



Spring Gardens Primary School PSHE Programme of Study

Early Years Foundation Stage		Key Stage 1		Key Stage 2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>PSHE topics are covered through: Personal, Social and Emotional Development</p> <p>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; - 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.</p> <p>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; - 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.</p> <p>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.</p> <p>Understanding the World</p> <p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories,</p>		<p>Healthy eating and keeping active</p> <p>What is a healthy lifestyle? (To include; rest, physical activity, healthy eating and dental health.)</p> <p>Naming body parts.</p> <p>To develop an awareness of personal hygiene. (Understanding that some diseases can spread.)</p>	<p>Healthy eating and keeping active</p> <p>To understand that household products can be harmful.</p> <p>To discuss the process of growing from young to old and the changes that will occur.</p>	<p>Healthy eating and keeping active</p> <p>Road safety</p> <p>To recognise, predict and assess risks. (Also linked with road safety.)</p> <p>To know how to protect their own body.</p> <p>To judge what is acceptable and unacceptable physical contact.</p> <p>Basic hygiene to avoid bacteria and virus (hand washing).</p> <p>To understand how some habits can be dangerous (to include tobacco, alcohol, drugs and energy drinks.)</p>	<p>Healthy eating and keeping active</p> <p>To develop choices and opinions about food.</p> <p>To be aware of the changes that occur to their body as they approach puberty.</p> <p>To begin to be aware of human reproduction.</p>	<p>Healthy eating and keeping active</p> <p>To develop their ability to make choices about food and the benefits of a balanced diet.</p> <p>To know the damages that substances can have on their immediate and long-term health.</p> <p>To know how their body will change as they are going through puberty.</p> <p>To judge what physical contact is acceptable; and how to respond.</p>	<p>Healthy eating and keeping active</p> <p>To predict, assess and recognise the risks and to keep themselves safe in the locality.</p> <p>To know how to take care of their body; hygiene. (To include avoiding bacteria and virus.)</p> <p>To develop their understanding of human reproduction.</p> <p>To know how to protect their body from inappropriate physical contact.</p> <p>To develop strategies for saying emotionally and physically safe.</p> <p>To know some basic First Aid procedures.</p>
		<p>Emotional understanding</p> <p>To recognise what they like and dislike and make informed choices. (To understand that their choices can have positive and negative consequences.)</p> <p>To celebrate their achievements and to set goals.</p> <p>To understand that keeping secrets can be harmful.</p> <p>Vocabulary to describe feelings.</p> <p>To know the meaning of 'privacy' and 'being private' and respecting other's privacy.</p>	<p>Emotional understanding</p> <p>To learn from experiences and to recognise likes and dislikes.</p> <p>To learn vocabulary to describe a range of feelings.</p> <p>To recognise ways of coping with change (and loss.)</p> <p>To discuss the meaning of privacy and being private; respecting other's privacy.</p>	<p>Emotional understanding</p> <p>To show an understanding that choices have negative and positive consequences.</p> <p>To continue to develop an understanding of transition, change and loss. (To include bereavement, separation and divorce.)</p> <p>To celebrate their own achievements and identify their own strengths.</p> <p>To set goals.</p>	<p>Emotional understanding</p> <p>To know what has positive and negative effects on their mental health.</p> <p>To understand they may sometimes have conflicting feelings, and understand the importance of listening and talking about this.</p> <p>To know how to make informed choices for a balanced lifestyle.</p>	<p>Emotional understanding</p> <p>To deepen their understanding of 'good' and 'not so good' feelings.</p> <p>To know how to make informed choices and to recognise negative, positive and neutral affects.</p> <p>To understand the concept of a 'balanced' lifestyle.</p> <p>To recognise that independence brings increased responsibility.</p> <p>To continue to develop understanding of transition, change and loss. (To include bereavement, divorce and separation.)</p>	<p>Emotional understanding</p> <p>To know what positively and negatively affects their mental health.</p> <p>To celebrate their achievements and set aspirational goals.</p> <p>To understand the term 'habit' and to know the consequences of a habit.</p>
		<p>E-safety and financial understanding</p> <p>To know that money comes from different sources and has different purposes.</p> <p>To know ways of staying safe online.</p>	<p>E-safety and financial understanding</p> <p>To understand the role money plays in their life; saving, spending and keeping it safe.</p> <p>To know how ways of staying safe online.</p>	<p>E-safety and financial understanding</p> <p>To research, discuss and debate topical issues.</p> <p>To know why and how rules and laws that are made to protect them are enforced.</p> <p>To have an awareness about the role of money in their own lives. ('Loan', 'interest', 'debt' and 'tax'.</p>	<p>E-safety and financial understanding</p> <p>To research, discuss and debate topical issues.</p> <p>To understand there are basic human rights shared by all people.</p> <p>To explain democracy.</p> <p>Explore how the media present information.</p>	<p>E-safety and financial understanding</p> <p>To research, discuss and debate topical issues.</p> <p>To know how to use a mobile phone responsibly.</p> <p>To know that universal, shared human rights are there to protect them.</p> <p>To understand that there are basic human rights shared by all.</p>	<p>E-safety and financial understanding</p> <p>To research, discuss and debate topical issues.</p> <p>To know that there are some cultural practices that are against British law.</p> <p>To explore and critique what is presented to them in social media.</p> <p>To recognise how images in the media do not always represent reality and</p>

<p>non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			<p>Enterprise.</p> <p>To explore how the media present information.</p> <p>To explore and critique what is presented to them in media.</p>	<p>Explore and critique what is presented to them in social media.</p> <p>To understand how to stay safe online and who can help. (To include password protection.)</p>	<p>To know about the role of money in their own lives. ('Loan', 'interest', 'debt' and 'tax'.)</p> <p>Enterprise.</p> <p>To know that resources can be allocated in different ways and that these economic choices affect individuals.</p> <p>To explore and critique how the media present information.</p>	<p>the impact the media can have on an individual.</p> <p>To know how to stay safe online (including mobile phones) and how to deal with image requests of themselves/others.</p>
	<p>Who to trust</p> <p>To recognise how they contribute to the life of the classroom and school.</p> <p>To know that they belong to different communities.</p> <p>To discuss what helps and harms their locality.</p> <p>To understand the people that have similarities with and links to.</p> <p>That we are all unique.</p>	<p>Who to trust</p> <p>To help construct and follow sets of rules to help keep safe. (Including online.)</p> <p>To recognise that all people and living things have rights and that everyone has a responsibility to protect those rights.</p> <p>To know who can look after them and who helps in their community.</p> <p>To know how they can help the people that help them.</p>	<p>Who to trust</p> <p>To realise the consequences of antisocial, aggressive and harmful behaviour; to know who to tell about it.</p> <p>To know what being part of a community means.</p>	<p>Who to trust</p> <p>To recognise the role of voluntary, community and pressure groups.</p> <p>To understand the difference between 'risk', 'danger' and 'hazard'.</p>	<p>Who to trust</p> <p>To know that they have a range of responsibilities with varying roles (at home and school).</p> <p>To appreciate the range of identities in the UK.</p> <p>To differentiate between; 'risk', 'hazard' and 'danger'.</p>	<p>Who to trust</p> <p>To resolve differences by looking for alternative solutions.</p> <p>To consider the lives of people living in other places.</p>
	<p>Relationships</p> <p>To demonstrate the ability to communicate their feelings with others.</p> <p>To explain the difference between secrets and nice surprises.</p> <p>To begin to listen to others.</p> <p>To identify their special people.</p>	<p>Relationships</p> <p>To recognise that their behaviour can affect others; what is fair/ unfair, kind/unkind.</p> <p>To share and justify their views with others.</p> <p>To offer thoughtful feedback.</p>	<p>Relationships</p> <p>To recognise different types of relationships. (To include acquaintances, friends, family and relatives.)</p> <p>To understand that civil partnerships and marriage is a commitment that should be freely entered into. (a choice)</p> <p>To listen and respond respectfully; to challenge constructively if necessary.</p> <p>To recognise a range of different feelings in themselves and in others.</p>	<p>Relationships</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>That their actions affect themselves and others.</p> <p>To be aware that increased independence leads to increased responsibility.</p> <p>To recognise personal boundaries.</p> <p>To discuss the definition for; 'sex', 'gender, identity' and 'sexual orientation'.</p>	<p>Relationships</p> <p>To recognise and respond to a wide range of feelings in others.</p> <p>To recognise some relationships can be unhealthy and know who to talk to for support.</p>	<p>Relationships</p> <p>To know that the concept of secret keeping can be risky and understanding that sometimes they have to 'break a confidence'.</p> <p>To know who can help if they sometimes have conflicting feelings.</p> <p>To understand that there can be pressure to behave in unacceptable, unhealthy or risky ways from a variety of sources and to know who can help if they are anxious or unsure.</p> <p>To understand that marriage and civil partnership are demonstrations of commitment.</p>
	<p>Anti-bullying</p> <p>To identify and respect similarities and differences of others.</p> <p>To judge what kind of physical contact is acceptable.</p> <p>To understand that peoples bodies and feelings can be hurt.</p> <p>To have some strategies to resist teasing or bullying.</p>	<p>Anti-bullying</p> <p>To identify and respect similarities and differences of others.</p> <p>To recognise when people are being unkind to them or others and how to respond.</p> <p>To recognise different types of teasing and bullying.</p> <p>To now some strategies to resist teasing or bullying.</p>	<p>Anti-bullying</p> <p>To develop strategies to resolve disputes.</p> <p>To recognise and challenge stereo types.</p> <p>How to recognise bullying and abuse in all its forms.</p> <p>To be aware of the danger of dares.</p> <p>To understand the British values.</p>	<p>Anti-bullying</p> <p>That differences and similarities arise from a number of factors. (To include the effects of discrimination of race and disability.)</p> <p>That two people who love and care about each other can be committed without being married.</p> <p>To be aware of the British values and compare to other cultures around the world.</p>	<p>Anti-bullying</p> <p>To understand the difference and similarities between people arise from a number of factors.</p> <p>To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours.</p> <p>To know that forcing anyone to marry is a crime.</p>	<p>Anti-bullying</p> <p>To recognise bullying in all its forms.</p> <p>To recognise and challenge 'stereotypes'.</p> <p>Consider the terms; 'sex', 'gender identity' and 'sexual orientation'.</p> <p>To understand personal boundaries; to identify what they are willing to share and what they prefer to keep private.</p>