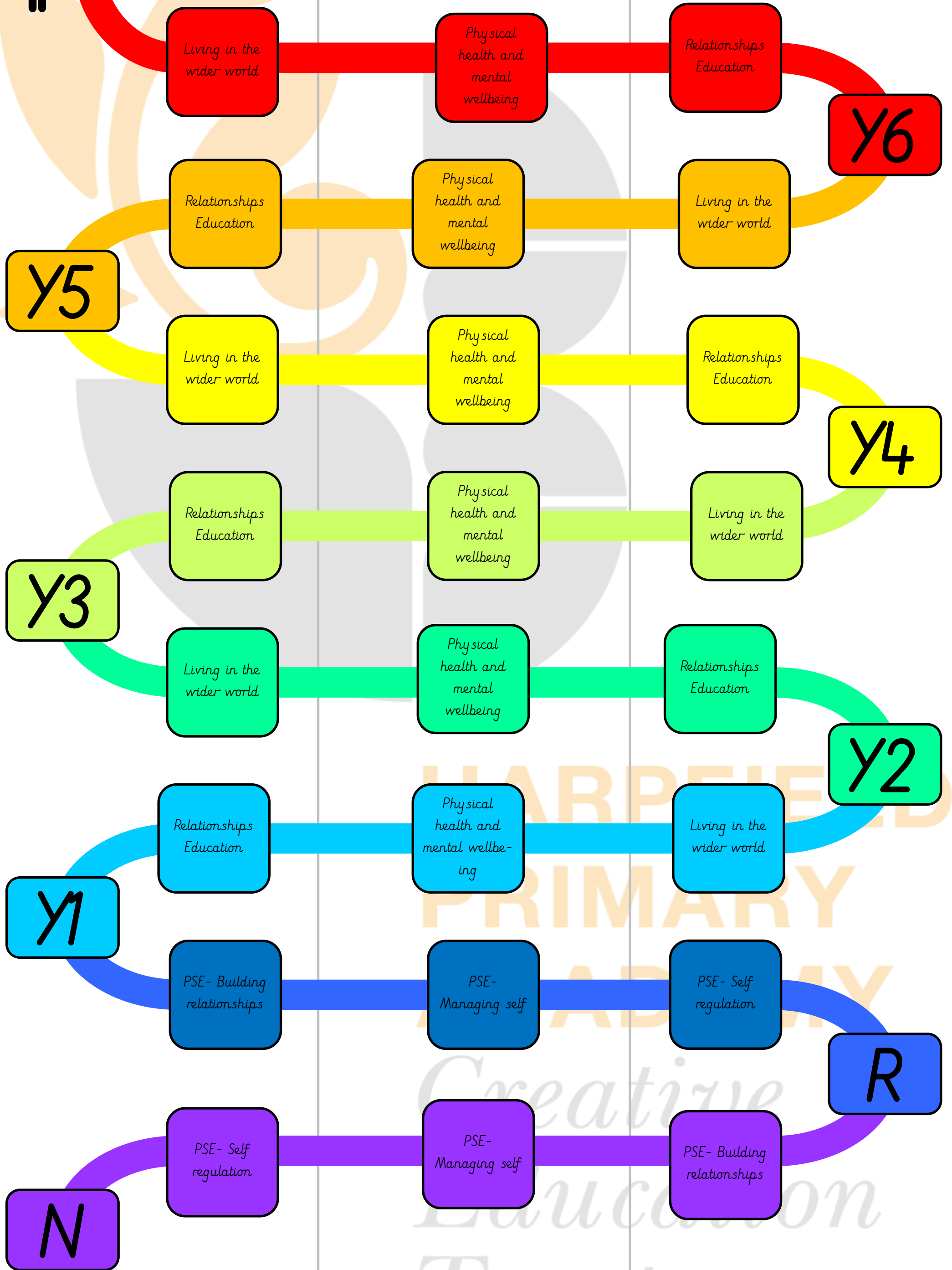


PSHE



Rationale

Personal, Social, Health and Economic (PSHE) education enables pupils to become healthier and lead more independent and more responsible lives as individuals and members of society.

At Harpfield we aim for the pupils to develop knowledge and understanding of the skills they need to manage their lives now and in the future, so we address both pupil's direct experiences and preparation for the future.

As part of a whole-school approach, our PSHE education is delivered through planned lessons following a programme covering the themes and topics in Relationships Education, Living in the wider world and Citizenship (as outlined by the PSHE Association), these are appropriate to the children's ages, abilities and stages of development.

Also through work in lesson time and a wide range of activities across the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with spiritual, moral, social and cultural issues they face as they move through primary school, this includes Growth Mindset which is developed across the school.

Our PSHE education develops children as individuals, as part of a family and as a member of society, equipping them with knowledge and understanding on how to live healthy, safe, productive, capable, responsible and balanced lives. It also provides pupils with opportunities to reflect on their experiences and how they are developing and it helps them to understand what is important to them, now and in the future. The essential skills builder framework is also woven into the existing PSHE curriculum.

Year 6	Relationships Education	<p>Families and people who care for me- Do I understand the different types of commitments and relationships? Do I know what healthy family relationships look and feel like? The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek advice from others if needed.</p> <p>Caring friendships-Do I know what healthy friendships look like? How do I manage conflict between friends? How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships-What is a stereotype? What a stereotype is, and how stereotypes can be unfair, negative or destructive. Why seek permission? The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships-What is a reliable source? How is my information and data used? How long is it there for? How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online.</p> <p>Being safe-Concept of privacy. Appropriate boundaries. How to recognise and report feelings of being unsafe or feeling bad about any adult. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.</p>
	Physical health and mental wellbeing	<p>Mental wellbeing-When and how should you seek support for yourself and others? Where and how to seek support (including recognising triggers) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Internet safety and harms-What are the positives and negatives of social media? About the benefits of rationing time spent online. The risks of excessive time spent on electronic devices. 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.</p> <p>Physical health and fitness-What are the risks of an unhealthy diet and an inactive lifestyle? The risks associated with an inactive lifestyle (including obesity).</p> <p>Healthy eating-When and how do I seek support? The characteristics of a poor diet and risks associated with unhealthy eating (including obesity, tooth decay) and other behaviours (impact of alcohol on diet, health).</p> <p>Drugs, alcohol and tobacco-Legal and illegal drugs. (Drug-taking). The facts about legal and illegal harmful substances and associated risks.</p> <p>Health and prevention-What does it mean to be hygienic? How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About personal hygiene and germs including bacteria, viruses, how they are spread and treated. The facts and science relating to allergies, immunisation and vaccination.</p> <p>Basic first aid-What is first aid? Can I do first aid? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.</p> <p>Changing adolescent body- Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. About menstrual wellbeing including key facts about the menstrual cycle.</p>
	Living in the wider world	<p>Living in the wider world-To resolve differences by looking at alternatives, making decisions and explaining choices. To develop an awareness of climate change. To develop an understanding of sustainability issues.</p> <p>Financial education (economic wellbeing)-To realise budgeting is important. Plan a simple budget. Plan and track money and savings, keeping accurate records, identifying and weighing up the features of a situation and use own judgement to come to a conclusion. Enterprise.</p> <p>British values and citizenship-To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. To explore how the media present information.</p>

Year 5	Relationships Education	<p>Families and people who care for me-Why is my family important? Are all families the same? That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek advice from others if needed.</p> <p>Caring friendships-What happens if I fall out with my friend? Who can I trust? How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships-How do I respect myself? The importance of self-respect and how this links to their own happiness. Is bullying acceptable? About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Online relationships-How do I stay safe online? The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information.</p> <p>Being safe-How can I keep myself safe? About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to report concerns or abuse, and the vocabu-</p>
	Physical health and mental wellbeing	<p>Mental wellbeing-How can I look after my mental health? How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Internet safety and harms-How should I behave online? About the benefits of rationing time spent online. The risks of excessive time spent on electronic devices. 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.</p> <p>Physical health and fitness-How to build regular exercise into daily/weekly routines? The importance of building regular exercise into daily and weekly routines and how to achieve this. (Planning a daily/weekly exercise routine).</p> <p>Healthy eating-Comparing healthy and unhealthy diets. The characteristics of a poor diet and risks associated with unhealthy eating (including obesity, tooth decay) and other behaviours (impact of alcohol on diet, health). The principles of planning and preparing a range of healthy meals.</p> <p>Drugs, alcohol and tobacco-Legal and illegal drugs. (Drug-taking) The facts about legal and illegal harmful substances and associated risks.</p> <p>Health and prevention-Why is sleep important? The importance if sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn. How to recognise early signs of physical illness, such as weight loss.</p> <p>Basic first aid-How to respond in an emergency? What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.</p>
	Living in the wider world	<p>Living in the wider world-To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. To develop an awareness of climate change. To develop environmental awareness and responsibility.</p> <p>Financial education (economic wellbeing)- How can I use a bank account? The links between jobs and money. How choices affect our future goals and how doe money affect my feelings.</p> <p>British values and citizenship-To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. To recognise the role of voluntary, community and pressure groups.</p>

Year 4	Relationships Education	<p>Families and people who care for me-How can families be different? What is at the heart of a happy family? That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>Caring friendships-How do we manage conflict in our friendships? That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Respectful relationships-How do you show respect to others? That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. What is the impact of bullying? About different types of bullying (including cyberbullying), the impact of bullying and how to get help.</p> <p>Online relationships-What are the rules for keeping safe online? That people sometimes behave differently online, including pretending to be someone they are not. The rules and principles for keeping safe online, how to recognise risks and how to report them.</p> <p>Being safe-How to recognise and report feeling of being unsafe or feeling bad about any adult. Where to get advice e.g. family, school and/or other sources.</p>
	Physical health and mental wellbeing	<p>Mental wellbeing-Why is it important to talk about your feelings? Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. That bullying has a negative and often long lasting impact on mental wellbeing. Where and how to seek support.</p> <p>Internet safety and harms-What are the negative impacts of being online? About the benefits of rationing time spent online. The risks of excessive time spent on electronic devices. The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Where and how to report concerns.</p> <p>Physical health and fitness-What are the benefits of an active healthy lifestyle? The risks associated with an inactive lifestyle. How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Healthy eating-What are the risks associated with a poor diet/ unhealthy eating? The characteristics of a poor diet and risks associated with unhealthy eating (including obesity, tooth decay) and other behaviours (impact of alcohol on diet, health).</p> <p>Drugs, alcohol and tobacco-Alcohol. The facts about legal and illegal harmful substances and associated risks.</p> <p>Health and prevention-Why is dental health important? About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>Basic first aid-How to respond in an emergency? What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.</p>
	Living in the wider world	<p>Living in the wider world-About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To develop an awareness of climate change.</p> <p>Financial education (economic wellbeing)-Making choices about our money. To explain why we might borrow money and how this might make us feel. To understand managing money is complex and that there are people we go to if we need help.</p> <p>British values and citizenship-To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To research, discuss and debate topical issues, problems and events. Why different rules are needed in different situations and how to take part in making and changing rules.</p>
Year 3	Relationships Education	<p>Families and people who care for me-What does a family look like? That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>Caring friendships-What does a healthy friendship look like? That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>Respectful relationships- Bullying. About different types of bullying (including cyberbullying), the impact of bullying and how to get help.</p> <p>Online relationships-Principles of online relationships. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. The rules and principles for keeping safe online.</p> <p>Being safe-How to respond safely and appropriately to adults they may encounter. In all contexts, including online. How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse.</p>
	Physical health and mental wellbeing	<p>Mental wellbeing-How does mental wellbeing affect your daily life? That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Internet safety and harms-Why are there age limits/restrictions online? The risks of excessive time spent on electronic devices. Why social media, and some computer games and online gaming are age restricted. Where and how to report concerns.</p> <p>Physical health and fitness-How to build regular exercise into routines? The importance of building regular exercise into daily, weekly routines and how to achieve this.</p> <p>Healthy eating- What constitutes a healthy diet? Including understanding calories and other nutritional content.</p> <p>Drugs, alcohol and tobacco-Smoking. The facts about smoking and associated risks</p> <p>Health and prevention-Why is sleep important? The importance of sufficient good quality sleep for good health, lack of sleep can affect mood, weight and ability to learn.</p> <p>Basic first aid-What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.</p>
	Living in the wider world	<p>Living in the wider world-To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. To know ways to save energy.</p> <p>Financial education (economic wellbeing)-Making choices about our money. To know that there are other ways to pay for things apart from cash. To know that our choices about spending and saving can be influenced by and have an impact on others.</p> <p>British values and citizenship-What democracy is, and about the basic institutions that support it locally and nationally. Why and how rules and laws are made an enforced.</p>

Year 2	Relationships Education	<p>Families and people who care for me-How do we show our families that we love and care for each other? That stable, caring relationships, which may be of different types are at the heart of happy families. How to recognise if family relationships are making them feel unhappy or unsafe.</p> <p>Caring friendships-What makes a good friend? How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs. How to recognise who to trust.</p> <p>Respectful relationships- How do we ensure that we respect ourselves and others? The importance of respecting others, even when they are very different from them, or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect. About different types of bullying.</p> <p>Online relationships-How to stay safe online? (E-Safety). That people sometimes behave differently online, including pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. The rules and principles for keeping safe online. How information and data is shared.</p> <p>Being safe- How can I keep myself safe? About the concept of privacy, including it is not always right to keep secrets if they re-</p>
	Physical health and mental wellbeing	<p>Mental wellbeing-How to recognise and talk about a range of emotions? Including having a varied vocabulary of words to use when talking about their own feelings and others' feelings. Simple self-care techniques, including importance of rest and hobbies.</p> <p>Internet safety and harms-E-Safety. About the benefits of rationing time spent online.</p> <p>Physical health and fitness-How to be active? The importance of building regular exercise into daily, weekly routines. The risks associated with an inactive lifestyle.</p> <p>Healthy eating-What does a healthy diet look like? The characteristics of a poor diet.</p> <p>Health and prevention-How to stay safe in the sun. About safe and unsafe exposure to the sun. Sleep. Importance of sufficient good quality sleep. Personal hygiene. About personal hygiene and the importance of handwashing.</p> <p>Basic first aid-What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.</p>
	Living in the wider world	<p>Living in the wider world-To contribute to the life of the class and school. To agree and follow rules for their group and classroom and understand how rules help them. What improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>Financial education (economic wellbeing)-The part money plays in people's lives. How to manage their money, keep it safe, choices about spending money and what influences those choices.</p> <p>British values and citizenship-To recognise choices they can make and recognise the difference between right and wrong. To take part in a simple debate about topical issues. To recognise that they belong to various groups and communities, such as family and</p>
Year 1	Relationships Education	<p>Families and people who care for me-What makes a family? That families are important for children growing up because they can give love, security and stability. That others' families, either in school or the wider world, sometimes look different from their family. How to recognise if family relationships are making them feel unhappy or unsafe.</p> <p>Caring friendships-How to be a good friend? How important friendships are in making us feel happy and secure. That characteristics of friendships, including mutual respect, truthfulness, kindness, trust, sharing interests and experiences and support with problems and difficulties. How to recognise who to trust.</p> <p>Respectful relationships- What is respect? The importance of respecting others, even when they are very different from them, or have different preferences or beliefs. The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</p> <p>Online relationships-How to be safe online. (E-Safety) That people sometimes behave differently online, including pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p> <p>Being safe- What is a stranger? Stranger danger. How to respond safely to adults they may encounter whom they do not know.</p>
	Physical health and mental wellbeing	<p>Mental wellbeing-What emotions are there? 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.</p> <p>Internet safety and harms-E-Safety. That for most people the internet is an integral part of life and has many benefits.</p> <p>Physical health and fitness-How to be active? The characteristics and mental and physical benefits of an active lifestyle.</p> <p>Healthy eating-What does a healthy plate look like? What constitutes a healthy diet?</p> <p>Health and prevention-How to stay safe in the sun. About safe and unsafe exposure to the sun. How to clean your teeth. About dental health, including regular check-ups at the dentist. Personal hygiene. About personal hygiene and the importance of handwashing.</p> <p>Basic first aid-What to do when you are hurt? How to make a clear and efficient call to the emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries.</p>
	Living in the wider world	<p>Living in the wider world-How to contribute to the life of the classroom. To help construct and agree to follow, group and class rules. To know that people and other living things have needs and that they have a responsibility to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>Financial education (economic wellbeing)-The part money plays in people's lives. Money comes from different sources and can be used for different purposes, including the concept of spending and saving.</p> <p>British values and citizenship-To recognise the importance of living together and getting along. To recognise the choices they make and to recognise the difference between right and wrong. To know we all have a voice, to take part in discussions with one other person and the whole class. To know that everyone is special</p>

		Knowledge, skills and understanding	Vocabulary
Year 6	Physical health and mental wellbeing	<p>Healthy lifestyles (physical wellbeing) To know about choices that support a healthy lifestyle, and recognise what might influence these. To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle. To know 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. To know the key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. About menstrual wellbeing including key facts about the menstrual cycle.</p> <p>Mental health To know how to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>Keeping safe To know 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. To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and fire-work safety; safe use of digital devices when out and about.</p> <p>Drugs, alcohol and tobacco To know 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. To know about mixed messages in the media about drugs, including alcohol, smoking/vaping. To know 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.</p>	<p>Feelings, mental health, conflict, support, changes, bereavement, balance, online, Independence, changes, secondary, routines, online, images, appropriate, text, share, restrictions, laws, drugs, organisations, media.</p>
	Relationships Education	<p>Families and close positive relationships (Age, Sex, Marriage/Civil Partnership, (Sexual Orientation)) To know 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. To know 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.</p> <p>Friendships To know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>Managing hurtful behaviour and bullying To know about discrimination: what it means and how to challenge it.</p>	<p>Relationship, attraction, healthy, commitment, love, marriage, friendship, pressure, dares, unsafe, worried, guidance, support, values, behaviours, respect, disagreements, conflict, views, listen.</p>
	Living in the wider world	<p>Shared responsibilities To know how to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>Communities (Age, Sex, Maternity/Pregnancy, Religion/Belief, Disability, Race, (Sexual Orientation, Gender Reassignment)) To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>Economic wellbeing: Money To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). To know to identify the ways that money can impact on people's feelings and emotions.</p> <p>Economic wellbeing: Aspirations, work and career To know 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.</p> <p>Media literacy and digital resilience To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. To know 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.</p> <p>British values: To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. To explore how the media present information.</p>	<p>Prejudice, discrimination, challenge, stereotypes, influence, contacting, communicating, safety, social media, sharing, age restrictions, connecting, Role, value, work, finances, risk.</p>

		Knowledge, skills and understanding	Vocabulary
Year 5	Physical health and mental wellbeing	<p>Healthy lifestyles (physical wellbeing) To know 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. To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. To know 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.</p> <p>Mental health To know how to recognise that feelings can change over time and range in intensity. To know how to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>Keeping safe To know 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. To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and fire-work safety; safe use of digital devices when out and about.</p> <p>Drugs, alcohol and tobacco To know how 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. To know about why people choose to use or not use drugs (including nicotine, alcohol and medicines). To know 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.</p>	<p>Lifestyle, healthy, outdoors, sun safety, illness, cleanliness, virus, allergies, personal identity, gender, recognise, respect, express, well being, Unsafe, emergency, risk, injuries, responsibility.</p>
	Relationships Education	<p>Families and close positive relationships (Sex) To know 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.</p> <p>Friendships To know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>Managing hurtful behaviour and bullying (Age, Sex, Religion/Belief, Disability, Race) To know about discrimination: what it means and how to challenge it.</p> <p>Respecting self and others. To know how 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.</p>	<p>Healthy, friendships, relationship, influence, communication, support, peer, Permission, contact, uncomfortable, unacceptable, secret, worried, concerned, Treated, equally, respect, discrimination, bullying, online, report, safety.</p>
	Living in the wider world	<p>Communities (Age, Sex, Maternity/Pregnancy) To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>Economic wellbeing: Money To know to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. To know different ways to keep track of money.</p> <p>Economic wellbeing: Aspirations, work and career To know 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). To know to recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p> <p>Media literacy and digital resilience To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>British values: To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. To know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. To recognise the role of voluntary, community and pressure groups.</p>	<p>Resources, protecting, environment, actions, compassion, responsibility, Identify, purpose, fact, opinion, stereotypes, reliable, information, Jobs, ambition, career, conditions, inclusion, diversity.</p>

		Knowledge, skills and understanding	Vocabulary
Year 4	Physical health and mental wellbeing	<p>Healthy lifestyles (physical wellbeing) To know about what good physical health means; how to recognise early signs of physical illness. To know 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. To know 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).</p> <p>Mental health To know 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. To know how to recognise that feelings can change over time and range in intensity. To know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p>	Balance, healthy, recognise, illness, support, care, dental health, Identify, hygiene, emotion, help, puberty, information, Medicines, drug, cigarettes, habit, e-cigarettes, vaping.
	Relationships Education	<p>Families and close positive relationships (Marriage/Civil Partnership, Race) To know 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.</p> <p>Friendships To know how 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.</p> <p>Managing hurtful behaviour and bullying (Age, Sex, Religion/Belief, Disability, Race) To know about discrimination: what it means.</p> <p>Respecting self and others. To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	Friendships, positive, digital devices, communicating, contact, online, healthy, Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending, Recognise, gender, race, faith, values, respect, differences, include.
	Living in the wider world	<p>Communities (Sex, Religion/Belief, Race) To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>Economic wellbeing: Money To know how to recognise that people make spending decisions based on priorities, needs and wants.</p> <p>Economic wellbeing: Aspirations, work and career To know how to identify the kind of job that they might like to do when they are older.</p> <p>Media literacy and digital resilience To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. To know about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>British Values: To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>	Community, belonging, differences, volunteering, compassion, responsibilities, digital footprint, organisations, online, adverts, fact/ fiction, Budgets, value, important, payment, charities.

Year 3	Physical health and mental wellbeing	<p>Healthy lifestyles (physical wellbeing) To know about the elements of a balanced, healthy lifestyle. To know 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.</p> <p>Mental health To know 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. To know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>Keeping safe To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. To know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p>	Choices, healthy, unhealthy, influence, habits, lifestyle, physical, Valuable, contributions, self-worth, setbacks, challenges, identity, Hazards, risks, alarms, safety, rules, environment.
	Relationships Education	<p>Families and close positive relationships (Marriage/Civil Partnership, Race) To know 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. To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another. To know to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>Managing hurtful behaviour and bullying (Age, Sex, Religion/Belief, Disability, Race) To know about discrimination: what it means.</p>	Recognise, respect, stability, love, support, caring, unsafe, Family, classmates, boundaries, respect, safe, behaviour, bullying, Respect, help, responsible, self-respect, polite, cultures, society.
	Living in the wider world	<p>Shared responsibilities (Maternity/Pregnancy) To know 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.</p> <p>Communities (Sex, Religion/Belief, Race) To know about the different groups that make up their community; what living in a community means. To know to value the different contributions that people and groups make to the community.</p> <p>Economic wellbeing: Money To know about the different ways to pay for things and the choices people have about this. To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>Media literacy and digital resilience To know that not all information seen online is true. To recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>British values: To know what democracy is, and about the basic institutions that support it locally and nationally.</p>	Laws, society, human rights, responsibilities, rights, police, Leisure, online, reliable, websites, choices, Jobs, vocation, myths, stereotypes, teamwork, achievements.

	Knowledge, skills and understanding	Vocabulary
Key Stage 2	<p>Physical health and mental wellbeing</p> <p>Healthy lifestyles (physical wellbeing) To know how to make informed decisions about health. To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage. To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>Mental health To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. To know about everyday things that affect feelings and the importance of expressing feelings. To know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. To know how 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. To know about change and loss, including death. To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>Ourselves, growing and changing. To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). To know how to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>Keeping safe. To know how to predict, assess and manage risk in different situations. To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety. To know 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. To know about what is meant by first aid; basic techniques for dealing with common injuries. To know 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.</p>	<p>Decisions, informed, sun exposure, sun damage, sun burn, sun stroke, managing time, support, physical, health, mental health, expressing feelings, death, loss, change, bereavement, transition, personal identity, ethnicity, family, gender, faith, culture, hobbies, self-worth, assess, manage risk, first aid, injuries, emergency, emergency services.</p>
	<p>Relationships Education</p> <p>Families and close positive relationships (Age, Sex, Marriage/Civil Partnership, Race) To know how to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). To know how 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. To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>Friendships To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. To know 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. To know the importance of seeking support if feeling lonely or excluded. To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. To know how friendships can change over time, about making new friends and the benefits of having different types of friends. To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. To know 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.</p> <p>Managing hurtful behaviour and bullying (Age, Sex, Religion/Belief, Disability, Race) To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. To know 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.</p> <p>Safe relationships To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). To know 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. To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. To know how to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. To know about seeking and giving permission (consent) in different situations. To know 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. To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>Respecting self and others To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. To know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those who they disagree with.</p>	<p>Relationships, friendships, family, romantic, online, respect, security, stability, unhappy, unsafe, advice, wellbeing, truthfulness, loyalty, kindness, generosity, experiences, lonely, excluded, bullying, hurtful behaviour, teasing, name-calling, trolling, harassment, report concerns, boundaries, privacy, appropriate, inappropriate, harmful content, physical contact, same, different, personality, background, physically, traditions, beliefs, lifestyles, discuss, debate.</p>
	<p>Living in the wider world</p> <p>Shared responsibilities (Age, Sex, Disability, Race, Religion/Belief, Maternity/Pregnancy, Marriage/Civil Partnership, (Sexual Orientation, Gender Reassignment)) To know how to recognise there are human rights, that are there to protect everyone. To know about the relationship between rights and responsibilities. To know 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).</p> <p>Media literacy and digital resilience Computing curriculum.</p> <p>Economic wellbeing: Aspiration, work and career To know how to recognise positive things about themselves and their achievement; set goals to help achieve personal outcomes. To know 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. To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p>Human rights, protect, rights, responsibilities, environment, choices, reducing, reusing, recycling, food choices, positive, jobs, careers, stereotypes, aspirations, teamwork, communication, negotiation.</p>

		Knowledge, skills and understanding	Vocabulary
Year 2	Physical health and mental wellbeing	<p>Healthy lifestyles (physical wellbeing) To know about foods that support good health and the risks of eating too much sugar. To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people stay healthy. To know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p>Mental health To know how to recognise that not everyone feels the same at the same time, or feels the same about the same things. To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people feel better.</p> <p>Ourselves, growing and changing To know how to recognise the ways in which we are all unique. To name the main parts of the body.</p> <p>Keeping safe To know that household products (including medicines) can be harmful if not used correctly. To know 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>Drugs, alcohol and tobacco To know about things that people can put into their body or on their skin; how these can affect how people feel.</p>	<p>Healthy, hygiene, care, un-healthy, balance, safe, unique, special, same, different, feelings, recognise , safe, restrictions, online, trust, feelings.</p> <p>Routines, mental health, growing, changing, teeth, dentist, feelings, bereavement, life cycle, human, bodies, responsibilities, goals, changes, medicines, safety, unsafe, danger, accident, emergency.</p>
	Relationships Education	<p>Friendships To know simple strategies to resolve arguments between friends positively.</p> <p>Managing hurtful behaviour and bullying To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>Safe relationships To know that sometime people may behave differently online, including by pretending to be someone they are not. To know basic techniques for resisting pressure to do something they don't want to do and which makes them unsafe.</p> <p>Respecting self and others (Religion/Belief, Disability, Race) To know how to talk about and share their opinions on things that matter to them.</p>	<p>Friends, feeling's, help, private, uncomfortable, safe, unsafe, permission, behaviour, kind, respect, polite, rules, sharing.</p>
	Living in the wider world	<p>Communities (Disability) To know about the different roles and responsibilities people have in their community.</p> <p>Media literacy and digital resilience To know about how the internet and digital devices can be used safely to find things out and to communicate with others. To know about the role of the internet in everyday life.</p> <p>Economic wellbeing: Money To know that people make different choices about how to save and spend money. To know that money needs to be looked after; different ways of doing this.</p> <p>Economic wellbeing: Aspirations, work and career To know about some strengths and interests someone might need to do different jobs.</p> <p>Media literacy and digital resilience To know about the role of the internet in everyday life. To know that not all information seen online is true.</p> <p>British values To recognise choices they can make and recognise the difference between right and wrong. To take part in a simple debate about topical issues. To recognise that they belong to various groups and communities, such as family and school.</p>	<p>Roles, responsibilities, community, internet, digital devices, safely, communicate, choices, spend, money, jobs, earn, pay.</p>

		Knowledge, skills and understanding	Vocabulary
Year 1	Physical health and mental wellbeing	Healthy lifestyles (physical wellbeing) To know about what keeping healthy means; different ways to keep healthy. To know about different ways to learn and play. To know about the people who help us to stay physically healthy. Ourselves, growing and changing. To know how to recognise what makes them special. Keeping safe To know about the people whose job it is to help keep us safe. To know 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.	Healthy, friends, teachers, parents, grandparents, siblings, special, same, different.
	Relationships Education	Friendships To know about how people make friends and what makes a good friendship. To know about how to recognise when they or someone else feels lonely and what to do. Managing hurtful behaviour and bullying To know that bodies and feelings can be hurt by words and actions. Respecting self and others (Religion/Belief, Disability, Race) To know about what is kind and unkind behaviour, and how this can affect others. To know about how to treat themselves and others with respect; how to be polite and courteous. To know how to listen to other people and play and work cooperatively.	Friends, friendships, lonely, safe, unsafe, upset, feelings, kind, unkind, respect, polite, listen, cooperate.
	Living in the wider world	Shared responsibilities To know about what rules are, why they are needed, and why different rules are needed for different situations. Communities (Disability) To know about the different groups they belong to. Economic wellbeing: Money To know about the difference between needs and wants; that sometimes people may not always be able to have things they want. Economic wellbeing: Aspirations, work and career To know that everyone has strengths. To know that jobs help people to earn money to pay for things. Media literacy and digital resilience To know about how the internet and digital devices can be used safely to find things out and to communicate with others. To know about the role of the internet in everyday life. British values To recognise the importance of living together and getting along. To recognise the choices they make and to recognise the difference between right and wrong. To know we all have a voice, to take part in discussions with one other person and the whole class. To know that everyone is special.	Rules, groups, needs, wants, listen, share, jobs, money, pay, earn.

	Knowledge, skills and understanding	Vocabulary
Key Stage 1	<p>Physical health and mental wellbeing</p> <p>Healthy lifestyles (physical wellbeing) To know about how physical activity helps us to stay healthy; and ways to be physically active everyday. To know simple hygiene routines that can stop germs from spreading. To know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. To know how to keep safe in the sun and protect skin from sun damage.</p> <p>Mental health To know about different feelings that humans can experience. To know how to recognise and name different feelings To know how feelings can affect people's bodies and how they behave. To know how to recognise what others might be feeling. To know about ways of sharing feelings; a range of words to describe feelings. To know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). To know 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. To know how 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>Ourselves, growing and changing. To know how to identify what they are good at, what they like and dislike. To know how to manage when finding things difficult. To know about growing and changing from young to old and how people's needs change. To know about preparing to move to a new class/year group.</p> <p>Keeping safe. To know about rules and age restrictions that keep us safe. To know how to recognise risk in simple everyday situations and what action to take to minimise harm. To know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). To know 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. To know about the people whose job it is to help keep us safe. To know about what to do if there is an accident and someone is hurt. To know how to get help in an emergency (how to dial 999 and what to say).</p>	<p>Healthy, hygiene, care, un-healthy, balance, safe, unique, special, same, different, feelings, recognise, restrictions, online, trust, feelings, routines, mental health, growing, changing, teeth, dentist, bereavement, life cycle, human, bodies, responsibilities, goals, changes, medicines, unsafe, danger, accident, emergency.</p>
	<p>Relationships Education</p> <p>Families and close positive relationships (Marriage/Civil Partnership, Race) To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. To know how to to identify the people who love and care for them and what they do to help them feel cared for. To know about different types of families including those that may be different to their own. To know how to identify common features of family life. To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> <p>Friendships To know how to ask for help if a friendship is making them feel unhappy.</p> <p>Managing hurtful behaviour and bullying To know about how people may feel if they experience hurtful behaviour or bullying. To know 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> <p>Safe relationships (Sex) To know how to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. To know how to respond safely to adults they don't know. To know about how to respond if physical contact makes them feel uncomfortable or unsafe. To know about knowing there are situations when they should ask for permission and also when their permission should be sought. To know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). To know 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>Respecting self and others (Religion/Belief, Disability, Race) To know how to recognise the ways in which they are the same and different to others.</p>	<p>Friends, teachers, parents, sibling, grandparents, relatives, families, feeling's, private, uncomfortable, safe, unsafe, permission, behaviour, kind, respect, polite, rules, sharing, honesty, inclusion, arguments, online, bullying, differences, secrets, worried, common, groups, situations, discussions, reasons.</p>
	<p>Living in the wider world</p> <p>Shared responsibilities To know how people and other living things have different needs; about the responsibilities of caring for them. To know about things they can do to help look after their environment.</p> <p>Communities (Disability) To know how to recognise the ways they are the same as, and different to, other people.</p> <p>Media literacy and digital resilience To know that not all information seen online is true.</p> <p>Economic wellbeing: Money To know what money is; forms that money comes in; that money comes from different sources.</p> <p>Economic wellbeing: Aspiration, work and career To know that different jobs that people they know or people who work in the community do.</p>	<p>Respect, responsible, rules, care, environment, recycling, differences, internet, digital, devices, safety, online earn, pocket money, borrow, choices, jobs, work, community, value, currency, jobs, banks, savings, money, spending.</p>

		Knowledge, skills and understanding
Reception	PSE-Reception- Self-Regulation	See themselves as a valuable individual. Build constructive and respectful relationships. (Age, Sex, Religion/Belief) 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.
	PSE-ELG- Self-Regulation	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.
	PSE- Reception- Managing Self	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.
	PSE-ELG- Managing Self	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.
	PSE- Reception- Building Relationships	Think about the perspective of others. Manage their own needs. (Age, Sex, Religion/Belief) Work and play cooperatively and take turns with others.
	PSE- ELG- Building Relationships	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Nursery	PSE– Birth to 3 years- Self-Regulation	Find ways to calm themselves, through being calmed and comforted by their key person. Establish a sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal.
	PSE– 3-4 years- Self-Regulation	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop a sense of responsibility and membership of a community.
	PSE– Birth to 3 years- Managing self	Find ways of managing transitions. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help. Sometimes this leads to feelings of frustration and tantrums. Being to show 'effortful control'. Be increasingly able to talk about and manage their emotions.
	PSE– 3– 4 years- Managing self	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.
	PSE– Birth to 3 years- Building Relationships	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways.
	PSE– 3-4 years- Building Relationships	Begin to understand how others might be feeling. (Age, Sex, Religion/Belief)