



Programme of Study for PSHE (taken from PSHE Association)

Area of learning and Learning Objectives Key Stage 1	Covered in ...	
<b>Healthy Lifestyles</b>	Year 1	Year 2
<b>H1.</b> about what keeping healthy means; different ways to keep healthy	Summer 1	Spring 2 Summer 1
<b>H2.</b> about foods that support good health and the risks of eating too much sugar		Summer 1
<b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday	Summer	
<b>H4.</b> about why sleep is important and different ways to rest and relax	Summer 1	Summer 1
<b>H5.</b> simple hygiene routines that can stop germs from spreading		Spring 2
<b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	Summer 1	Spring 2
<b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health		Spring 2
<b>H8.</b> how to keep safe in the sun and protect skin from sun damage	Summer	
<b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	Spring 1 Summer 2	
<b>H10.</b> about the people who help us to stay physically healthy	Summer 1	Spring 2
<b>Mental Health</b>		
<b>H11.</b> about different feelings that humans can experience	Autumn 1 Summer 2	Autumn Summer
<b>H12.</b> how to recognise and name different feelings	Autumn 1 Summer 1	Autumn 2 Summer 1
<b>H13.</b> how feelings can affect people's bodies and how they behave	Summer 1	Autumn 2 Summer 1
<b>H14.</b> how to recognise what others might be feeling	Autumn 1 Spring 2	Autumn



<b>Mental Health (continued)</b>	Year 1	Year 2
<b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things	Autumn Summer 2	Autumn Summer 2
<b>H16.</b> about ways of sharing feelings; a range of words to describe feelings	Autumn 2 Spring 2 Summer 1	Autumn 2 Summer
<b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	Spring 2 Summer 2	
<b>H18.</b> 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	Summer 1	Autumn 2 Summer 1
<b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	Autumn 2 Spring 1 Summer	Autumn 2 Summer
<b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	Spring 2 Summer 2	
<b>Ourselves, Growing and changing.</b>		
<b>H21.</b> to recognise what makes them special	Autumn 1 Spring 1	Spring 2
<b>H22.</b> to recognise the ways in which we are all unique	Autumn 1 Spring 1	Autumn 1 Spring
<b>H23.</b> to identify what they are good at, what they like and dislike	Autumn 1 Spring 2	Autumn 1 Spring 1
<b>H24.</b> how to manage when finding things difficult	Spring 1 Summer 1	Autumn 2 Spring 1 Summer



<b>Ourselves, Growing and changing. (continued)</b>	Year 1	Year 2
<b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)		Spring 2
<b>H26.</b> about growing and changing from young to old and how people's needs change		Spring 2 Summer 2
<b>H27.</b> about preparing to move to a new class/year group	Summer 2	Summer 2
<b>Keeping Safe</b>		
<b>H28.</b> about rules and age restrictions that keep us safe	Autumn Summer	Autumn
<b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm	Autumn 2 Summer 2	Autumn 2
<b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	Autumn 2	Autumn 2
<b>H31.</b> that household products (including medicines) can be harmful if not used correctly	Summer 1	
<b>H32.</b> 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	Autumn 2 Summer 2	Autumn Spring 2
<b>H33.</b> about the people whose job it is to help keep us safe	Autumn	Autumn
<b>H34.</b> 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	Internet Safety Day Summer 2	Internet Safety Day
<b>H35.</b> about what to do if there is an accident and someone is hurt	Autumn 2 Summer 2	Autumn 2 Spring 2
<b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)	Autumn 2	Autumn 2



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<b>Drugs, Alcohol and Tobacco</b>		
<b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel (e.g. food, drink, water, cigarettes, calpol/paracetamol, suncream, cleaning products)	Summer 1	
<b>Families and close positive relationships</b>		
<b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	Autumn 1 Spring 2 Summer 1	Autumn 1 Summer 1
<b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for	Spring 2	Summer 1
<b>R3.</b> about different types of families including those that may be different to their own	Autumn 1 Spring 2	
<b>R4.</b> to identify common features of family life	Spring 2	
<b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	Autumn 2 Spring 2	
<b>Friendships</b>		
<b>R6.</b> about how people make friends and what makes a good friendship	Autumn 2 Spring 2	Autumn 1
<b>R7.</b> about how to recognise when they or someone else feels lonely and what to do	Spring 2	
<b>R8.</b> simple strategies to resolve arguments between friends positively	Spring 2	Autumn
<b>R9.</b> how to ask for help if a friendship is making them feel unhappy	Spring 2	Autumn 2
<b>Managing hurtful behaviour and bullying</b>		
<b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	Autumn 2 Spring 2	Autumn 2
<b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying	Autumn	Autumn 2



	Spring 2	
<b>Managing hurtful behaviour and bullying (Continued)</b>	Year 1	Year 2
<b>R12.</b> 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	Autumn 2 Spring 2 Internet Safety Day	Autumn 2 Internet Safety Day
<b>Safe Relationships</b>		
<b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	Yearly NSPCC Pants assembly and follow up lessons	
<b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not	Summer 2 Internet Safety Day	Internet Safety Day
<b>R15.</b> how to respond safely to adults they don't know	Autumn 2 Spring 2 Summer 2	Autumn 2
<b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe	Spring 2	Spring 2
<b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought	Yearly NSPCC Pants assembly and follow up lessons	
<b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	Spring 2	
<b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	Spring 2	Spring 2



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<b>R20.</b> 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	Autumn 2	
<b>Respecting self and others</b>	Year 1	Year 2
<b>R21.</b> about what is kind and unkind behaviour, and how this can affect others	Spring 2	Autumn
<b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous	Autumn 1 Spring 2	Autumn
<b>R23.</b> to recognise the ways in which they are the same and different to others	Autumn 1 Spring 2	Autumn 1
<b>R24.</b> how to listen to other people and play and work cooperatively	Autumn 2 Summer 2	Autumn 1 Spring 1
<b>R25.</b> how to talk about and share their opinions on things that matter to them	Summer 2	Autumn 1
<b>Shared Responsibilities</b>		
<b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations	Autumn 1 Summer 2	Autumn
<b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them	Autumn 1	Spring 1 Summer 2
<b>L3.</b> about things they can do to help look after their environment		Autumn 1
<b>Communities</b>		
<b>L4.</b> about the different groups they belong to	Autumn 1 Spring 1	
<b>L5.</b> about the different roles and responsibilities people have in their community		Autumn 1 Spring 1
<b>L6.</b> to recognise the ways they are the same as, and different to, other people	Autumn 1 Spring 1	Autumn 1



	Year 1	Year 2
<b>Media literacy and digital resilience</b>	Year 1	Year 2
<b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others	Summer 2 Internet Safety Day	Internet Safety Day
<b>L8.</b> about the role of the internet in everyday life	Summer 2 Internet Safety Day	Internet Safety Day
<b>L9.</b> that not all information seen online is true	Internet Safety Day	
<b>Economic wellbeing: Money</b>		
<b>L10.</b> what money is; forms that money comes in; that money comes from different sources	Spring 1	Spring 1
<b>L11.</b> that people make different choices about how to save and spend money		Spring 1
<b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want		Spring 1
<b>L13.</b> that money needs to be looked after; different ways of doing this		Spring 1
<b>Economic Wellbeing: Aspirations, work and career</b>		
<b>L14.</b> that everyone has different strengths	Spring 1	Autumn 1 Spring 1
<b>L15.</b> that jobs help people to earn money to pay for things	Spring 1	Spring 1
<b>L16.</b> different jobs that people they know or people who work in the community do	Spring 1	Spring 1
<b>L17.</b> about some of the strengths and interests someone might need to do different jobs	Spring 1	Autumn 1