

PSHE at Shoreham Village School

Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. It is a non-statutory subject, allowing teachers the flexibility to deliver high-quality PSHE for the children in their school.

At Shoreham Village School, we seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

We teach PSHE, drawing on good practice, to enable our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Behaviour and attitude to learning at Shoreham Village School is underpinned by values that are taught through PSHE lessons and supported by the wellbeing areas in each classroom, making it integral to the success of the whole school.

Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

By the end of EYFS, pupils will be able to:

- Begin to develop and form positive relationships.
- Show sensitivity towards the needs of others.
- Show self-confidence and awareness by trying new things and taking risks.
- Manage feelings and behaviour.
- Show and talk about your own emotions and those of others.
- Be able to differentiate between positive and negative behaviour and understand that negative behaviour has consequences.

By the end of Key Stage 1, pupils will be able to:

- Develop your awareness of themselves in familiar contexts such as school and home.
- Understand how your behaviour impacts on others around them.
- Be able to identify what makes us all individuals and unique and celebrate diversity.
- Articulate your understanding of bullying and recognise the negative impact it has.
- Express how you can succeed and work collaboratively to achieve a goal.
- Understand how your body has changed from being a baby and describe the private parts of your bodies.
- Understand what kinds of things are health or unhealthy.

By the end of Key Stage 2, pupils will be able to:

- Apply your understanding of themselves and others in a wider context such as your communities and the rest of the world.
- Understand how to manage your emotions effectively.
- Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.
- Understand how your bodies change through puberty and into adulthood.
- Further your understanding of how lifestyle choices can have a dramatic effect on your health and wellbeing, including drugs, cigarettes and alcohol.
- Set themselves aspirational targets that will help them as you progress into key stage 3.
- Use the knowledge you have gained and apply it by becoming a positive role model and global citizen.

Progression throughout the school

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Skill							
Autumn							
Healthy Relationships							
Families and close positive relationships	Relationships Feelings	<ul style="list-style-type: none"> •To communicate their feelings to others, to recognise how others show feelings and how to respond. • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • About different types of families including those that may be different to their own. 	<ul style="list-style-type: none"> •About the roles different people (e.g. acquaintances, friends and relatives) play in our lives • That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. 	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>		<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p>	<p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>

Friendships	Making Friends	<ul style="list-style-type: none"> • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • about how people make friends and what makes a good friendship 	<ul style="list-style-type: none"> • How to recognise when they or someone else feels lonely and what to do • Simple strategies to resolve arguments between friends positively • How to ask for help if a friendship is making them feel unhappy 	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
Managing hurtful behaviour and bullying	How to recognise and respond to emotional needs of others	<ul style="list-style-type: none"> • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. • To recognise what is fair and unfair, kind and unkind, what is right and wrong. • That bodies and feelings can be hurt by words and actions; that people can say hurtful things online 	<ul style="list-style-type: none"> • About how people may feel if they experience hurtful behaviour or bullying • That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult 		R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report		

					concerns and get support R21. about discrimination: what it means and how to challenge it		
Safe relationships	PANTs	<ul style="list-style-type: none"> •To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private •how to respond safely to adults they don't know •That sometimes people may behave differently online, including by pretending to be someone they are not •About knowing there are situations when they should ask for permission and also when their permission should be sought 	<ul style="list-style-type: none"> • That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). •The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). 		R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
Respecting self and others	Showing sensitivity and looking after things	<ul style="list-style-type: none"> • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • To recognise how their behaviour affects other people. 	<ul style="list-style-type: none"> • To identify and respect the differences and similarities between people. • To offer constructive support and feedback to others. 		R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view

					about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships		and constructively challenge those they disagree with

Spring

Living in the Wider World

Shared responsibilities	Children will learn school rules and routines. Looking after our environment and why	L1. about what rules are, why they are needed, and why different rules are needed for different situations	L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment		L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices		L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities
Communities		L4. about the different groups they belong to L6. to recognise the ways, they are the same as, and different to, other people	L5. about the different roles and responsibilities people have in their community	L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a			L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of

				diverse community; about valuing diversity within communities			responding to it if witnessed or experienced
Media literacy & digital resilience		L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	L8. about the role of the internet in everyday life L9. that not all information seen online is true		L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images		L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Economic wellbeing: Money		L10. what money is; forms that money comes in; that money	L12. about the difference between needs and wants; that sometimes people may		L19. that people's spending decisions can affect others and the environment (e.g. Fair	L17. about the different ways to pay for things and the	L23. about the risks involved in gambling; different ways money can be won or lost

		<p>comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p>	<p>not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>		<p>trade, buying single-use plastics, or giving to charity)</p>	<p>choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people, make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>through gambling-related activities and their impact on health, wellbeing and future aspirations</p>
<p>Economic wellbeing: Aspirations, work and career</p>		<p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p>	<p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>		<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or</p>	<p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

						businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older	
--	--	--	--	--	--	--	--

Summer

Health and Wellbeing

Healthy lifestyles;	Starting school Being Healthy	Children will Learn: <ul style="list-style-type: none"> • What constitutes a healthy lifestyle including the benefits of physical activity and ways to be physically active every day; different ways to rest and relax and why sleep is important; healthy eating and about foods that support good health and the risks of eating too much sugar and dental health- visiting the dentist; how to brush teeth correctly; food and drink that support dental health 	Children will Learn: <ul style="list-style-type: none"> • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. • How some diseases are spread and can be controlled and the responsibilities they 	Children will Learn: <ul style="list-style-type: none"> • how to make informed decisions about health • about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • how and when to seek support, including which adults to speak 	Children will Learn: <ul style="list-style-type: none"> • about the elements of a balanced, healthy lifestyle • how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle about how sleep contributes to a healthy lifestyle; routines that support 	Children will Learn: <ul style="list-style-type: none"> • about choices that support a healthy lifestyle, and recognise what might influence these • to learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it how medicines, when used responsibly, contribute to health; that some diseases can 	Children will Learn: <ul style="list-style-type: none"> • how to recognise that habits can have both positive and negative effects on a healthy lifestyle • how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
----------------------------	----------------------------------	---	---	---	--	---	---

		<ul style="list-style-type: none"> • That simple hygiene routines that can stop germs from spreading • How to keep safe in the sun and protect skin from sun damage 	have for their own health and that of others.	to in and outside school, if they are worried about their health	good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability	be prevented by vaccinations and immunisations; how allergies can be managed	<ul style="list-style-type: none"> • about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
Mental Health		<ul style="list-style-type: none"> • To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. • How to recognise and name different feelings • How feelings can affect people's bodies and how they behave • To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it 	<ul style="list-style-type: none"> • To recognise that not everyone feels the same at the same time, or feels the same about the same things • Thing that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) • The different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good 	<ul style="list-style-type: none"> • that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing 	<ul style="list-style-type: none"> • to recognise that feelings can change over time and range in intensity • about everyday things that affect feelings and the importance of expressing feelings • about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement 	<ul style="list-style-type: none"> • to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult 	<ul style="list-style-type: none"> • a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • about what good physical health means; how to recognise early signs of physical illness
Growing and changing;	Changes Moving on	<ul style="list-style-type: none"> • About the process of growing from young to old; that babies grow into children and then into adults and how people's needs change. 	<ul style="list-style-type: none"> • About growing and changing and new opportunities and responsibilities that increasing independence may bring. 	<ul style="list-style-type: none"> • about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) 	<ul style="list-style-type: none"> • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 	<ul style="list-style-type: none"> • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key 	<ul style="list-style-type: none"> • that for some people gender identity does not correspond with their biological sex • to identify the external genitalia and internal reproductive

		<ul style="list-style-type: none"> Identify similarities and differences between myself and the opposite gender. I know about growing and changing About change and loss and the associated feelings (including moving home, losing toys, pets or friends). 	<ul style="list-style-type: none"> The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better 	<ul style="list-style-type: none"> to recognise their individuality and personal qualities to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth 		<p>facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <ul style="list-style-type: none"> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene about the processes of reproduction and birth as part of the human life cycle; how babies are conceived about where to get more information, help and advice about growing and changing, especially about puberty about the new opportunities and responsibilities that increasing independence may bring 	<p>organs in males and females and how the process of puberty relates to human reproduction</p> <ul style="list-style-type: none"> Pupils are often aware that sexual intercourse does not always result in a baby strategies to manage transitions between classes and key stages
Keeping safe		<ul style="list-style-type: none"> About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. Making the right choices- considering their consequences That household products, including medicines, can be harmful if not used properly. that medicines (including vaccinations 	<ul style="list-style-type: none"> Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)). To recognise that they share a responsibility for keeping themselves 	<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm,</p>	<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>

		and immunisations and those that support allergic reactions) can help people to stay healthy	and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	injury or risk in the home and what they can do to reduce risks and keep safe		
Drug Alcohol and Tobacco						H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

My Happy Mind

	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
Reception	Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.	Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem.	Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!	Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.	Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					

EY	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • fair • unfair • sharing • caring • similar • different • consequence • help • rules • kind • gentle 	<ul style="list-style-type: none"> • empathy • fairness • difference • similar • identity • belonging • agreement • disagreement • conflict • resolution • problem solving • rights • responsibility • decision • views (i.e. different views to their own 	<ul style="list-style-type: none"> • diversity • culture • society • equality • contribution • rights and responsibilities • racism • sexism • stereotype • discrimination • prejudice • challenge • conflict • resolve (in relation to conflict) • prevent (in relation to conflict) • solution (in relation to conflict) • rule/law • empathy • impact • bias/opinion