

PSHE Progression Map

Government Guidance

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education).

PSHE Programme of Study

At Hade Edge Junior, Infant and Nursery School we follow the PSHE Associations Programme of Study to support us in providing a comprehensive programme that integrates, but not limited to, the statutory content. We also aim to cover economic wellbeing, careers and enterprise education as well as education for personal safety, including assessing and managing risk.

Aims in the PSHE curriculum

Our Programme of Study sets out learning opportunities for Early Years to Key Stage 2, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

Progression in coverage of PSHE

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly by teachers to plan their programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst the framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, teachers from Hade Edge may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.

Early Years and Foundation Stage

Pupils should be encouraged to develop positive relationships with their peers as well as staff members. In addition, pupils should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity.

Although all areas of the EYFS profile are relevant, PSHE particularly supports the development of: Personal, social and emotional development; Physical development, Understanding the world.

Personal, Social and Emotional Development:

Early Learning Goals:

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequence and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development:

Early Learning Goals:

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Understanding the World

Early Learning Goals:

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Key Stage 1 and Key Stage 2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Time allocation

Teachers will plan for and teach at least 1 hour lesson per week (or the equivalent) throughout the year.

As we have mixed age classes, teachers will plan on a 2 year rolling cycle.

Teachers are encouraged to teach the objectives through other areas of the curriculum (such as Science) where possible.

Children in mixed age classes will be exposed to content in their own year group as well as that of the year group within their class. Teachers should ensure that work is appropriately differentiated to meet the needs of all pupils within the class. As the PSHE Association's units of work are based on a spiral curriculum, it lends itself to this style of teaching. **Hade Edge School has taken the decision to teach the health and wellbeing: Ourselves, growing and changing element of the curriculum to Year's 5 and 6 separately.**

Progression By Key Stage

End of Key Stage statements are taken from the PSHE Association Programme of study.

CORE THEME 1: Health and well being

KS1: Learning Opportunities in Health and Wellbeing <i>Pupils learn...</i>	KS2: Learning Opportunities in Health and Wellbeing <i>Pupils learn...</i>
Healthy lifestyles (physical wellbeing)	
H1. about what keeping healthy means; different ways to keep healthy	H1. how to make informed decisions about health
H2. about foods that support good health and the risks of eating too much sugar	H2. about the elements of a balanced, healthy lifestyle
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H3. about choices that support a healthy lifestyle, and recognise what might influence these
H4. about why sleep is important and different ways to rest and relax	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. simple hygiene routines that can stop germs from spreading	H5. about what good physical health means; how to recognise early signs of physical illness
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H6. 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.
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	H7. 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

H8. how to keep safe in the sun and protect skin from sun damage	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H9. 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
H10. about the people who help us to stay physically healthy	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	H11. 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)
	H12. 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
	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
Mental health	
H11. about different feelings that humans can experience	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H12. how to recognise and name different feelings	H16. 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
H13. how feelings can affect people's bodies and how they behave	H17. to recognise that feelings can change over time and range in intensity
H14. how to recognise what others might be feeling	H18. about everyday things that affect feelings and the importance of expressing feelings
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
H16. about ways of sharing feelings; a range of words to describe feelings	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H18. 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	H22. 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
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
Ourselves, growing and changing	
H21. to recognise what makes them special	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H22. to recognise the ways in which we are all unique	H26. that for some people gender identity does not correspond with their biological sex
H23. to identify what they are good at, what they like and dislike	H27. to recognise their individuality and personal qualities
H24. how to manage when finding things difficult	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H26. about growing and changing from young to old and how people's needs change	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H27. about preparing to move to a new class/year group	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹
	H34. about where to get more information, help and advice about growing and changing, especially about puberty
	H35. about the new opportunities and responsibilities that increasing independence may bring
	H36. strategies to manage transitions between classes and key stages
Keeping Safe	
H28. about rules and age restrictions that keep us safe	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
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H38. how to predict, assess and manage risk in different situations

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
H31. that household products (including medicines) can be harmful if not used correctly	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	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
H33. about the people whose job it is to help keep us safe	H42. about the importance of keeping personal information private; strategies for 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
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	H43. about what is meant by first aid; basic techniques for dealing with common injuries ²
H35. about what to do if there is an accident and someone is hurt	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
H36. how to get help in an emergency (how to dial 999 and what to say)	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk ³
Drugs, alcohol and tobacco	
H37. about things that people can put into their body or on their skin; how these can affect how people feel	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

CORE THEME 2: Relationships

KS1: Learning Opportunities in Relationships <i>Pupils learn...</i>	KS2: Learning Opportunities in Relationships <i>Pupils learn...</i>
Families and close positive relationships	
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2. to identify the people who love and care for them and what they do to help them feel cared for	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
R3. about different types of families including those that may be different to their own	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
R4. to identify common features of family life	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
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	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
	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	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

	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
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Friendships	
R6. about how people make friends and what makes a good friendship	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R7. about how to recognise when they or someone else feels lonely and what to do	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
R8. simple strategies to resolve arguments between friends positively	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
R9. how to ask for help if a friendship is making them feel unhappy	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
	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
	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
Managing hurtful behaviour and bullying	
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R11. about how people may feel if they experience hurtful behaviour or bullying	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
R12. 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	R21. about discrimination: what it means and how to challenge it
Safe Relationships	
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R14. that sometimes people may behave differently online, including by pretending to be someone they are not	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
R15. how to respond safely to adults they don't know	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	R26. about seeking and giving permission (consent) in different situations
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	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
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
Respecting self and others	
R21. about what is kind and unkind behaviour, and how this can affect others	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R22. about how to treat themselves and others with respect; how to be polite and courteous	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings 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
R23. to recognise the ways in which they are the same and different to others	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
R24. how to listen to other people and play and work cooperatively	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R25. how to talk about and share their opinions on things that matter to them	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: Living in the Wider World

<p>KS1: Learning Opportunities in Living in the Wider World <i>Pupils learn...</i></p>	<p>KS2: Learning Opportunities in Living in the Wider World <i>Pupils learn...</i></p>
<p>Shared Responsibilities</p>	
<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>
<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>L2. to recognise there are human rights, that are there to protect everyone</p>
<p>L3. about things they can do to help look after their environment</p>	<p>L3. about the relationship between rights and responsibilities</p>
	<p>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</p>
	<p>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)</p>
<p>Communities</p>	
<p>L4. about the different groups they belong to</p>	<p>L6. about the different groups that make up their community; what living in a community means</p>
<p>L5. about the different roles and responsibilities people have in their community</p>	<p>L7. to value the different contributions that people and groups make to the community</p>

L6. to recognise the ways they are the same as, and different to, other people	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	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 responding to it if witnessed or experienced
Media literacy and digital resilience	
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	L11. recognise ways in which the internet and social media can be used both positively and negatively
L8. about the role of the internet in everyday life	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
L9. that not all information seen online is true	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 comes from different sources	L17. about the different ways to pay for things and the choices people have about this
L11. that people make different choices about how to save and spend money	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'
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
L13. that money needs to be looked after; different ways of doing this	L20. to recognise that people make spending decisions based on priorities, needs and wants
	L21. different ways to keep track of money
	L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	L24. to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing; aspirations, work and career

L14. that everyone has different strengths	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L15. that jobs help people to earn money to pay for things	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
L16. different jobs that people they know or people who work in the community do	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L17. about some of the strengths and interests someone might need to do different jobs	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 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
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Skills Progression by Year Group / Class

Teachers at Hade Edge School are able to plan using the PSHE Association Programme builders for PSHE Education. We follow the question- based model. If teachers wish, they can adapt the units to meet the needs of the children within their class, ensuring that the outcomes are the same. Teachers can access the long term and medium over views on staff shared in the PSHE folder or online at:

[https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=&field_resource_type_tid\[\]=11](https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=&field_resource_type_tid[]=11)

On the planning there are links to quality assured resources which teachers can use to support their short term planning.

Below is a table that identifies the different units of work as well as the key outcomes for each class and year group.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Marvellous Meerkats		Wonderful Wolves		Excellent Eagles	
Primary PSHE Education: Question based Units of Work	What is the same and different about us? Who is special to us? What helps us stay healthy? What can we do with money? Who helps us to keep safe? How can we look after each other and the world?	What makes a good friend? What is bullying? What jobs do people do? What helps us to stay safe? What helps us grow and stay healthy?	How can we be a good friend? What keeps us safe? What are families like? What makes a community? Why should we eat well and look after our teeth?	What strengths, skills and interests do we have? How do we treat each other with respect? How can we manage our feelings? How will we grow and change?	What makes up a person's identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely?	How can we keep healthy as we grow? How can media influence people?

		How do we recognise our feelings?	Why should we keep active and sleep well?	How can our choices make a difference to others and the environment? How can we manage risk in different places?	How can drugs common to everyday life effect health? What jobs would we like?	What will change as we become more independent? How do friendships change as we grow?
Relationships	Ourselves and others; similarities and differences; individuality; our bodies. People who care for us, groups we belong to; families.	Friendship; feeling lonely; managing arguments. Behaviour; bullying; words and actions; respect for others.	Friendship; making positive friendships, managing loneliness, dealing with arguments. Families; family life; caring for each other.	Respect for others; courteous behaviour; safety; human rights.	Friendships; relationships and becoming independent; online safety.	Different relationships, changing and growing, adulthood, independence, moving to secondary school.
Health & Wellbeing	Being healthy; hygiene; medicines; people who help us with health. Keeping safe; people who help us	Keeping safe; recognising risk; rules. Being healthy: eating, drinking, playing and sleeping. Feelings; mood; times of change; loss and bereavement; growing up	Keeping safe; at home and school; our bodies; hygiene; medicines and household products. Being healthy: eating well and dental care, keeping active, taking rest.	Self –esteem: Self-worth; personal qualities; goal setting; managing set backs. Feelings and emotions; expression of feelings; behaviour. Growing and changing: puberty. Keeping safe; out and about; recognising and managing risk.	Identity: personal attributes and qualities; similarities and differences; individuality; stereotypes. Basic First Aid, accidents, dealing with emergencies. Drugs, alcohol and tobacco; healthy habits.	Looking after ourselves; growing up; becoming independent; taking more responsibility.
Living in the Wider World	Money; making choices; needs and wants. Ourselves and others; the world around us; caring for others; growing and changing	People and jobs; money; role of the internet	Community; belonging to groups; similarities and differences; respect for others.	Caring for others; the environment; people and animals; shared responsibilities, ,making choices and decisions.	Money; making decisions; spending and saving Careers; aspirations; role models; the future.	Media literacy and digital resilience; influences and decision making; online safety.

Early Years Units of Work titles:

Where do we live and who lives with us?

People Who Help Us

What can we see in our wonderful world?

Who and what are special to us?

The objectives to be covered throughout the EYFS are outlined in this document. The units will be taught in a cross curricular manner within the EYFS topic being covered within the nursery / reception unit.