



## 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 – Rights and Respect – Spring 2

	<b>Danson Primary School- PSHE – Rights and Respect – Spring 2</b>						
	<b>EIFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- I can help my family.</li> <li>- I can help to clean and tidy my home and classroom.</li> <li>- I can tell you some ways to look after our world.</li> <li>- I can be kind to friends and others.</li> <li>- I can talk about looking after money.</li> <li>- I can think about the perspective of others.</li> </ul>	<ul style="list-style-type: none"> <li>- I can wash my hands correctly.</li> <li>- I can name ways to look after my home and school.</li> <li>- I can look after a special person or thing.</li> <li>- I can tell you some things that money is spent on.</li> <li>- I can get help if someone has hurt themselves.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make choices that help me play and work well with others.</li> <li>- I can use some strategies when I feel upset or angry.</li> <li>- I can ask for help from a trusted adult.</li> <li>- I can name some ways I can look after my environment.</li> <li>- I can make choices with money.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify people who help me in different ways.</li> <li>- I can spot 'facts' and 'opinions' to help me share ideas.</li> <li>- I can make a plan.</li> <li>- I can choose a method.</li> <li>- I can identify different times and reasons to spend money.</li> <li>- I can give examples of how people earn money</li> </ul>	<ul style="list-style-type: none"> <li>- I can name some responsibilities and rights that I have.</li> <li>- I can share ideas and make decisions that affect others.</li> <li>- I can give my own opinion based on facts, opinions and other influences.</li> <li>- I can give examples of how I can support others as a bystander.</li> <li>- I can explain how others have a financial responsibility to their families and community.</li> <li>- I can give examples of choices and decisions with money that will affect me.</li> </ul>	<ul style="list-style-type: none"> <li>- I can develop ideas and opinions based on a current issue. I can present these with a group.</li> <li>- I can identify how the responsibilities of others impact me and my community.</li> <li>- I can give examples of barriers that can stop others following their responsibilities.</li> <li>- I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.</li> <li>- I can suggest ways to spend and save money responsibly.</li> <li>- I can explain some things about finance and money. I can name a person who deals with money in my community.</li> </ul>	<ul style="list-style-type: none"> <li>- I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.</li> <li>- I can discuss the reasons why people post online and the positive and negative effects relating to social media.</li> <li>- I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</li> <li>- I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</li> <li>- I can suggest ways that I can help my environment.</li> <li>- I can give examples of why we need a democratic society and how laws keep us safe.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- I understand that I can make a difference.</li> <li>- I can identify how I can care for my home, school and special people.</li> <li>- I can talk about how I can make an impact on the natural world.</li> <li>- I can talk about similarities and differences between ourselves.</li> <li>- I can demonstrate building relationships with friends.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify ways of taking care of my health.</li> <li>- I can identify how others take care of their environment.</li> <li>- I can take care of something or someone else.</li> <li>- I can talk about the importance of looking after money.</li> <li>- I know what to do when someone is injured.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify strategies in cooperation.</li> <li>- I can identify strategies in self-regulation.</li> <li>- I can name ways to stay safe when using the internet.</li> <li>- I can recognise that I have a responsibility to help care for my immediate and broader environment.</li> <li>- I know about saving and spending money.</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about and identify people who help me in my school and the community.</li> <li>- I understand differences between 'fact' and 'opinion'</li> <li>- I can discuss, plan and evaluate ways of helping the environment.</li> <li>- I know about saving, spending and essential purchases.</li> <li>- I can consider how money is earned and the different factors effecting this.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain about human rights and responsibilities and how they can impact their community.</li> <li>- I can recognise that I have a part in caring for and supporting my community.</li> <li>- I can recognise influences, facts and opinions and doing so in a critical manner.</li> <li>- I can identify the impact of bystander behaviour and how they can make a difference to a situation.</li> <li>- I can define terms related to finance and explain how society is supported by the income of others.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify, write and discuss issues currently in the media concerning health and wellbeing.</li> <li>- I can define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.</li> <li>- I can identify the responsibilities to my home, community and environment I might have in the future.</li> <li>- I can consider what advice to give relating to saving and borrowing money.</li> <li>- I can define financial terms and explain how others have financial responsibility for the community.</li> </ul>	<ul style="list-style-type: none"> <li>- I can analyse and reflect on bias in the media.</li> <li>- I can discuss methods of saving and considerations for spending money.</li> <li>- I can discuss voluntary and pressure groups and their role in making changes to our communities and environments.</li> <li>- I can identify or suggest ways that help the environment.</li> <li>- I can define 'democracy' and explain how laws are made.</li> </ul>
<b>Vocabulary</b>	family, look after help each other be alone, friends working together responsibility, helpful	clean environment routine first aid spending litter risk responsibility danger, safe, help	share, listen, calm erupt, control ask for help unsettled home, school, feelings	online, false, check safe, parent, carer adult, search, fact, opinion	anti-social behaviour media United Nations rights, spending reduce, influence environment	councillors environment interest, rights responsibility, debit costs, borrow, credit	biased, elections candidate, image profile, interest tax, stereotype saving, cash, voting



	caring, environment litter, electricity, pollution, recycling money, shop, buy, cost pay, save, safe place	money saving environment look after responsible			public services income, tax negative, recycle essential, actions positive, community responsibility, reuse volunteer School Council	health, community group, public services loan, council, exercise vote, duties, sustainable, elections	shop, local, debit card reuse, pressure public services sustainable, recycling unbiased environmentally sustainable bank (building society) account, democracy online safety social media
<b>DfE Statutory Requirements</b>	FPC1, FPC2, FPC3, FPC4 CF1, CF2, CF3, BS6, RR1, RR2, RR3, RR8  <b>Development Matters</b> PSED Rec - 2; PSED ELG - 4,6,8	CF2, CF4, RR2, RR3, RR5, BFA1, BFA2	CF5, RR3, RR5, RR6, MW3, MW4, BS1, BS2,BS6, BS7, BS8, OR1, OR2, OR3, OR4, OR5, ISH1, ISH2, ISH3, ISH5, ISH7	BS8, OR4, ISH6 MW5	PHF4, RR3, RR5, RR6, OR2, OR3, BS2, BS7, OR4, OR5, ISH2, ISH6, ISH7	ISH6, PHF2, PHF3, HE1, OR4, MW5	RR7, RR8, OR1, MW1, ISH4, ISH6, MW5

**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:

<b>Families and people who care for me (FPC)</b>	<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> </ol>
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	<ol style="list-style-type: none"><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>
Caring friendships (CF)	<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>
Respectful relationships (RR)	<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>
Online relationships (OR)	<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>
Being safe (BS)	<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><li>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>8. Where to get advice e.g. family, school and/or other sources.</li></ol>
Mental wellbeing (MW)	<ol style="list-style-type: none"><li>1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>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.</li></ol>



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. 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)

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.
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)

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)

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	<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>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.</li> <li>2. 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>1. 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>2. 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>1. Develop their sense of responsibility and membership of a community.</li> <li>2. Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>3. Show more confidence in new social situations.</li> <li>4. Play with one or more other children, extending and elaboration play ideas.</li> <li>5. 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>6. Increasingly follow rules, understanding why they are important.</li> <li>7. Remembering rules without needing an adult to remind them.</li> <li>8. Develop appropriate ways of being assertive.</li> <li>9. Talk with others to solve conflicts.</li> <li>10. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.</li> <li>11. Understand gradually how others might be feeling.</li> <li>12. Be increasingly more independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>13. Make healthy choices about food, drink, activity and toothbrushing.</li> </ol>



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).