










Sawley Personal, Social, Health Education (PSHE) Overview			Curriculum Intent - Statement of aims	Curriculum Implementation – Tools, Techniques and Opportunities	Curriculum Impact – I-can /Assessment	Links to prior and future learning (National PSHE Association)		
			We want our children to...	So, we do this:	So that our children:	EYFS	KS1	KS2
Health & wellbeing 	Physical		...understand how to live a healthy lifestyle and keep themselves physically well. ...have an understanding of their own body and how they will grow and change over time.	Provide practical activities, information and experiences, which help children to understand their bodies and aspects of healthy living, naming the main parts of the body and exploring how people grow and change from young to old. <b>(healthy diet)</b> - food and drink that support good health, brushing teeth correctly and visiting the dentist) <b>(healthy lifestyle)</b> - ways to be physically active, why sleep is important and different ways to rest and relax) <b>(health and hygiene)</b> - routines to limit the spread of germs and how medicines can help people's health)	Can describe ways to keep healthy Can name the main body parts Can identify how people growing and change needs	ELG: Self-regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ELG: 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.	H1, H2, H3, H4, H5, H6, H7, H25, H26, H37  'Team', 'Growing Up', 'Think Positive'	'Changing me' 'Healthy me'
	Emotional		...be able to recognise and identify different feelings in themselves and others and have strategies to help them cope with a wide range of emotions, feelings and change.	<b>Recognising feelings:</b> introducing a range of words to describe emotions, and acknowledging that not everyone feels the same. Helping children to identify how feelings can affect our bodies and behaviour, how to share feelings, recognise what others might need, and prepare for change that may be challenging -e.g. new classes, family changes and loss) <b>Managing feelings:</b> Discuss, name and explore things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) Provide strategies to manage big feelings to help calm themselves down and/or change their mood and recognise when they need help, how to ask for it	Can recognise and describe feelings in self and others and know some ways to respond to these		H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27  'Diverse Britain' 'Be Yourself' 'Aiming High' 'VIPs' 'Growing Up' 'Think Positive'	'Being me in my world'
Relationships 	People		...be able to identify the roles of special people and positive relationships in their lives (family, friends, teachers) ...understand what makes a positive relationship with family and friends work and how to resolve issues, (including bullying)	<b>Relationships:</b> help children to identify people who love and care for them, the different roles people play in their lives (e.g. acquaintances, friends and relatives) and the many types of families that may be different to their own. <b>Friendship:</b> Explore stories and activities about what makes a good friendship, sharing simple strategies to resolve arguments between friends positively and how to recognise and respond when they or someone else feels lonely <b>Getting help:</b> regular reinforcement that it is important to tell someone (such as their teacher) and how to ask for help if a relationship is making them feel unhappy or worried	Can recognise how people care for others and know about families that are different to own Can describe friendship, and has strategies help self and others.	ELG: 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	R1, R2, R3, R5, R6, R7, R8, R9  'Team' 'VIPs' 'Growing Up' 'Think Positive' 'One World'	'Being me in my world'
	Personal		...to develop empathy and be able to evaluate a wide range of situations and circumstances with confidence .. build personal strength and develop ways to manage negative relationships (bullies, people who do not make them feel safe)	<b>Behaviour:</b> Support children to recognise what behavior is fair and unfair, kind and unkind, right and wrong in different circumstances and the effect on our bodies and feelings if we experience hurtful behaviour (in person or online) <b>Bullying:</b> That hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying and the importance of telling a trusted adult <b>Privacy and safety:</b> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	Can recognise fair/unfair, kind/unkind, right/wrong and know that some behaviour is not acceptable Can describe privacy and knows that the parts of our body covered by underwear are private.		R4, R10, R11, R12, R13, R19 'Team' 'VIPs' 'Safety First' 'Digital Well-Being' 'Growing Up' 'Think Positive' 'One World'	'Relationships' 'Celebrating differences'
Living in the wider world 	Environment		...have an understanding of their local and global environment and the impact they can have on it.	Provide practical activities, information and experiences, which help children to understand <b>Environment:</b> teach children about things they can do to help look after their environment locally and globally <b>Caring:</b> explore how people and other living things have different needs and about the responsibilities of caring for them	Can identify things people can do to help look after our environment, the people and other living things within it	ELG: 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	L3 'Diverse Britain' 'One World'	'Dreams and goals'
	Community		...know about the different groups within their community, and aspire to become an active member within their community now and as they grow.	<b>Community:</b> be introduced to different local people and jobs within the community, to build understanding of the varied roles and responsibilities people have and groups people belong to linked to their strengths and interests. <b>Money:</b> recognise money and know that money comes from different sources, that jobs help people to earn money to pay for things and that people make different choices about how to save and spend money	Can describe different roles and responsibilities in the community Know that jobs help people earn money and people make choices about how to save and spend money		L2, L4, L5, L10, L11, L13, L15, L16, L17 'Team' 'Diverse Britain' 'Aiming High' 'Money Matters' 'One World'	'Being me in my world'