

## PSHE

*These keystones must be used alongside the National Curriculum and Development Matters.*



### PSHE – EYFS

1	I can see what is special about me and my family as well as what is special about other people and their family.
2	I can say what my body looks like and describe some things it can do.
3	I can describe the important people in my life and how we care for each other.
4	Describe what is outside and how we can look after the environment and animals.
5	I know some of the things my body needs to stay healthy
6	Know how I am feeling and notice other people's different feelings.
7	I know who to go to if I have a worry.

### PSHE – Year 1

1	Know the expected behaviour choices and know what makes the classroom a happy and safe place to learn.
2	I know who to go to if I have a worry or need support and know how to ask for help.
3	Explain why healthy eating and movement are important.
4	Identify similarities and differences between themselves and others.
5	Name some emotions and how things can affect these.
6	Help myself and others who may be upset or angry
7	Identify a strength and a new skill to develop

### PSHE – Year 2

1	Understand the expected behaviour choices and take place in relationship building activities
2	Know that some things are good for our body and other things are not.
3	Name the main external parts of the body.
4	Describe the qualities of a good friend.
5	Use some coping strategies for coping when there is a friendship problem.
6	Understand that we can receive and spend money in many ways.
7	Describe aspects of their identify and differences between themselves and others.

### PSHE - Year 3

1	Know the expected behaviour choices and contribute ideas and discussions about ground rules for the class.
2	Identify emotion that they or someone else might feel in a new situation.
3	Identify an example of a physical, a social and emotional risk.
4	Know what helps or hinders when they are experiencing a difficult emotion.
5	Identify healthy and unhealthy choices linked to their lifestyle.
6	Understand our bodies need fuel from food and be able to suggest a health menu or meal
7	Identify ways to prevent common accidents in school and suggest ways in other places.

### PSHE – Year 4

1	Explain why rules are important and participate in forming useful, positive ground rules.
2	Suggest a range of strategies which could help them make decisions in risky situations.
3	Recognise different and respect diversity, including the importance of recognising and challenging stereotypes.
4	Know about groups and communities that exist locally and some of the roles.
5	Understand that bullying is deliberate hurtful behaviour and know the difference between mean, unkind and bullying – including cyberbullying.
6	Talk about change that they and other children may experience and its impact.
7	Know that we receive money through a variety of means including paid work and how we can make money grow.

### PSHE – Year 5

1	Collaborate with others to develop strategies and approaches to make the classroom a safe and happy place to learn.
2	Understand the risks associated to using the internet including their digital stamp.
3	Identify skills in themselves and others and how they can develop them for the future.
4	Identify what might help when experiencing difficult emotions, how to access support and help others.
5	Understand that there is a range of factors that contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.
6	Know and understand the appropriate use of scientific names for external and internal sexual parts of the body and the basic functions.
7	Understand the main changes of puberty and some ways to manage it and how it affects people differently.

## PSHE – Year 6

1	Make links between rights, rules and responsibilities when developing strategies to make a classroom a safe and happy place to learn.
2	Suggest ways to resolve conflicts with each other in different situations.
3	Identify special people in their network and recognise how these have changed over time.
4	Categorise drugs as medical, non-medical, legal, illegal and the possible physical and psychological effects of drugs.
5	Describe risky situations where they are responsible for their own safety and talk about how they can influence others.
6	Have a broad view of what money is, including history, trade and currencies.
7	Describe the maims stages of how babies are made using some scientific vocabulary.
8	Describe the emotions associated with the onset of puberty and have strategies to deal with these positively.

