



# Personal, Social, Health & Economic Education

## Early years

### **Personal, Social and Emotional Development (Making Relationships)**

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.

### **Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)**

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.

**Personal, Social and Emotional Development (Managing Feelings and Behaviour)** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, 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.

### **Understanding the World (Technology)**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### **Physical Development (Health and Self-Care)**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### **Understanding the World (People and Communities)**

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.

### **Understanding the World (The World)**

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.





# Health and Well- being KS1

about what keeping healthy means; different ways to keep healthy
about foods that support good health and the risks of eating too much sugar
about how physical activity helps us to stay healthy; and ways to be physically active everyday
about why sleep is important and different ways to rest and relax
simple hygiene routines that can stop germs from spreading
that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
about the people who help us to stay physically healthy
about different feelings that humans can experience
how to recognise and name different feelings
how feelings can affect people's bodies and how they behave
how to recognise what others might be feeling
to recognise that not everyone feels the same at the same time, or feels the same about the same things

about ways of sharing feelings; a range of words to describe feelings
about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
to recognise what makes them special
to recognise the ways in which we are all unique
how to manage when finding things difficult
to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
about growing and changing from young to old and how people's needs change
about preparing to move to a new class/year group
about rules and age restrictions that keep us safe



about rules and age restrictions that keep us safe
to recognise risk in simple everyday situations and what action to take to minimise harm
about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
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
about the people whose job it is to help keep us safe
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
how to get help in an emergency (how to dial 999 and what to say)
about things that people can put into their body or on their skin; how these can affect how people feel





# Health and Well-being KS2

how to make informed decisions about health
about the elements of a balanced, healthy lifestyle
about choices that support a healthy lifestyle, and recognise what might influence these
how to recognise that habits can have both positive and negative effects on a healthy lifestyle
about what good physical health means; how to recognise early signs of physical illness
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 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 good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability 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 be prevented by vaccinations and immunisations; how allergies can be managed
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)
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
how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
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
to recognise that feelings can change over time and range in intensity
about everyday things that affect feelings and the importance of expressing feelings
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
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
about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement



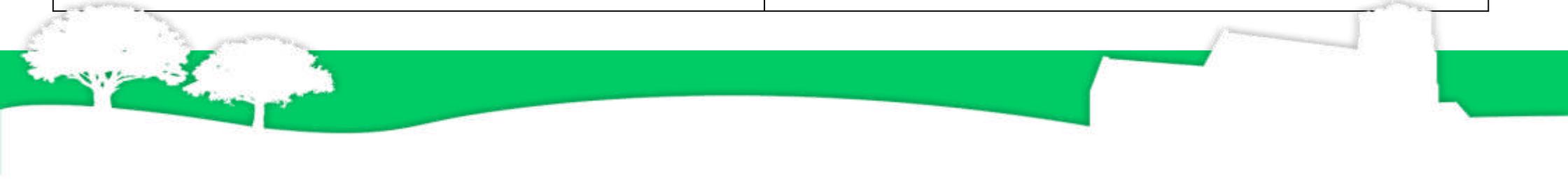
problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	
that for some people gender identity does not correspond with their biological sex	
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	
about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	
to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	
to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	
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 and born (and that there are ways to prevent a baby being made); how babies need to be cared for <sup>1</sup>	
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	
strategies to manage transitions between classes and key stages	





# Relationships KS1

About the roles different people (e.g. acquaintances, friends and relatives) play in our lives	to communicate their feelings to others, to recognise how others show feelings and how to respond
To identify the people who love and care for them and what they do to help them feel cared for	to recognise that their behaviour can affect other people
About different types of families including those that may be different to their own	the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
to recognise what is fair and unfair, kind and unkind, what is right and wrong	to recognise what is fair and unfair, kind and unkind, what is right and wrong
That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
About how people make friends and what makes a good friendship	to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
About how to recognise when they or someone else feels lonely and what to do	to offer constructive support and feedback to others
Simple strategies to resolve arguments between friends positively	to identify and respect the differences and similarities between people
How to ask for help if a friendship is making them feel unhappy	to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
That bodies and feelings can be hurt by words and actions; that people can say hurtful things online	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)
About how people may feel if they experience hurtful behaviour or bullying	that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
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	to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable



That sometimes people may behave differently online, including by pretending to be someone they are not	strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
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How to respond safely to adults they don't know
About how to respond if physical contact makes them feel uncomfortable or unsafe
About knowing there are situations when they should ask for permission and also when their permission should be sought
About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
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
About what is kind and unkind behaviour, and how this can affect others
About how to treat themselves and others with respect; how to be polite and courteous
To recognise the ways in which they are the same and different to others
How to listen to other people and play and work cooperatively
How to talk about and share their opinions on things that matter to them





# Health and Well-being KS2

to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

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

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

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

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

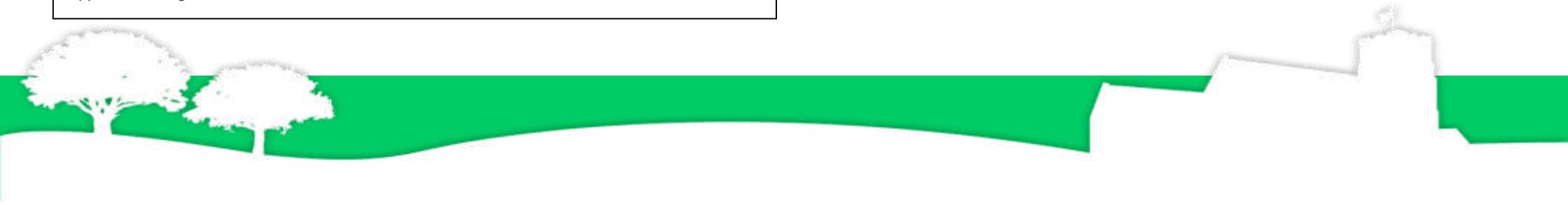
that a feature of positive family life is caring relationships; about the different ways in which people care for one another

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

to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing



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

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

the importance of seeking support if feeling lonely or excluded

strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

how friendships can change over time, about making new friends and the benefits of having different types of friends

that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

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

about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

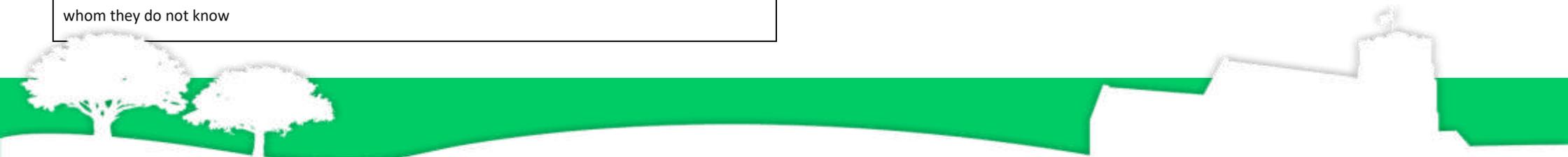
strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

about discrimination: what it means and how to challenge it

about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

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

how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know



recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

about seeking and giving permission (consent) in different situations

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

how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

that personal behaviour can affect other people; to recognise and model respectful behaviour online

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

about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

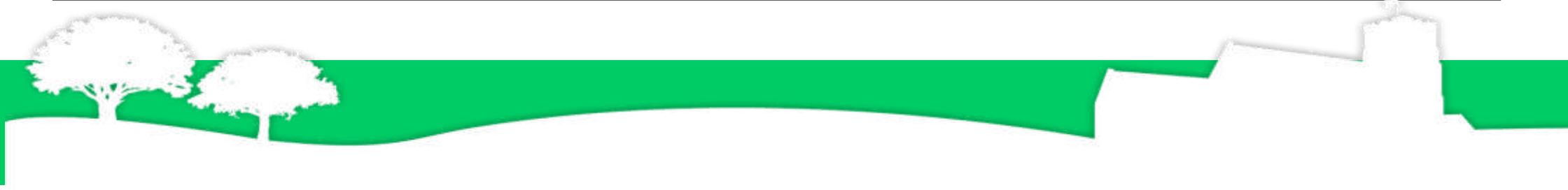
how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with





# Living in the Wider World KS1

about what rules are, why they are needed, and why different rules are needed for different situations	about some of the strengths and interests someone might need to do different jobs
how people and other living things have different needs; about the responsibilities of caring for them	
about things they can do to help look after their environment	
about the different groups they belong to	
about the different roles and responsibilities people have in their community	
to recognise the ways they are the same as, and different to, other people	
about how the internet and digital devices can be used safely to find things out and to communicate with others	
about the role of the internet in everyday life	
that not all information seen online is true	
what money is; forms that money comes in; that money comes from different sources	
that people make different choices about how to save and spend money	
about the difference between needs and wants; that sometimes people may not always be able to have the things they want	
that money needs to be looked after; different ways of doing this	
that everyone has different strengths	
that jobs help people to earn money to pay for things	
different jobs that people they know or people who work in the community do	





# Living in the Wider World KS2

to recognise reasons for rules and laws; consequences of not adhering to rules and laws

to recognise there are human rights, that are there to protect everyone

about the relationship between rights and responsibilities

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

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)

about the different groups that make up their community; what living in a community means

to value the different contributions that people and groups make to the community

about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

about some of the different ways information and data is shared and used online, including for commercial purposes

about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

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

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

to recognise that people make spending decisions based on priorities, needs and wants

different ways to keep track of money

about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

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

to identify the ways that money can impact on people's feelings and emotions

to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

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



about stereotypes in the workplace and that a person's career aspirations should not be limited by them

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)

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

about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

to identify the kind of job that they might like to do when they are older

to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

what democracy is, and about the basic institutions that support it locally and nationally

