PSHE Statement of Intent, Implementation and Impact

Intent

Personal, Social, Health and Economic (PSHE) education prepares pupils for the opportunities and responsibilities of later life. The skills and attributes that are taught help pupils to stay healthy, safe and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

At Humshaugh C of E (Aided) First School, the PSHE curriculum is primarily delivered through the 1decision programme. In EYFS, the children will be taught about themselves as unique beings with a strong family emphasis. In Key Stage One, the children will be taught to understand what it is like to be part of a school community. As their learning progresses, through Key Stage Two, this knowledge will develop further into an appreciation of what it is like to be part of a wider community. From an early age, the children will gain an awareness of how important it is to respect other people's opinions. This will be built upon as part of the children's learning, each year, until the children feel confident enough to express their own opinions as part of a democratic society.

DfE Sex and Relationships Education (SRE) guidance (July 2020) states: "Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives." At Humshaugh First School, SRE is not delivered in isolation but fully embedded across the PSHE curriculum. The curriculum is planned around three strands: attitudes and value, personal and social skills and knowledge and understanding. Sex and Relationships Education needs to be defined as more than physical knowledge. It must also consider the children's attitudes and the skills that they develop. It is important that these attitudes and skills are transferable in all aspects of their lives. The knowledge the children acquire will include an understanding of their own physical bodies, sexual reproduction, puberty, conception and birth, at an age appropriate level.

Valuable skills, that our children gain in PSHE, are also evident in many of the other curriculum subjects that are taught. For example, in Science and PE when discovering how the human body works and how we can keep ourselves healthy. PSHE extends beyond the planned curriculum. Pupil voice is actively promoted and encouraged through the democratically elected School Council, PE Sports Leaders, Digital Leaders, Buddies and Reading Buddies. Pupils have the opportunity to directly influence decisions that affect them. Through regular elections, which take place, the children are given the opportunity to express their opinions. As a result of their votes, important decisions are made which affect the future of the school.

Our creative PSHE curriculum determines and underpins the whole Christian ethos of our school and is embedded within our RE curriculum and the wider curriculum including Forest School. We provide opportunities that allow the children to understand our Vision that 'Being Good Soil' enables everyone to 'dream big and grow and flourish' and that as individuals we are ever changing to become better friends and global citizens.

Implementation

Our personal, social and health education (PSHE) curriculum is at the forefront of the wider curriculum and we use the PSHE Association programme of study, which is supported by the resources from 1decision, to inform our planning. It allows us to bring together citizenship with personal well-being, whilst promoting fundamental British values alongside our school values and biblical roots. PSHE is taught through discreet lessons and is integrated into our subject curriculums. It underpins all out of the classroom activities including assemblies, educational visits and extra-curricular clubs. We offer a cohesive whole-school approach which enables our children to become healthy, independent and responsible citizens.

Our PSHE program supports children in enabling them to fully embrace after-school opportunities and become better members of society. They are encouraged to become a member of the School Council, a subject-related leader, part of the worship team or a Buddy.

PSHE is integrated into our creative curriculum and through our school values. We promote:

- Enthusiasm
- Engagement
- Perseverance
- Resilience

- Independence

Our PSHE curriculum also promotes the spiritual, moral, cultural, mental and physical development of our pupils thus preparing them for life in the wider world. All Saints children are taught and provided with opportunities:

1. To develop the knowledge, understanding and skills they need to manage their lives now and in the future.
2. To explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
3. To develop skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
4. To develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

In EYFS:

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED) by using the 1decision resources and occurs weekly but also through 'in the moment' opportunities. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice.

In KS1 and KS2:

We use the PSHE Association and 1decision to inform our curriculum planning. Topics included in the programme of study are: Healthy Lifestyles, Growing and Changing, Keeping Safe, Feelings and Emotions, Healthy Relationships, Valuing Difference, Rights and Responsibilities, Environment and Money.

Impact

At Humshaugh C of E (Aided) First School, we firmly believe that a meaningful PSHE curriculum, and embedding it across the wider curriculum, is the key to becoming confident, tolerant and well- rounded individuals.

Our children are exposed to a range of real-life situations through in class lessons and extracurricular activities. They are encouraged to apply their skills and attributes to help navigate themselves through modern life. The children are encouraged to demonstrate

and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty to their daily lives and are embedded through our extended curriculum.

Through pupil voice, the children have a healthy outlook towards school and their community as well as an increased awareness of mental well-being. They have a real sense of curiosity and desire to find out more about relationships and the wider world so teachers provide discreet PSHE lessons to inform them of wider opportunities and expose them to real life situations. During our SIAMS statutory inspection that took place in February 2020, it was recorded that 'happiness and well-being of pupils is paramount' and as a school we aim to encourage our children to reach their full potential and become better global citizens.

PSHE Education Curriculum – A complete overview

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Health Education at key stages 1 and 2.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020. This updated edition of the PSHE Association Programme of Study for PSHE education supports All Saints Primary School to provide a comprehensive programme that integrates, but is not limited to, this statutory content.

Our broader PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. This Programme of Study sets out learning opportunities for Key Stage 1 to 2, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

In **summary** the three core themes across KS1 & KS2 cover the following aspects of PSHE:

• **Health and Wellbeing**

 1. what is meant by a healthy lifestyle

2. how to maintain physical, mental and emotional health and wellbeing

3. how to manage risks to physical and emotional health and wellbeing

4. ways of keeping physically and emotionally safe

5. about managing change, including puberty, transition and loss

6. how to make informed choices about health and wellbeing and to recognise sources of help with this

7. how to respond in an emergency

8. to identify different influences on health and wellbeing

• **Relationships**

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts

2. how to recognise and manage emotions within a range of relationships

3. how to recognise risky or negative relationships including all forms of bullying and abuse

4. how to respond to risky or negative relationships and ask for help

5. how to respect equality and diversity in relationships

- **Living in the Wider World**

1. about respect for self and others and the importance of responsible behaviours and actions

2. about rights and responsibilities as members of families, other groups and ultimately as citizens

3. about different groups and communities

4. to respect diversity and equality and how to be a productive member of a diverse community

5. about the importance of respecting and protecting the environment

6. about where money comes from, keeping it safe and the importance of managing it effectively

7. the part that money plays in people's lives

8. a basic understanding of enterprise

KEY STAGE 1-2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing	**KS2** Learning opportunities in Health and Wellbeing
Pupils learn...	*Pupils learn...*
Healthy lifestyles (physical wellbeing)	
H1. about what keeping healthy means; different ways to keep healthy	**H1.** how to make informed decisions about health
H2. about foods that support good health and the risks of eating too much sugar	**H2.** about the elements of a balanced, healthy lifestyle
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	**H3.** about choices that support a healthy lifestyle, and recognise what might influence these
H4. about why sleep is important and different ways to rest and relax	**H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. simple hygiene routines that can stop germs from spreading	**H5.** about what good physical health means; how to recognise early signs of physical illness
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	**H6.** 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.
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	**H7.** 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
H8. how to keep safe in the sun and protect skin from sun damage	
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	**H8.** 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
H10. about the people who help us to stay physically healthy	**H9.** 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
	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

	H11. 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)
	H12. 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
	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental health

H11. about different feelings that humans can experience	**H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H12. how to recognise and name different feelings	**H16.** 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
H13. how feelings can affect people's bodies and how they behave	
H14. how to recognise what others might be feeling	
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	**H17.** to recognise that feelings can change over time and range in intensity
H16. about ways of sharing feelings; a range of words to describe feelings	**H18.** about everyday things that affect feelings and the importance of expressing feelings
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	**H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
H18. 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	**H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	**H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

	H22. 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
	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

H21. to recognise what makes them special	**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H22. to recognise the ways in which we are all unique	
H23. to identify what they are good at, what they like and dislike	**H26.** that for some people gender identity does not correspond with their biological sex
H24. how to manage when finding things difficult	**H27.** to recognise their individuality and personal qualities
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	**H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H26. about growing and changing from young to old and how people's needs change	**H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H27. about preparing to move to a new class/year group	**H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

	H33. 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[1]
	H34. about where to get more information, help and advice about growing and changing, especially about puberty
	H35. about the new opportunities and responsibilities that increasing independence may bring
	H36. strategies to manage transitions between classes and key stages

Keeping safe

H28. about rules and age restrictions that keep us safe	**H37.** 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
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	**H38.** how to predict, assess and manage risk in different situations
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	**H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
H31. that household products (including medicines) can be harmful if not used correctly	**H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
H32. 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	**H41.** strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H33. about the people whose job it is to help keep us safe	**H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H34. 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	
H35. about what to do if there is an accident and someone is hurt	**H43.** about what is meant by first aid; basic techniques for dealing with common injuries[2]
H36. how to get help in an emergency (how to dial 999 and what to say)	

	H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3]

H37. about things that people can put into their body or on their skin; how these can affect how people feel	**H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
	H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
	H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
	H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships	KS2 Learning opportunities in Relationships
Pupils learn...	*Pupils learn...*

<div align="center">Families and close positive relationships</div>

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2. to identify the people who love and care for them and what they do to help them feel cared for	**R2.** 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
R3. about different types of families including those that may be different to their own	**R3.** 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
R4. to identify common features of family life	
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	**R4.** 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
	R5. 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
	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	R7. 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
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. 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

R12. 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

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. 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

Managing hurtful behaviour and bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. 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

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. 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

R21. about discrimination: what it means and how to challenge it

Safe relationships

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. 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

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. 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

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. 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

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R24. how to listen to other people and play and work cooperatively

R25. how to talk about and share their opinions on things that matter to them

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. 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

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World *Pupils learn...*	**KS2** Learning opportunities in Living in the Wider World *Pupils learn...*
<td colspan="2" align="center">Shared responsibilities</td>
L1. about what rules are, why they are needed, and why different rules are needed for different situations	**L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. how people and other living things have different needs; about the responsibilities of caring for them	**L2.** to recognise there are human rights, that are there to protect everyone
L3. about things they can do to help look after their environment	**L3.** about the relationship between rights and responsibilities
	L4. 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
	L5. 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)
<td colspan="2" align="center">Communities</td>
L4. about the different groups they belong to	**L6.** about the different groups that make up their community; what living in a community means
L5. about the different roles and responsibilities people have in their community	**L7.** to value the different contributions that people and groups make to the community
L6. to recognise the ways they are the same as, and different to, other people	**L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

L8. about the role of the internet in everyday life

L9. that not all information seen online is true

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. 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

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

	L23. 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
	L24. to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work and career

L14. that everyone has different strengths	**L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L15. that jobs help people to earn money to pay for things	**L26.** 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
L16. different jobs that people they know or people who work in the community do	**L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L17. about some of the strengths and interests someone might need to do different jobs	**L28.** 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)
	L29. 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
	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	L31. to identify the kind of job that they might like to do when they are older
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

1DECISION TOPIC OVERVIEWS EYFS-Y4-CYCLE A

EYFS	Years 1 / 2	Years 3 / 4
KEEPING/STAYING SAFE	**KEEPING/STAYING SAFE**	**KEEPING/STAYING SAFE**
Identifying risks to keep ourselves and others safe **Understand that rules help to keep ourselves and others safe**	**Road Safety** **Tying Shoelaces**	**Leaning out of windows** **Staying Safe** **Cycle Safety**
KEEPING/STAYING HEALTHY	**KEEPING/STAYING HEALTHY**	**KEEPING/STAYING HEALTHY**
Making healthy choices (e.g. health, allergies, diet, sleep, screen time, germs, oral health)	**Healthy Eating** **Washing Hands** **Brushing Teeth**	**Medicine** **Healthy Living**
RELATIONSHIPS	**RELATIONSHIPS**	**RELATIONSHIPS/GROWING AND CHANGING**
Managing friendships and social interactions **Being aware of our own needs and having empathy for and understanding of others**	**Bullying** **Friendship** **Body Language**	**Touch** **Appropriate Touch**
BEING RESPONSIBLE	**BEING RESPONSIBLE**	**BEING RESPONSIBLE**
Understand that sometimes we have to do things that we don't like doing **Developing a sense of responsibility**	**Water Spillage** **Practise Makes Perfect** **Helping Someone in Need**	**Stealing** **Coming Home on time**

1DECISION TOPIC OVERVIEWS EYFS-Y4-CYCLE B

EYFS	Years 1 / 2	Years 3 / 4
FEELINGS AND EMOTIONS	**FEELINGS AND EMOTIONS**	**FEELINGS AND EMOTIONS**
Understanding emotions Develop strategies for managing feelings Understand that it is OK to ask for help	Jealousy Anger Worry	Grief Jealousy
COMPUTER AND ONLINE SAFETY	**COMPUTER AND ONLINE SAFETY**	**COMPUTER AND ONLINE SAFETY**
Understand the risks and how to stay safe when using technology	Online Bullying Image sharing	Making Friends Online Online Bullying
OUR WORLD	**OUR WORLD**	**OUR WORLD/THE WORKNG WORLD**
Understand similarities and differences Identify people who help us in our local community Respecting the local environment	Growing in Our world Living in Our World	Working in Our World Looking After Our World Chores at Home
CHANGE AND TRANSITION	**HAZARD WATCH**	**A WORLD WITHOUT JUDGEMENT**
Managing new experiences Taking on new challenges Building confidence Managing changes at home	Is it safe to eat or drink? Is it safe to play with? Fire Safety	Breaking Down Barriers First Aid