



## 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 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 toile 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 – Keeping Safe – Spring 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> <li>- I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</li> <li>- I can say what I can do if I have strong, but not so good feelings, to help me stay safe</li> <li>- I can say 'no' to unwanted touch and ask for help from a trusted adult.</li> <li>- I can say when medicines can be helpful or might be harmful.</li> <li>- I can tell you how to stay safe around medicine.</li> </ul>	<ul style="list-style-type: none"> <li>- I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</li> <li>- I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</li> <li>- I can say what I do and don't like and who to ask for help.</li> <li>- I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>- I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</li> </ul>	<ul style="list-style-type: none"> <li>- I can say what I could do to make a situation less risky or not risky at all.</li> <li>- I can demonstrate strategies for dealing with a risky situation.</li> <li>- I can identify some key risks from and effects of cigarettes and alcohol.</li> <li>- I can give examples of strategies for safe browsing online.</li> <li>- I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</li> </ul>	<ul style="list-style-type: none"> <li>- I can demonstrate strategies for dealing with a risky situation.</li> <li>- I can give examples of people or things that might influence me to take risks and make decisions.</li> <li>- I can give reasons for why most people choose not to smoke, or drink too much alcohol.</li> <li>- I can explain what might happen if people take unsafe or inappropriate risks.</li> <li>- I can identify images that are safe or unsafe to share online.</li> </ul>	<ul style="list-style-type: none"> <li>- I can suggest what someone should do when faced with a risky situation.</li> <li>- I can protect my personal information online. I can recognise disrespectful behaviour online.</li> <li>- I can identify the risks in a specific situation (including emotional risks).</li> <li>- I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.</li> <li>- I can support someone who is being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use safe, respectful and responsible behaviours and strategies when using social media.</li> <li>- I can give examples of how to safely share images online.</li> <li>- I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.</li> <li>- I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</li> <li>- I can begin to make decisions independently and responsibly.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>- I can talk about how to keep my body healthy and safe.</li> <li>- I can name ways to stay safe around medicines.</li> <li>- I know how to stay safe in my home, classroom and outside.</li> <li>- I know age-appropriate ways to stay safe online.</li> <li>- I can name adults in my life and those in my community who keep me safe.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain simple issues of safety and responsibility about medicines and their use.</li> <li>- I can identify situations in which they would feel safe or unsafe.</li> <li>- I can recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.</li> <li>- I can identify safe secrets (including surprises) and unsafe secrets and</li> <li>- I can recognise the importance of telling someone they trust about a secret.</li> <li>- I can identify inappropriate touch, how it</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify risk factors in given situations.</li> <li>- I can define the words danger and risk and explain the difference between the two.</li> <li>- I can define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>- I can recognise potential risks associated with browsing online.</li> <li>- I can recognise and describe appropriate behaviour online as well as offline.</li> </ul>	<ul style="list-style-type: none"> <li>- I can define the words danger and risk and explain the difference between the two.</li> <li>- I can describe the different types of things that may influence a person to take a risk.</li> <li>- I can understand and explain the risks that cigarettes and alcohol can have on a person's body.</li> <li>- I understand that influences can be both positive and negative.</li> <li>- I know and can explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.</li> </ul>	<ul style="list-style-type: none"> <li>- I can reflect on risk and the different factors and outcomes that might influence a decision.</li> <li>- I can reflect on the consequences of not keeping personal information private and the risks of social media.</li> <li>- I can explore categorisation of drugs, the risks associated with medicines.</li> <li>- I can learn some key facts and information about drugs and medicines.</li> <li>- I can recognise the features of face to face and online bullying and the strategies that deal with it.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explore the risks and legality of communicating and sharing online.</li> <li>- I can describe and explain how easily images can be spread online.</li> <li>- I can explain some of the laws, categories and uses of drugs (both medical and non-medical).</li> <li>- I can understand the definition of an emotional need and how they can be met.</li> <li>- I can explore and understand the terms 'conflicting emotions', responsibility and independence.</li> </ul>



			can make someone feel and that people don't like the same types of touch.				
<b>Vocabulary</b>	keep clean, keep safe sleep, water, food fresh air, cuddle medicine, chemist doctor, grown up safe, unsafe, detective tummy feelings uncomfortable worried, tell, adult trust, address	air, sleep,, exercise stop, unsafe, share nervous, internet medicine uncomfortable body feelings, food, water safe, healthy, private worried, scared	medicines, feelings tell, safe, touch worried, secret, surprise, unsafe private, uncomfortable someone you trust	alcohol, personal details, risk (risky) internet safety cigarettes, private nicotine, trust medicines, public unsafe, search engine harmful situation e-cigarettes, vapes	hazard, risky, liver decisions, choices danger, situation influence, alcohol consequences, lungs brain, dare, drug harmful, cigarettes vapes, shared e-cigarettes downloaded	habits,cigarettes drugs, pressure alcohol, vapes weigh up risk, influence privacy settings assertive cyberbullying, decision social norms assessing risk e-cigarettes	online safety, legal privacy sharing online emotional needs inappropriate physical needs age restrictions, possess, parental consent, permission, social media, alcohol medical supply non-medical, produce personal information
<b>DfE Statutory Requirements</b>	MW3 HP3, HP4, HP5, HE3, PHF4, DAT1, FPC1, BS3, RR8, OR3, BS2, BS5, BS6, FPC2, FPC6, BS4, BS5, BS6, BS7, BS8  <b>Development Matters</b> PSED Rec - 2; PSED ELG - 4,6,8	HP3, FPC6, CF2, CF3, CF4, RR5, RR6, RR8, MW2, MW8, BS1, BS2, BS5, BS6, BS7, BS8, OR1, OR2, OR3, OR4 OR5, ISH1, ISH3, ISH5, ISH7, DAT1	MW2, MW3, MW5, DAT1, BS1, BS2, BS3, BS4, BS5, RR8	BS1, BS2, BS4, BS5, BS6, BS7, BS8, OR3, OR4, OR5, ISH1, ISH2, ISH3, ISH6 HE3, DAT1	BS4, BS5, BS6, PHF3, HE1, HE3, DAT1, HP2, HP5 RR4, RR6, BS1, MW4, CF3, CF5, OR2, OR3, OR4, OR5, ISH2, ISH3, ISH5, ISH6	MW8, OR1, OR2, OR3, OR4, OR5, BS1, BS4, ISH1, ISH2, ISH3, ISH4, ISH5, ISH6, ISH7 CF5, RR1, RR2, RR4, RR5, RR8, BS1, BS2 DAT1	ISH1, ISH3, ISH4, ISH5, ISH7 OR1, OR2, OR3, OR4, OR5, BS1, BS2, BS3, BS4, BS5, BS6, BS7, MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1 CF1, CF2, CF3, CF4, CF5, RR1, RR4, RR5, RR8, HE3 BS7, FPC1

**DfE topics and related codes:**

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

By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> <li>1. That families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>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.</li> </ol>
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> <li>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.</li> </ol>
<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. The conventions of courtesy and manners.</li> <li>4. The importance of self-respect and how this links to their own happiness.</li> <li>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.</li> <li>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.</li> <li>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> <li>1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. How information and data is shared and used online.</li> </ol>
<p>Being safe (BS)</p>	<ol style="list-style-type: none"> <li>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ol>



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)

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)

1. 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)

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)

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)

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.



	<ol style="list-style-type: none"> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>The facts and science relating to allergies, immunisation and vaccination.</li> </ol>
Basic first aid (BFA)	<ol style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
Changing adolescent body (CAB)	<ol style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>

### 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	<b>CL</b> <b>PSED</b> <b>UW</b> <b>3-4</b> <b>Rec</b> <b>ELG</b>
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<b>Communication and Language</b>	<u>Three and Four-Year-Olds</u> <ol style="list-style-type: none"> <li>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.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ol>
	<u>Reception</u> <ol style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ol>
<b>Personal Social and Emotional Development</b>	<u>Three and Four-Year-Olds</u> <ol style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaboration play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remembering rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> </ol>



9. Talk with others to solve conflicts.
10. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.
11. Understand gradually how others might be feeling.
12. Be increasingly more independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
13. Make healthy choices about food, drink, activity and toothbrushing.

#### Reception

1. See themselves as a valuable individual.
2. Build constructive and respectful relationships.
3. Express their feelings and consider the feelings of others.
4. Show resilience and perseverance in the face of challenge.
5. Identify and moderate their own feelings socially and emotionally.
6. Think about the perspectives of others.
7. Manage their own physical needs: - Personal hygiene.
8. 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.

#### Early Learning Goals

1. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG - Self-Regulation)
2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG - Self-Regulation).
3. Be confident to try new activities and show independence, resilience and perseverance in the face of in the face of challenge (ELG - Managing Self)
4. Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG - Managing Self).
5. 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).
6. Work and play cooperatively and take turns with others (ELG - Building Relationships).
7. Form positive attachments to adults and friendships with peers (ELG - Building Relationships).
8. Show sensitivity to their own and to others' needs (ELG - Building Relationships).

### **Understanding the World**

#### Three and Four-Year-Olds

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.

#### 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).