



PSHE in the Early Years

The Statutory Framework for the Early Years Foundation Stage (September 2021) separates learning and development into seven areas (three prime areas and four specific areas). The most relevant statements for PSHE are taken from *Personal, Social and Emotional Development* (prime area of learning) but also from *Communication and Language* (prime area of learning) and *Understanding the World* (specific area of learning). The targets that relate to the PSHE curriculum are as follows:

Communication and Language

1. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
2. Start a conversation with an adult or a friend and continue it for many turns.
3. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
4. Develop social phrases.

Personal, Social and Emotional Development

1. Develop their sense of responsibility and membership of a community.
2. Become more outgoing with unfamiliar people, in the safe context of their setting.
3. Show more confidence in new social situations.
4. Play with one or more other children, extending and elaboration play ideas.
5. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
6. Develop appropriate ways of being assertive.
7. Talk with others to solve conflicts.
8. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.
9. Understand gradually how others might be feeling.
10. Be increasingly more independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
11. Make healthy choices about food, drink, activity and toothbrushing.
12. See themselves as a valuable individual.
13. Build constructive and respectful relationships.
14. Express their feelings and consider the feelings of others.
15. Show resilience and perseverance in the face of challenge.
16. Identify and moderate their own feelings socially and emotionally.
17. Think about the perspectives of others.
18. Manage their own physical needs: - Personal hygiene.
19. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amount of 'screen time', having a good sleep routine, being a safe pedestrian.
20. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG - Self-Regulation).



21. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG - Self-Regulation).
22. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG - Managing Self)
23. Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG - Managing Self).
24. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG - Managing Self).
25. Work and play cooperatively and take turns with others (ELG - Building Relationships).
26. Form positive attachments to adults and friendships with peers (ELG - Building Relationships).
27. Show sensitivity to their own and to others' needs (ELG - Building Relationships).

Understanding the World

1. Make sense of their own life-story and family's history.
2. Show interest in different occupations.
3. Continue to develop positive attitudes about the differences between people.
4. Plant seeds and care for growing plants.
5. Understand the key features of the life cycle of a plant and an animal.
6. Begin to understand the need to understand and care for the natural environment and all the living creatures.
7. Talk about members of their immediate family and community.
8. Name and describe people who are familiar to them.
9. Comment on images of familiar situations in the past.
10. Talk about the lives of people around them and their roles in society (ELG - Past and Present).
11. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG - Past and Present).

PSHE in the Early Years at Danson Primary School

At Danson Primary School, we believe it is vital to develop PSHE skills from a young age. Our rich indoor and outdoor environments provide our children with a wide variety of opportunities for PSHE skills to be developed, through a mixture of adult led sessions and child initiated learning. Please see the table for the breakdown of how the objectives from Development Matters guidance EYFS feed into our PSHE curriculum.



Danson Primary School- PSHE – Valuing Difference – Autumn 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Skills	<ul style="list-style-type: none"> - I can celebrate our differences. - I can talk about my family life. - I can listen and be polite to what others tell me about their lives. - I can be kind, caring and helpful to others. - I can show good listening. 	<ul style="list-style-type: none"> - I can say ways in which people are similar as well as different. - I can say why things sometimes seem unfair, even if they are not to me. - I can talk about what bullying is. - I can say ways to show kindness towards others. 	<ul style="list-style-type: none"> - I can be respectful of those who are different to me. - I can describe how someone can change someone's feelings. - I can tell you why it is important to show good listening to people who think differently to me. - I can name and suggest strategies to someone who feels left out. - I can be kind and use kind words to my friends 	<ul style="list-style-type: none"> - I can give examples of different types of family. I respect these differences. - I can give examples of different community groups and what is good about having different groups. - I can use respectful language and communication skills when discussing with others. - I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. - I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. - I can suggest ways to deal with bullying and prejudice. 	<ul style="list-style-type: none"> - I can say how differences sometimes cause conflict but can also be something to celebrate. - I can begin to manage conflict by using negotiation and compromise. - I can suggest strategies for dealing with someone who is behaving aggressively. - I can demonstrate ways of showing respect to others' differences. - I can explain why it's important to challenge stereotypes that might be applied to me or others. 	<ul style="list-style-type: none"> - I can give examples of different faiths and cultures and positive things about having these differences. - I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. - I can empathise with people who have been, and currently are, subjected to injustice, including through racism. - I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. - I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) - I can reflect on how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> - I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. - I can show respect to others by using verbal and non-verbal communication. - I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. - I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. - I can recognise how the media can reinforce gender stereotypes and begin to challenge this.
Knowledge	<ul style="list-style-type: none"> - I can be sensitive towards others and celebrate what makes each person unique. - I can recognise that we can have things in common with others. - I can use speaking and listening skills to learn about the lives of their peers. - I know the importance of showing care and kindness towards others. - I can demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> - I know the key differences between teasing, being unkind and bullying. - I can recognise that everyone is different and will have different thoughts and ideas. - I can celebrate and begin to show empathy for those who are different. - I can identify those who are special to them (and their special qualities). - I can identify ways in which we can show kindness 	<ul style="list-style-type: none"> - I can identify differences and similarities between others. - I can recognise and explain how a person's behaviour can affect other people. - I can learn and use different ways to show good listening. - I can explain how it feels to be part of a group and left out of a group. 	<ul style="list-style-type: none"> - I can recognise that there are many different types of families. - I can identify the different communities that they belong to. - I can learn ways of showing respect through language and communication. - I can identify different origins, national, regional, ethnic and religious backgrounds. - I can recognise and explain why bullying can be caused by prejudice. 	<ul style="list-style-type: none"> - I can identify different origins, national, regional, ethnic and religious backgrounds. - I can understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. - I can recognise potential consequences of aggressive behaviour. - I can define the word respect. 	<ul style="list-style-type: none"> - I can describe the benefits of living in a diverse society. - I am developing an understanding of discrimination and its injustice, and describe this using examples. - I can understand that the information we see online, either text or images, is not always true or accurate. - I can reflect on the impact social media puts pressure on peoples' life choices. - I can consider the consequences that behaviour 	<ul style="list-style-type: none"> - I can recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. - I know that all people are unique but that we have far more in common with each other than what is different about us. - I can understand and explain the term prejudice. - I can define what is meant by the term stereotype - I can describe different types of friendships and relationships and their differing positive qualities.



		towards others and how that makes them feel.	- I can recognise and talk about acts of kindness and how they can impact others.		- I can understand and identify stereotypes, including those promoted in the media.	and actions can have on a person's emotions, confidence and behaviour.	
Vocabulary	special, same, kind new, friend, likes different, kindness friendship, dislikes family, home, favourite unkind	respect, feelings different, safe, bully fair, rules special people, tease similar, same, kind	unique, calm point of view, behaviour, listening feelings, helpful problem, unkind respect, different arguments kindness listen, special people	family, different name calling, prejudice, tolerance community, strangers bullying, differences belonging, respect identity, families similarities	challenge, labelled confidence, stereotype negotiate, unique positive, compromise label, prejudice differences, invade similarities, respect	multicultural society compare, point of view stereotype discrimination, diverse racism, false impression, respect prejudice, similarities excluded, conflict celebrate, religious social media, cultural tolerance, acceptance	disrespect, bystander self-esteem, diversity prejudice, identity empathy, stereotype tolerance, assumption media influence situation gender stereotype community
DfE Statutory Requirements	RR1, RR2, RR3 RR4, RR5, CF1, CF2, CF3, BS6, MW3 FPC1, FPC2, FPC3, FPC4 Development Matters CL Rec - 1,2; PSED Rec - 2,3,5,6; PSED ELG 6,8; UW Rec 1,2	FPC1, FPC2, FPC3, FPC4, RR1, RR2, RR3, RR5, RR6, CF2, CF3, CF4, MW8 BS1, MW6	RR1, RR2, RR3, FPC1, FPC2, FPC3, FPC4 MW3, MW7 CF3, CF4, CF5	RR1, RR3 FPC1, FPC2, FPC3, FPC4, FPC6, RR7 MW5, MW8, RR1, RR2, RR3, RR5, RR6, RR7, OR2, ISH5	CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, RR7, RR8, OR2, OR4, OR5, FPC3, ISH2, ISH5, ISH6, FPC1, FPC2, , BS1, BS3, BS5, MW4	CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5, RR6, RR7 FPC3, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	BS1, MW3, MW6, OR2 RR1, RR2, RR3, RR5, RR6, RR7 FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, ISH2, ISH6

DfE topics and related codes:

<p>Relationships Education</p> <p>Families and people who care for me</p> <p>Caring friendships</p> <p>Respectful relationships</p> <p>Online relationships</p> <p>Being safe</p>	<p>Code</p> <p>FPC</p> <p>CF</p> <p>RR</p> <p>OR</p> <p>BS</p>	<p>Health Education</p> <p>Mental wellbeing</p> <p>Internet safety and harms</p> <p>Physical health and fitness</p> <p>Healthy eating</p> <p>Drugs, alcohol and tobacco</p> <p>Health and prevention</p> <p>Basic first aid</p> <p>Changing adolescent body</p>	<p>Code</p> <p>MW</p> <p>ISH</p> <p>PHF</p> <p>HE</p> <p>DAT</p> <p>HP</p> <p>BFA</p> <p>CAB</p>
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DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none">1. that families are important for children growing up because they can give love, security and stability.2. 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.3. 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.4. 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.5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	<ol style="list-style-type: none">1. how important friendships are in making us feel happy and secure, and how people choose and make friends.2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.4. 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.5. 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.
Respectful relationships (RR)	<ol style="list-style-type: none">1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.2. practical steps they can take in a range of different contexts to improve or support respectful relationships.3. the conventions of courtesy and manners.4. the importance of self-respect and how this links to their own happiness.5. 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, including those in positions of authority.6. 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.7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	<ol style="list-style-type: none">1. that people sometimes behave differently online, including by pretending to be someone they are not.2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.5. how information and data is shared and used online.



Being safe (BS)	<ol style="list-style-type: none">1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).2. 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.3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.5. how to recognise and report feelings of being unsafe or feeling bad about any adult.6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.8. where to get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	<ol style="list-style-type: none">1. that mental wellbeing is a normal part of daily life, in the same way as physical health.2. 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.3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.9. where and how to seek support (including recognising the triggers for seeking support), 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 issues arising online).10. 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.
Internet safety and harms (ISH)	<ol style="list-style-type: none">1. that for most people the internet is an integral part of life and has many benefits.2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.4. why social media, some computer games and online gaming, for example, are age restricted.5. that 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.6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	<ol style="list-style-type: none">1. the characteristics and mental and physical benefits of an active lifestyle.2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.3. the risks associated with an inactive lifestyle (including obesity).4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none">1. what constitutes a healthy diet (including understanding calories and other nutritional content).2. the principles of planning and preparing a range of healthy meals.3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).



Drugs, alcohol and tobacco (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

Development Matters Targets and related codes

Communication and Language Personal Social and Emotional Development Understanding the World Three to Four-Year-Olds Reception Early Learning Goals	CL PSED UW 3-4 Rec ELG
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Communication and Language	<u>Three and Four-Year-Olds</u> <ol style="list-style-type: none"> 1. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 2. Start a conversation with an adult or a friend and continue it for many turns.
	<u>Reception</u> <ol style="list-style-type: none"> 1. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 2. Develop social phrases.
Personal Social and Emotional Development	<u>Three and Four-Year-Olds</u> <ol style="list-style-type: none"> 1. Develop their sense of responsibility and membership of a community. 2. Become more outgoing with unfamiliar people, in the safe context of their setting. 3. Show more confidence in new social situations.





Reception

1. Talk about members of their immediate family and community.
2. Name and describe people who are familiar to them.
3. Comment on images of familiar situations in the past.

Early Learning Goals

1. Talk about the lives of people around them and their roles in society (ELG - Past and Present).
2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG - Past and Present).