

Curriculum Intent Statement

Our PSHE education helps our children to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. It is personalised to reflect the unique needs of our community. Our curriculum enables children to tackle barriers to their learning, raise aspirations, and improves the life chances of our most vulnerable and disadvantaged children. Our curriculum helps keep children safe, mentally and physically healthy and prepared for life and work.

Autumn: Relationships

Spring: Living in the wider world

Summer: Health and Wellbeing

	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	<p>PSED: MF&B-30-50m Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>PSED: MR-40-60m Initiates conversations, attends to and takes account of what others say.</p> <p>CL: S 40-60 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>PSED: MR-30-50m Can play in a group, extending and elaborating play ideas,</p> <p>PSED: MR-40-60m Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>PSED: MR Early Learning Goal 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.</p>	<p>PSED: MF&B-30-50m Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>PSED: MF&B Early Learning Goal 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.</p> <p>UtW: P&C Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children</p>	<p>PSED: MF&B Early Learning Goal 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.</p> <p>UtW: TW 30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>UtW: TW Early Learning Goal 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</p>	<p>PSED: MR-30-50m Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>UtW: TW 30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>UtW: TW Early Learning Goal 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</p>	<p>PSED: MR-40-60m Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>M: SSM 40-60 Beginning to use everyday language related to money.</p> <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>PD: H&SC 30-50 Can tell adults when hungry or tired or when they want to rest or play.</p> <p>PD: H&SC 40-60 Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>PSED: SC & SA-40-60m Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>UtW: 30-50 Developing an understanding of growth, decay and changes over time.</p> <p>PSED: MR-40-60m Initiates conversations, attends to and takes account of what others say.</p> <p>PD: H&SC 40-60 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>PSED: MF&B-40-60m Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>PSED: MF&B 40-60 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to</p>

				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.	environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.				the toilet independently
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help, healthy relationships within the family.	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online The range of relationships we experience in our everyday lives. How to identify each relationship and understand the differences between	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities, Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; influences on our health and well-being, including the media oral hygiene and dental care	External genitalia; personal hygiene routines; Introduction to the Physical and emotional changes in puberty; external genitalia; personal hygiene routines;	Medicines and household products; drugs common to everyday life

	types of relationships we encounter.								
Year 5	Consent in different situations, Managing friendships and peer influence, Loving stable families, Helping out with babies	Physical contact and feeling safe,	Responding respectfully to a wide range of people; recognising prejudice and discrimination Gender Identity and LGBTQ+ Introduction	Independence and responsibility, Courtesy and manners, Protecting the environment; compassion towards other,	Internet and screen time, Age Restrictions, How information online is targeted; different media types, their role and impact	Success and achievement, Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; Sleep medicines, first aid vaccinations, immunisations and allergies, Self-esteem and self-worth, Change grief and loss	Personal identity; recognising individuality and different qualities; mental wellbeing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty – not as separate groups	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, managing time online	Human reproduction and birth; increasing independence; managing transition – aspect parents can withdraw from	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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