

# Ashwell Primary School

## PSHCE Curriculum

### National Curriculum Knowledge / Skills Progression



#### My Healthy Self

Nursery	Reception	Early Learning Goal
<ul style="list-style-type: none"> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others</li> <li>Manage their own needs</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>

#### Health and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>KAPOW UNITS</b></p> <ul style="list-style-type: none"> <li>Discussing ways that we can take care of ourselves.</li> <li>To know that having a naturally colourful diet is one way to try and eat healthily.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings.</li> <li>They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body.</li> <li>Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings.</li> <li>Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration.</li> <li>Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation.</li> <li>Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the importance of dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing.</li> <li>Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success.</li> <li>They also explore how a growth mindset can build confidence and resilience when facing challenges.</li> </ul>

### Connecting with Others

Nursery	Reception	Early Learning Goal
<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

### Connecting with Others

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>KAPOW UNITS</b></p> <ul style="list-style-type: none"> <li>• Talking about people that hold a special place in my life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other.</li> <li>• They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships.</li> <li>• Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully.</li> <li>• Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings.</li> <li>• Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour.</li> <li>• Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online.</li> <li>• Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.</li> </ul>

## Citizenship

Nursery	Reception	Early Learning Goal
<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>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.</li> </ul>

## Citizenship

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>KAPOW UNITS</b></p> <ul style="list-style-type: none"> <li>Beginning to understand why rules are important in school.</li> <li>To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special.</li> <li>To know that we all have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area.</li> <li>Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly.</li> <li>Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter.</li> <li>Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.</li> <li>Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time.</li> <li>Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about managing money by examining the different ways people pay for goods and services, including cash and cards.</li> <li>Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.</li> </ul>	<ul style="list-style-type: none"> <li>Developing active citizenship skills through exploring how people can make a difference in their communities and beyond.</li> <li>Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring human rights, laws and how the legal system helps uphold fairness in society.</li> <li>Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.</li> <li>Exploring money management by learning how needs and wants can influence spending decisions and financial choices.</li> <li>Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.</li> </ul>

## The Online World

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>•n/a</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life.</li> <li>•Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.</li> </ul>	<ul style="list-style-type: none"> <li>•Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real.</li> <li>•Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.</li> </ul>	<ul style="list-style-type: none"> <li>•Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online.</li> <li>•Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.</li> </ul>	<ul style="list-style-type: none"> <li>•Developing critical thinking skills through exploring how information is found, shared and presented online.</li> <li>•Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.</li> </ul>	<ul style="list-style-type: none"> <li>•Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online.</li> <li>•Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.</li> </ul>	<ul style="list-style-type: none"> <li>•Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.</li> </ul>

## Health Protection, Growing Up and Staying Safe

Nursery	Reception	Early Learning Goal
<ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others</li> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>

## Health Protection

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help.</li> <li>Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.</li> </ul>		<ul style="list-style-type: none"> <li>Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing.</li> <li>Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.</li> </ul>			

## Growing Up and Sex Education

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> <li>Recognising how people grow and change over time through learning about physical</li> </ul>		<ul style="list-style-type: none"> <li>Learning about the physical and emotional changes that occur during puberty, pupils</li> </ul>	<p>Understanding the physical and emotional changes that happen during puberty, including their impact on</p>	<ul style="list-style-type: none"> <li>Learning the correct terminology for body parts, pupils develop an understanding of</li> </ul>

		<p>development, privacy and personal boundaries.</p> <ul style="list-style-type: none"> <li>• Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.</li> </ul>		<p>recognise that these changes are normal and happen at different times for everyone.</p>	<p>feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.</p>	<p>how babies are conceived, grow during pregnancy and are born.</p> <ul style="list-style-type: none"> <li>• They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.</li> </ul>
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### Staying Safe

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm.</li> <li>• Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe.</li> <li>• Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.</li> </ul>		<ul style="list-style-type: none"> <li>• Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency.</li> <li>• Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.</li> </ul>		

