PSHE (Relationship, Education and Physical Health and Mental Wellbeing
Sequence of Learning

Objectives – EYFS

Personal, Social and Emotional Development – Early Learning Goals.

Self-Regulation

• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
• Explain the reasons for rules, know right from wrong and try to behave accordingly.
• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

• Work and play cooperatively and take turns with others.
• Form positive attachments to adults and friendships with peers.
• Show sensitivity to their own and to others' needs.

Understanding the World – Early Learning Goals

Past and Present

• Talk about the lives of the people around them and their roles in society.
• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
• Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World

• Explore the natural world around them, making observations and drawing pictures of animals and plants.

• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Objectives – KS1

Relationship Education By the end of **primary school**:

Families and people who care for me Pupils should know:

• that families are important for children growing up because they can give love, security and stability.
• 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.
• 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.
• 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.
• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
• 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 Pupils should know:

• how important friendships are in making us feel happy and secure, and how people choose and make friends.
• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
• 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.
• 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 Pupils should know:

• the 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.
• practical steps they can take in a range of different contexts to improve or support respectful relationships.
• the conventions of courtesy and manners.
• the importance of self-respect and how this links to their own happiness.
• 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.

• 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.
• what a stereotype is, and how stereotypes can be unfair, negative or destructive.
• the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships Pupils should know:

• that people sometimes behave differently online, including by pretending to be someone they are not.
• 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.
• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
• how information and data is shared and used online.

Being safe Pupils should know:

• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
• 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.
• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
• how to recognise and report feelings of being unsafe or feeling bad about any adult.
• how to ask for advice or help for themselves or others, and to keep trying until they are heard.
• how to report concerns or abuse, and the vocabulary and confidence needed to do so.
• where to get advice e.g. family, school and/or other sources.

Objectives – KS1

Physical health and mental wellbeing: by the end of **Primary School**

Mental wellbeing Pupils should know:

• that mental wellbeing is a normal part of daily life, in the same way as physical health.
• 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.
• 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.
• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

• 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).
• 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 Pupils should know:
• that for most people the internet is an integral part of life and has many benefits.
• 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.
• 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.
• why social media, some computer games and online gaming, for example, are age restricted.
• 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.
• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
• where and how to report concerns and get support with issues online.

Physical health and fitness Pupils should know:
• the characteristics and mental and physical benefits of an active lifestyle.
• 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.
• the risks associated with an inactive lifestyle (including obesity).
• how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating Pupils should know:
• what constitutes a healthy diet (including understanding calories and other nutritional content).
• the principles of planning and preparing a range of healthy meals.
• 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 Pupils should know:
• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention Pupils should know:
• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

• the facts and science relating to allergies, immunisation and vaccination.

Basic first aid Pupils should know:

• how to make a clear and efficient call to emergency services if necessary.

• concepts of basic first-aid, for example dealing with common injuries, including head injuries.

	Autumn **Whole school anti-bullying week**		Spring **Whole school NSPCC/PANTS work Children'Mental Health week**		Summer **Whole school healthy eating week**	
Assemblies Reception K.S.1	**New Beginnings** Honesty and Truth Techniques to relax	**Getting on and falling out** Anti-bullying, friendship, respect for others	**Going for Goals** Internet safety Resilience, perseverance	**Good to be me** Difference, diversity I'm special, I'm me!	**Relationships** Trust, kindness, teamwork, Cultural diversity day.	**Changes** Cultural week Healthy Eating week Transition
Nursery	**Relationships** Three and Four PSED Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling. Find solutions to conflicts and rivalries. Show more confidence in new social situations.	**Bullying Matters** Three and Four PSED Continue developing positive attitudes about the differences between people. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling. Find solutions to conflicts and rivalries. Understanding the World Continue developing positive attitudes aboutthe	**Difference and Diversity** Three and Four PSED Understand gradually how others might be feeling. Become more outgoing with unfamiliar people, in the safe context of their setting. Find solutions to conflicts and rivalries. Develop their sense of responsibility and membership of a community. Understanding the World Show interest in different occupations. Continue developing	**Being Healthy** Three and Four PSED Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	**Being Responsible** Three and Four PSED Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	**Exploring Emotions** Three and Four PSED Find solutions to conflicts and rivalries. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.

	Play with one or more children, extending and elaborating on play ideas. Understanding the World Begin to make sense of their own life-storyand family's history.	differences between people.	positive attitudes about the differences between people. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.		Make healthy choices about food, drink, activity, and toothbrushing. Understanding the World Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and allliving things.	
Reception	**Being Me** Reception age PSED See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Express their feelings and consider the feelings of others. ELG PSED Show an understanding of their own feelings and those of others and begin to regulate their	**Growing Up** Reception age PSED See themselves as a valuable individual. Manage their own needs such as personal hygiene. Understanding the World Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. ELG	**Changes** Reception age PSED See themselves as a valuable individual. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change. Understanding the World Understand the effect of changing seasons on the natural world around them. ELG PSED	**Being Safe** Reception age PSED Identify and moderate their own feelings, socially and emotionally. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. ELG	**Money Matters** Reception age PSED Identify and moderate their own feelings, socially and emotionally. Show resilience and perseverance in the face of challenge. ELGs PSED Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	**Drugs Education** Reception age PSED Know and talk about the different factors that support their overall health and wellbeing. See themselves as a valuable individual. ELG PSED Explain the reasons for rules, know right from wrong and try to behave accordingly

	behaviour accordingly.	PSED Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change. Understanding the World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	PSED Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.		
Year 1	**PSHE Matters - Being Responsible** Identify how they can contribute to the life of the classroom and school. Construct and explore the importance of rules. Explore and understand that everyone has	**PSHE Matters - Exploring Emotions** Recognising a range of feelings in ourselves, how others show feelings and how to respond. Recognising our behaviour can affect others. **Exploring Emotions** Recognising a range of feelings in	**PSHE Matters - Difference and Diversity** Identifying and respecting the differences and similarities between people. What does a family look like?	**PSHE Matters - Bullying Matters** Recognising their behaviour can affect others. Listening to others and working cooperatively. Recognising when others are being unkind. Identifying types of bullying and strategies to deal with it.	**PSHE Matters – Relationships** What makes a good class mate? Recognising their behaviour can affect others. Listening to others and play and work cooperatively. Show we always be kind and friendly?	**PSHE Matters - Being Healthy** **Being Healthy** Exploring what a healthy lifestyle means. Identifying benefits of a healthy lifestyle. Identifying ways of keeping healthy.

	rights and responsibilities. Identify what improves and harms their environments. Recognise what is fair/unfair, right/wrong, kind/unkind.	ourselves, how others show feelings and how to respond. Recognising our behaviour can affect others.				
Year 2	**PSHE Matters - Being Me** Identify what makes them special. Who is special to me? Celebrating that everyone is different. **Being Me** Identify what makes them special. Who is special to me? Celebrating that everyone is different.	**PSHE Matters - Being Safe** Exploring rules for and ways of keeping safe in a range of situations. (including online safety, road safety, who keeps us safe). **Being Safe** Exploring rules for and ways of keeping safe in a range of situations. (including online safety, road safety, who keeps us safe).	**PSHE Matters - Money Matters** Recognising what money looks like. Identifying how money is obtained. Understanding the ways money can be used. **Money Matters** Understanding how to keep money safe and what influences choices.	**PSHE Matters - Drugs Education** Exploring importance of physical, mental and emotional health. Understanding the role of drugs as medicines. What are medicines? How do they get into the body?	**PSHE Matters - Growing Up** The process of growing from young to old. The differences between girls and boys. The correct names for parts of the body (including external genitalia). What is a secret? Is it ok to keep a secret? Identifying people they can ask for help? **Growing Up** The process of growing from young to old. The differences between girls and boys. The correct names for parts of the body (including external	**PSHE Matters – Changes** What does change mean? Beginning to explore loss and the associated feelings. Identifying strategies and where to go for help.

					genitalia). What is a secret? Is it ok to keep a secret? Identifying people they can ask for help?	