

Strand	Developing confidence and responsibility and making the most of their abilities	Preparing to play an active role as citizens	Developing a healthy, safer lifestyle	Developing good relationships and respecting the differences between people	Breadth of opportunities
Key Stages	EYFS	EYFS	EYFS	EYFS	EYFS
	<p>KS1 Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>Share their opinions on things that matter to them and explain their views.</p> <p>Recognise, name and deal with their feelings in a positive way.</p> <p>Think about themselves, learn from their experiences and</p>	<p>KS1 Take part in discussions with one other person and the whole class.</p> <p>Take part in a simple debate about topical issues.</p> <p>Recognise choices they can make, and recognise the difference between right and wrong.</p> <p>Agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>Realise that people and other living things have</p>	<p>KS1 Understand how to make simple choices that improve their health and wellbeing.</p> <p>Maintain personal hygiene.</p> <p>Understand how some diseases spread and can be controlled.</p> <p>Know about the process of growing from young to old and how people's needs change.</p> <p>Know the names of the main parts of the body.</p>	<p>KS1 Recognise how their behaviour affects other people.</p> <p>Listen to other people, and play and work cooperatively.</p> <p>Identify and respect the differences and similarities between people.</p> <p>Understand that family and friends should care for each other.</p> <p>Recognise that there are different types of teasing and bullying, that bullying is wrong, and how</p>	<p>KS1 Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well).</p> <p>Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves).</p> <p>Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw</p>

	<p>recognise what they are good at. How to set simple goals.</p>	<p>needs, and that they have responsibilities to meet them and that they belong to various groups and communities, such as family and school.</p> <p>What improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>Contribute to the life of the class and school.</p> <p>Realise that money comes from different sources and can be used for different purposes.</p>	<p>Understand that all household products, including medicines, can be harmful if not used properly.</p> <p>Recognise rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>	<p>to get help to deal with bullying.</p>	<p>materials for industry come from').</p> <p>Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly).</p> <p>Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse).</p> <p>Develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task).</p> <p>Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong,</p>
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	<p>KS2 Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p>	<p>KS2 Research, discuss and debate topical issues, problems and events.</p> <p>Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on</p>	<p>KS2 Know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p> <p>Understand that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p>	<p>KS2 Know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p>Think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Be aware of different types of relationship, including marriage and those between friends and families, and to</p>	<p>KS2 Take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school).</p> <p>Feel positive about themselves (for example, by producing personal diaries,</p>

<p>Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>Learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>Look after their money and realise</p>	<p>individuals and communities.</p> <p>Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p>Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p>Resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>Understand what democracy is, and about the basic institutions</p>	<p>Recognise how the body changes as they approach puberty.</p> <p>Know which commonly available substances and drugs are legal and illegal, their effects and risks.</p> <p>Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help</p>	<p>develop the skills to be effective in relationships.</p> <p>Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>Recognise and challenge stereotypes.</p> <p>Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>Identify where individuals, families and groups can get help and support.</p>	<p>profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);</p> <p>Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting).</p> <p>Make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).</p> <p>Meet and talk with people (for example, people who contribute to society through environmental pressure groups or</p>
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	<p>that future wants and needs may be met through saving.</p>	<p>that support it locally and nationally.</p> <p>Recognise the role of voluntary, community and pressure groups.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Explore how the media present information.</p>	<p>and use basic techniques for resisting pressure to do wrong.</p> <p>Appreciate school rules about health and safety, basic emergency aid procedures and where to get help.</p>		<p>international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers).</p> <p>Develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters).</p> <p>Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment).</p> <p>Find information and advice (for example, through helplines; by understanding</p>
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PSHE – Whole School overview

					<p>about welfare systems in society).</p> <p>Prepare for change (for example, transferring to secondary school).</p>
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