



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 – Being My Best - Summer 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> - I can keep trying if the way I choose doesn't work. - I can talk about the different types of feelings we have. - I can have a go at something new. - I can make my own healthy food choices. - I can make healthy sleep and exercise choices. - I can show resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> - I can choose a healthy meal with different food groups. - I can be persistent when learning a new skill. - I can name a few different ideas of what I can do if I find something difficult. - I can help my friends when they fall out. - I can explain why praise helps me to keep trying. 	<ul style="list-style-type: none"> - I can explain what happens when I learn something new. - I can explain how setting a goal or goals will help me to achieve what I want to be able to do. - I can explain how hand hygiene stops virus' and germs from spreading. - I can give examples of what I can do and give to my body to stay healthy. - I can name different parts of my body that are inside me and help to turn food into energy. 	<ul style="list-style-type: none"> - I can choose foods that make a balanced meal. - I can explain how washing hands can prevent infections spreading. - I can describe how food, water and air get into the body and blood. - I can set goals and make a plan to develop a new skill. 	<ul style="list-style-type: none"> - I can say how being unique makes everyone special, different and valuable. - I can give examples of choices I make and the choices others make for me. - I can plan a healthy, balanced meal. - I can give examples of the ways people can look after their physical and mental wellbeing. - I can give different examples of some of the things that I do already to help look after my environment. 	<ul style="list-style-type: none"> - I can explain how one organ functions and how it contributes to the health of my body. - I can explain how choices relating to smoking and drinking can affect a person's health. - I can think of ways to improve a skill and the strategies that will help me do this. - I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. - I can give examples of how I am independent and manage my own success. 	<ul style="list-style-type: none"> - I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. - I can set goals so that I can achieve an aspiration. - I can tell you how I can overcome problems and challenges on the way to achieving my goals. - I can identify risk factors in a given situation - I can assess the level of risk and explain how a risk can be reduced.
Knowledge	<ul style="list-style-type: none"> - I feel resilient and confident in my learning. - I can name and discuss different types of feelings and emotions. - I know and can use strategies or skills in approaching challenges. - I understand that I can make healthy choices. - I can name and recognise how healthy choices can keep us well. 	<ul style="list-style-type: none"> - I can recognise how a healthy variety of food can make us feel great. - I can recognise that learning a new skill requires practice and the opportunity to fail, safely. - I can identify strategies to resolve conflict. - I can give and receive praise. 	<ul style="list-style-type: none"> - I can explain the stages of the learning line showing an understanding of the learning process. - I understand the importance of good hand and dental hygiene. - I can recognise what the body needs to have energy and stay well. - I can identify parts of the body that process food and create energy. 	<ul style="list-style-type: none"> - I can recognise how different food groups work in our body. - I can explain how some infectious illnesses are spread from one person to another. - I can name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. - I can identify my achievements and skills to work on. 	<ul style="list-style-type: none"> - I can identify how I and my friends are unique. - I can recognise that we all make different choices because we are unique. - I understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. - I understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs). 	<ul style="list-style-type: none"> - I can describe the four main internal systems of the human body. - I understand the actual norms around smoking and the reasons for common misperceptions of these. - I can identify the skills and qualities that make us successful and achieve our best. - I can recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. 	<ul style="list-style-type: none"> - I can consider how healthy wellbeing and mental health can contribute to a person's aspirations and success. - I can define aspirations and goals. - I can recognise that we will meet challenges on the way to achieving our goals. - I understand and can explain the outcomes of risk-taking in a given situation, including emotional risks. - I understand risks related to growing up and explain the need to be aware of these.



						- I can consider the different responsibilities that I and others have for their health and wellbeing.	
Vocabulary	bounce back, encourage, try again try, food, energy, grow healthy, fruit, vegetable, dairy, exercise, sleep, wash heart, muscles, routine calm, sleep	starchy, dairy, protein sugar, practise fruit, difficult, learning make mistakes hygiene cereal, bread, spread try, water, energy help, healthy, support vitamins vegetables germs	achieve, germs, injection, rest, choices brain, soap, vaccination, choose water, large intestine healthy, lungs, stomach, energy learn, food, small intestine exercise, oxygen, teeth	achieve, fruit medicine, bones goal-setting muscles skills, teeth balanced diet talents improve, practise, proteins, water sleep, healthy starchy carbohydrates dairy, exercise energy vegetables	accident, emergency affect, balanced diet recycle, breathing community, repair reduce, creative give to others, injury exercise, choices wound, mental health active, first aid, repair connect, future choking, reuse, wellbeing, be mindful	perseverance media-influence kindness celebrities independence patience resilience consideration confidence personal qualities	give, connect influence, be active assessing risk problems choices goal setting, overcome vaping, practise media aspirations take notice (mindful) weigh up, achieve challenges, perseverance keep learning (get creative)
DfE Statutory Requirements	MW2, MW3, CF2, RR2 HE1, HE2 PHF2, HP3, HP4, HP5 Development Matters PSED Rec 3,4,8; PSED ELG - 1,2,3,5	HE1, HE2, HE3, HP4, HP5, CF2, CF5, RR1, RR3, RR5, PHF4	MW3, PHF2, HE1, HP3, HP4, HP5, HP6, PHF1, BFA1, BFA2	HE1, HE2, HE3 HP5, HP6 RR1, RR2, RR3 OR1	RR1, RR2, RR4 CF2, OR4 PHF1, PHF2, HE1, HE2, HE3, HP3, ISH2, ISH3 BFA1, BFA2	BS1, ISH4 BFA1, BFA2 DAT1	CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS2, BS4, BS5, DAT1 FPC1, OR1, OR3, ISH6, CAB1, BFA1, BFA2 MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6

DfE topics and related codes:

Relationships Education Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe	Code FPC CF RR OR BS	Health Education 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	Code MW ISH PHF HE DAT HP BFA CAB
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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"> 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.
<p>Caring friendships (CF)</p>	<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.
<p>Respectful relationships (RR)</p>	<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.
<p>Online relationships (OR)</p>	<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.
<p>Being safe (BS)</p>	<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.



	<ol style="list-style-type: none">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. 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)	<ol style="list-style-type: none">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. 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. Increasingly follow rules, understanding why they are important. 7. Remembering rules without needing an adult to remind them. 8. Develop appropriate ways of being assertive. 9. Talk with others to solve conflicts.





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).