



**PSHE Essential knowledge**

**Curricular Goals:** For our pupils to become healthy, independent and responsible members of society who understand how they are developing both personally and socially.  
To provide pupils with a knowledge of their world locally, nationally and globally and give them the confidence to tackle many of the moral, social and cultural issues they will face.  
For our pupils to have an understanding of the diversity of our country in terms of race, religion and relationships and to become tolerant, respectful young people.

EYFS Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	Year 3 Essential Knowledge	Year 4 Essential Knowledge	Year 5 Essential Knowledge	Year 6 Essential Knowledge
<b>Component 1: Relationships</b>						
-Understanding of the feelings of others, and begin to regulate their behaviour accordingly. -Be able to focus to what the teacher says, responding appropriately. -Work and play cooperatively and take turns with others -Form positive attachments to adults and friendships with peers -Show sensitivity to their own and to others' needs.	<b>Year A:</b> Families and friendships- Roles of different people; families; feeling cared for. Safe relationships-Recognising privacy; staying safe; seeking_permission. Respecting ourselves and others- How behaviour affects others; being polite and respectful.	<b>Year A:</b> Families and friendships: What makes a family; features of family life. Safe relationships:Personal boundaries; safely responding to others; the impact of hurtful behaviour. Respecting ourselves and others: Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	<b>Year A:</b> Families and friendships: Managing friendships and peer influence. Safe relationships: Physical contact and feeling safe. Respecting ourselves and others: Responding respectfully to a wide range of people; recognising prejudice and discrimination.	<b>Year A:</b> Families and friendships: Managing friendships and peer influence. Safe relationships: Physical contact and feeling safe. Respecting ourselves and others: Responding respectfully to a wide range of people; recognising prejudice and discrimination.	<b>Year A:</b> Families and friendships: Managing friendships and peer influence. Safe relationships: Physical contact and feeling safe. Respecting ourselves and others: Responding respectfully to a wide range of people; recognising prejudice and discrimination.	<b>Year A:</b> Families and friendships: Managing friendships and peer influence. Safe relationships: Physical contact and feeling safe. Respecting ourselves and others: Responding respectfully to a wide range of people; recognising prejudice and discrimination.
	<b>Year B:</b> Families and friendships- Making friends; feeling lonely and getting help. Safe relationships-Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. Respecting ourselves and others- Recognising things in common and differences; playing and working cooperatively; sharing opinions.	<b>Year B:</b> Families and friendships: Positive friendships, including online. Safe relationships: Responding to hurtful behaviour; managing confidentiality; recognising risks online. Respecting ourselves and others: Respecting differences and similarities; discussing difference sensitively.	<b>Year B:</b> Families and friendships: Attraction to others; romantic relationships; civil partnership and marriage. Safe relationships: Recognising and managing pressure; consent in different situations. Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues.	<b>Year B:</b> Families and friendships: Attraction to others; romantic relationships; civil partnership and marriage. Safe relationships: Recognising and managing pressure; consent in different situations. Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues.	<b>Year B:</b> Families and friendships: Attraction to others; romantic relationships; civil partnership and marriage. Safe relationships: Recognising and managing pressure; consent in different situations. Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues.	<b>Year B:</b> Families and friendships: Attraction to others; romantic relationships; civil partnership and marriage. Safe relationships: Recognising and managing pressure; consent in different situations. Respecting ourselves and others: Expressing opinions and respecting other points of view, including discussing topical issues.



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**Component 2: Living in the wider world**

<p>-Talk about how they and others show feelings</p> <p>-Talk about their own and others' behaviour, and its consequences</p> <p>-Know that some behaviour is unacceptable.</p> <p>-Work as part of a group or class, and understand and follow the rules.</p> <p>-Adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p><b>Year A:</b></p> <p>Belonging to a community- What rules are; caring for others' needs; looking after the environment.</p> <p>Media Literacy and digital resilience-Using the internet and digital devices; communicating online.</p> <p>Money and work-Strengths and interests; jobs in the community.</p>	<p><b>Year A:</b></p> <p>Belonging to a community: The value of rules and laws; rights, freedoms and responsibilities.</p> <p>Media literacy and Digital resilience: How the internet is used; assessing information online.</p> <p>Money and Work: Different jobs and skills; job stereotypes; setting personal goals.</p>	<p><b>Year A:</b></p> <p>Belonging to a community: Protecting the environment; compassion towards others. Media literacy and Digital resilience: How information online is targeted; different media types, their role and impact.</p> <p>Money and Work: Identifying job interests and aspirations; what influences career choices; workplace stereo-types.</p>
	<p><b>Year B:</b></p> <p>Belonging to a community-Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Media Literacy and digital resilience-The internet in everyday life; online content and information.</p> <p>Money and work-What money is; needs and wants; looking after money.</p>	<p><b>Year B:</b></p> <p>Belonging to a community: What makes a community; shared responsibilities.</p> <p>Media literacy and Digital resilience: How data is shared and used.</p> <p>Money and Work: Making decisions about money; using and keeping money safe.</p>	<p><b>Year B:</b></p> <p>Belonging to a community: Valuing diversity; challenging discrimination and stereo-Types.</p> <p>Media literacy and Digital resilience: Evaluating media sources; sharing things online</p> <p>Money and Work: Influences and attitudes to money; money and financial risks.</p>

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**Component 3: Health and Wellbeing**

<p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>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.</p>	<p><b>Year A:</b> Keeping healthy; food and exercise, hygiene routines; sun safety Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online.</p> <p><u>Y2 Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</u></p>	<p><b>Year A:</b> Physical health and Mental wellbeing: Health choices and habits; what affects feelings; expressing feelings. Growing and changing: Personal strengths and achievements; managing and reframing setbacks. Keeping Safe: Risks and hazards; safety in the local environment and unfamiliar places.</p>	<p><b>Year A:</b> Physical health and Mental Wellbeing: Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. <u>Y5-Growing and changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines;</u> <u>Y6-Human reproduction and birth and transition to secondary school</u></p> <p>That for some people their gender identity does not correspond with their biological sex. Keeping Safe: Keeping safe in different situations, including responding in emergencies, first aid and <u>Y6-FGM (Teacher look at intake and local area to decide on coverage).</u></p>
<p>They say when they do or don't need help.</p>	<p><b>Year B:</b> Physical health and Mental wellbeing- Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. Growing and changing-Growing older; naming body parts; moving class or year. <u>Y2-Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</u> Keeping safe-Safety in different environments; risk and safety at home; emergencies.</p>	<p><b>Year B:</b> Physical health and Mental Wellbeing: Maintaining a balanced lifestyle; oral hygiene and dental care. Growing and changing: Personal identity; recognising individuality and different qualities; mental wellbeing Keeping Safe: Medicines and household products; drugs common to everyday life.</p>	<p><b>Year B:</b> Physical health and Mental Wellbeing: What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Growing and changing: <u>Y5:Physical and emotional changes in puberty; external genitalia; personal hygiene routines;</u> <u>Y6:Human reproduction;</u> increasing independence; managing transition. Keeping Safe: Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. <u>Y6-FGM (Teacher look at intake and local area to decide on coverage)</u></p>



**Cowling Community Primary School**  
Supporting Excellence In Education



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