental health)

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>EYFS</b>	Is confident to talk to other children when playing. Enjoys responsibility in carrying out small tasks.	Can describe themselves in positive terms and talk about abilities. Begins to demonstrate empathy when they realise they have upset someone.	Shows a 'can do' attitude. Will take a risk, engaging in a new experience, and learns from trial and error. Bounces back after difficulties.	Explain what foods are healthy and why a variety of food is needed.	Can keep play going by responding to what others are saying or doing. Will initiate play, offering cues for others to join. Takes steps to resolve conflict.	Can express how they feel about moving into Year 1, including worries and/or things they are looking forward to. Can reflect on their favourite times in FS.
<b>Year 1/2</b>	Give examples of where they or others make the class a happy and safe place. Compare theirs' and their friends' choices. Express why some choices are better than others.	Explain what bullying is. Know how being bullied might make somebody feel. Explain what it feels like to have a friend and be a friend. Know why it is OK to be different from their friends.	Know why it is important to store positive feelings inside them. Explain how it feels to be part of a group. Identify a range of feelings about group work.	Give examples of when being healthy made them feel happy. Compare theirs' and friends' choices. Express feelings when making healthy and safe choices.	Give examples of behaviours in others that they appreciate and don't like. Give examples of some problem solving techniques and explain how they might use them.	Explain why some changes they might experience might feel better than others. Tell what they like and dislike about being a boy/girl and about getting older. Recognise that other people feel differently to them.

Year 3/4	<p>Explain the importance of rules and how rules help them and others to learn.</p> <p>Explain the importance of feeling valued.</p> <p>Explain the importance of democracy and how it can help them and others feel valued.</p>	<p>Describe how being involved in a conflict makes them feel.</p> <p>Know strategies to help in conflict situations.</p> <p>Explain why it is good to accept themselves and others for who they are.</p>	<p>Share successes with confidence and positivity.</p> <p>Know why it is important to store positive feelings inside them.</p> <p>Explain what resilience and a positive attitude means.</p>	<p>Express how being anxious, scared and unwell feels.</p> <p>Be able to identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Explain how their choices might affect their families and friendships and people around the world they don't know.</p> <p>Describe methods to manage feelings when missing a special person or animal.</p>	<p>Recognise how they feel about changes happening to their body.</p> <p>Suggest ideas of how to cope with their feelings.</p> <p>Know that they will have choices to make in the future and some things they will have no control over.</p>
Year 5/6	<p>Explain how one persons actions can affect another and provide examples from school and wider community.</p> <p>Empathise with others locally and globally and explain how this can influence their choices.</p>	<p>Explain why racism and other discrimination is unkind.</p> <p>Express how they feel about discriminatory behaviour.</p> <p>Empathise with others in situations where difference is a cause for conflict or celebration.</p>	<p>Reflect on the hopes and dreams of young people from another culture and explain how this makes them feel.</p> <p>Explain their motivation to make the world a better place.</p>	<p>Summarise different ways they demonstrate respect and value for their body.</p> <p>Identify and apply skills to keep themselves emotionally healthy and manage stress and pressure.</p>	<p>Know and apply strategies to manage feelings and pressures they may face when using technology in ways that may be risky or cause harm to themselves or others.</p> <p>Know when to stand up for themselves or others in real or online situations.</p> <p>Describe methods to manage feelings when missing a special person or animal.</p>	<p>Express how they feel about the changes that will happen during puberty and becoming a teenager.</p> <p>Accept that changes to their bodies may happen at different times to their friends.</p> <p>Recognise how they feel about the development and birth of a baby.</p>