Personal, Social, SHE

We believe that Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Our PSHE curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding.

We want our pupils to:

Love learning about how to become healthy, independent and responsible members of society.

Achieve their full potential by becoming confident individuals.

Develop curiosit**y** by exploring different moral, social and cultural issues that they may encounter as they grow up.

Have **f**un learning about themselves and others in the community around them.

Be **i**nspired by local and global figures who help to make a difference to the world around us.

Have memorable **e**xperiences by participating in a range of practical activities.

Learn **l**ife skills through discussions, in a safe environment, of how they should react and respond when faced with some of the everyday situations they may encounter.

Develop as individuals, who feel confident, to express their own thoughts, beliefs and opinions.

PSHE education includes Relationships Education at Key Stages 1 and 2 and Health Education. At Layfield, PSHE is delivered through lessons and the wider curriculum.

The Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education states that, by the end of primary school, pupils should know:

Mental wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating	Drugs, alcohol and tobacco	Health and prevention	Basic first aid	Changing adolescent body
• 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 (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	• that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can	• 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 (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.	• 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 (e.g. the impact of alcohol on diet or health).	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	• 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 that a 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.	• 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.	• 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.

	have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.						

Our PSHE and Citizenship Education curriculum encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the development of positive attitudes to learning, a positive and respectful culture and encourages children to develop positive behaviour and conduct.

We use a curriculum developed by Twinkl, which provides a comprehensive programme that integrates, but is not limited to, the statutory content in the 'Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

The programme ensures that the curriculum:
> **(a)** promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

> **(b)** prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This curriculum has been produced so that it is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

- Health and Wellbeing
- Relationships
- Living in the Wider World

Twinkl Life's PSHE and Citizenship Scheme of Work is designed to be taught in thematic units consisting of six lessons, with supporting materials including a Planning Overview, assessment statements, Learning Journey Record and display materials. The units are taught in a spiral

curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding.

Twinkl Life's PSHE units are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.

Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment.

Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.

PSHE at Layfield is also taught through other subjects to ensure the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online are embedded. This sits alongside the essential understanding of how to be healthy.

Learning opportunities are used flexibly to plan lessons according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Learning from one area may be related and relevant to others. Whilst the framework distinguishes three separate core themes, there will be extensive overlap, so we draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.

EYFS

During the Early Years Foundation stage (EYFS) children are taught to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

Level Expected at the End of EYFS

The following early years goals are prerequisite skills for PSHE in KS1.	

Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	**Physical Development (Health and Self-Care)** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	**Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	**Understanding the World (The World)** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Understanding the World (Technology) Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	

Key Stages 1 & 2
During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase.

PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6

Y1	**TEAM** (Relationships)	**THINK POSITIVE** (Health and Wellbeing)	**DIVERSE BRITAIN** (Living in the Wider World)	**BE YOURSELF** (Relationships)	**IT'S MY BODY** (Health and Wellbeing)	**AIMING HIGH** (Living in the Wider World)
Y2	**VIP's** (Relationships)	**SAFETY FIRST** (Health and Wellbeing)	**ONE WORLD** (Living in the Wider World)	**DIGITAL WELLBEING** (Relationships)	**MONEY MATTERS** (Health and Wellbeing)	**GROWING UP** (Living in the Wider World)
Y3	**TEAM** (Relationships)	**THINK POSITIVE** (Health and Wellbeing)	**DIVERSE BRITAIN** (Living in the Wider World)	**BE YOURSELF** (Relationships)	**IT'S MY BODY** (Health and Wellbeing)	**AIMING HIGH** (Living in the Wider World)
Y4	**VIP's** (Relationships)	**SAFETY FIRST** (Health and Wellbeing)	**ONE WORLD** (Living in the Wider World)	**DIGITAL WELLBEING** (Relationships)	**MONEY MATTERS** (Health and Wellbeing)	**GROWING UP** (Living in the Wider World)
Y5	**TEAM** (Relationships)	**THINK POSITIVE** (Health and Wellbeing)	**DIVERSE BRITAIN** (Living in the Wider World)	**BE YOURSELF** (Relationships)	**IT'S MY BODY** (Health and Wellbeing)	**AIMING HIGH** (Living in the Wider World)
Y6	**VIP's** (Relationships)	**SAFETY FIRST** (Health and Wellbeing)	**ONE WORLD** (Living in the Wider World)	**DIGITAL WELLBEING** (Relationships)	**MONEY MATTERS** (Health and Wellbeing)	**GROWING UP** (Living in the Wider World)

Skills Progression

Early Years Foundation Stage

The curriculum is taught through topics which ensure continuous provision and the skills progression as outlined in 'Birth to 5 Matters':

Personal, social and Emotional Development: Making Relationships	
Range 3	• Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions

	• Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration
Range 4	• Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest
Range 5	• Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
Range 6	• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship
ELG	Building Relationships 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. Managing Self Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly

Personal, social and Emotional Development: Sense of Self	
Range 3	• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use *me, you* and *I* in their talk and to show awareness of their social identity of gender, ethnicity and ability

		• Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying *no, me do it* or *mine*
Range 4		• Knows their own name, their preferences and interests and is becoming aware of their unique abilities
		• Is developing an understanding of and interest in differences of gender, ethnicity and ability
		• Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions
		• Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves
		• Is gradually learning that actions have consequences but not always the consequences the child hopes for
Range 5		• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers
		• Is sensitive to others' messages of appreciation or criticism
		• Enjoys a sense of belonging through being involved in daily tasks
		• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
		• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
Range 6		• Recognises that they belong to different communities and social groups and communicates freely about own home and community
		• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
		• Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
		• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
		• Has a clear idea about what they want to do in their play and how they want to go about it
		• Shows confidence in choosing resources and perseverance in carrying out a chosen activity
ELG		Managing Self 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

Personal, social and Emotional Development: Understanding Emotions		
Range 3		• Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words
		• Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking
		• Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement
		• Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries
Range 4		• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
		• Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
		• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
		• Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
		• Responds to the feelings of others, showing concern and offering comfort
		• May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
		• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows

Range 5	• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
Range 6	• Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, "emotional refuelling" and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
ELG	Self-Regulation 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 Managing Self Children at the expected level of development will: - Explain the reasons for rules, know right from wrong and try to behave accordingly

Key Stage 1 & 2

Core Theme	KS1 Pupils learn:	KS2 Pupils learn:
Health and Wellbeing	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H11. about different feelings that humans can experience	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 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 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 H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly 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 H33. about the people whose job it is to help keep us safe 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 H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) H37. about things that people can put into their body or on their skin; how these can affect how people feel	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11 how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

| | | | H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H26. that for some people gender identity does not correspond with their biological sex
H27. to recognise their individuality and personal qualities
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H29. about how to manage setbacks/perceived failures, including how to re-frame
unhelpful thinking
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for[1]
H34. about where to get more information, help and advice about growing and changing, especially about puberty
H35. about the new opportunities and responsibilities that increasing independence
may bring
H36. strategies to manage transitions between classes and key stages
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
H38. how to predict, assess and manage risk in different situations
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact |

			H43. about what is meant by first aid; basic techniques for dealing with common injuries[2] H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3] H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. 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 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
Relationships	R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. To identify the people who love and care for them and what they do to help them feel cared for R3. About different types of families including those that may be different to their own R4. To identify common features of family life R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. About how people make friends and what makes a good friendship R7. About how to recognise when they or someone else feels lonely and what to do R8. Simple strategies to resolve arguments between friends positively R9. How to ask for help if a friendship is making them feel unhappy R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying 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		R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. That sometimes people may behave differently online, including by pretending to be someone they are not R15. How to respond safely to adults they don't know R16. About how to respond if physical contact makes them feel uncomfortable or unsafe R17. About knowing there are situations when they should ask for permission and also when their permission should be sought R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe 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 R21. About what is kind and unkind behaviour, and how this can affect others R22. About how to treat themselves and others with respect; how to be polite and courteous R23. To recognise the ways in which they are the same and different to others R24. How to listen to other people and play and work cooperatively R25. How to talk about and share their opinions on things that matter to them	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

		R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
Living in the Wider World	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true 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 L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this 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	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

		L13. about some of the different ways information and data is shared and used online, including for commercial purposes
		L14. about how information on the internet is ranked, selected and targeted at specific
		individuals and groups; that connected devices can share information
		L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
		L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
		L17. about the different ways to pay for things and the choices people have about this
		L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
		L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
		L20. to recognise that people make spending decisions based on priorities, needs and wants
		L21. different ways to keep track of money
		L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
		L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
		L24. to identify the ways that money can impact on people's feelings and emotions
		L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
		L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
		L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
		L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
		L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
		L30. about some of the skills that will help them in their future careers e.g. teamwork,
		communication and negotiation
		L31. to identify the kind of job that they might like to do when they are older

		L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

1 Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or 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 (for example, condoms and the contraceptive pill) 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.

3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).

2 Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). 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.

Twinkl Life's PSHE and Citizenship Scheme of Work provides an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Twinkl Life's PSHE Scheme of Work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The Twinkl Life PSHE and Citizenship Scheme of Work can be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.