



# Personal, Social, Health and Economic Education (PSHE)

At Colindale Primary School as part of a wider, broad and balanced curriculum, we offer PSHE lessons which have an impact on both academic and non-academic outcomes for all pupils. Through our PSHE lessons, pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and be prepared for life and work.

Our curriculum is designed to fulfil the statutory requirements of the National Curriculum for PSHE, as well as the non-statutory elements for primary schools such as sex education, economic wellbeing, careers and being a responsible citizen. As well as delivering a comprehensive life skills programme, a range of themes are covered to support the personal, social, emotional and health development of all pupils. These are taught through a positive approach, acknowledging that when we are faced with various risks and negative events, we can learn to make informed decisions and responses based on knowledge, attitudes, skills and strategies to recognise and manage these situations as effectively as possible.

Our programme of studies is based on three core themes: Health and Wellbeing, Relationships and Living in the Wider World. There is a high focus on supporting children's mental health and emotional wellbeing as well as greater emphasis on the skills and attributes that are crucial to children's personal development.

Essential skills and attributes developed through our programme of study:

- **Personal Effectiveness** including self-improvement, resilience, self-regulation, recognising and managing peer influence, self-organisation, strategies for identifying and accessing appropriate help and support, clarifying own values, and developing and maintaining a healthy self-concept.
- **Interpersonal and social effectiveness** including empathy and compassion, respect for the rights of others to their own beliefs, values and opinions, skills for employability (such as active listening communication) team working, negotiation, leadership and presentation skills, enterprise skills and attributes (such as aspiration, creativity and goal setting) recognising, evaluating and utilising strategies for managing influence, valuing and respecting diversity and using these skills and attributes to build and maintain healthy relationships of all kinds.
- **Managing risk and decision-making** including identification, assessment and management of positive and negative risk to self and others, formulating questions, analysis, assessing the validity and reliability of information, identify links between values and beliefs, decisions and actions and making decisions.

We want to support our pupils to be more autonomous and less vulnerable, teaching them the knowledge and skills to be able to understand and act in any situation they encounter.

[Linked to Rights Respecting Articles: 6, 12, 13, 24, 29](#)

## Nursery

### **Making relationships**

- Play in a group, extending and elaborating play ideas
- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults



### **Self-confidence and self-awareness**

- Select and use activities and resources with help
- Enjoy the responsibility of carrying out small tasks
- Develop confidence in new social situations
- Confident to talk to other children when playing and communicate freely about own home and community
- Show confidence in asking adults for help

### **Managing feelings and behaviour**

- Aware of own feelings, know that some actions and words can hurt others' feelings
- Begin to accept the needs of others, takes turns and share resources, sometimes with support from others
- Tolerate delays when needs are not immediately met, and understands wishes may not always be met
- Adapt behaviour to different events, social situations and changes in routine.

## Reception

### **Making relationships:**

- Play co-operatively, taking turns with others
- Take account of one another's ideas about how to organise their activity
- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

### **Self-confidence and self-awareness**

- Confident to try new activities, and say why they like some activities more than others
- Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need
- Say when they do or don't need help



### **Managing feelings and behaviour**

- Talk about how they and others show feelings,
- Talk about their own and others' behaviour and its consequences, and
- Know that some behaviour is unacceptable
- Work as part of a group or class and understand and follow the rules
- They adjust their behaviour to different situations and take changes of routine in their stride

	Autumn	Spring	Summer
<b>Year 1</b>	<p><b><u>Awareness of Feelings</u></b></p> <ul style="list-style-type: none"> <li>• Know how to describe feelings to others</li> <li>• Know how to manage feelings</li> </ul> <p><b><u>All about Me</u></b></p> <ul style="list-style-type: none"> <li>• Know how to describe our unique qualities and strengths</li> <li>• Know how to describe the qualities and strengths of others</li> </ul> <p><b><u>My Family</u></b></p> <ul style="list-style-type: none"> <li>• Know there are different types of families</li> <li>• Know which people we can ask for help</li> </ul>	<p><b><u>Keeping Well and Clean</u></b></p> <ul style="list-style-type: none"> <li>• Know how to keep ourselves clean and how to brush our teeth effectively</li> <li>• Be able to describe different ways to stay healthy</li> </ul> <p><b><u>The Environment</u></b></p> <ul style="list-style-type: none"> <li>• know some of the things we can do at home and at school to help the environment</li> </ul> <div style="text-align: center;">  </div> <p><b><u>Keeping Safe</u></b></p> <ul style="list-style-type: none"> <li>• Know that household products, including medicines, can be harmful if not used properly</li> <li>• Know how medicines can help people stay healthy and that</li> </ul>	<p><b><u>Losing and Finding</u></b></p> <ul style="list-style-type: none"> <li>• Be able to express how we feel when we lose something or if things change (including moving home, losing toys, pets or friends)</li> </ul> <p><b><u>Looking After Myself</u></b></p> <ul style="list-style-type: none"> <li>• Understand the role of the emergency services</li> <li>• Know more about road safety and who helps us keep safe</li> </ul> <p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>• Be able to talk about where money can come from</li> <li>• Be able to explain the difference between wants and needs</li> </ul>

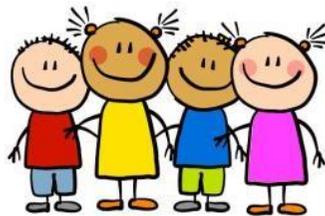
Year 1

**Being Different**

- Be able to talk about the fact that everyone has different opinions and views

**My Friendships**

- Be able to talk about what makes a good friendship
- Be able to talk about good and not so good feelings
- Be able to talk about how to resolve conflicts with our friends



some people need to take medicines every day to stay healthy



- Be able to explain a suitable place to keep money safe and explain why



	Autumn	Spring	Summer
Year 2	<p><b><u>All about my feelings</u></b></p> <ul style="list-style-type: none"> <li>• Be able to describe the difference between feelings that feel 'small' and 'big' to them</li> <li>• Know some strategies for managing these feelings</li> </ul> <p><b><u>Making and Breaking friendships</u></b></p> <ul style="list-style-type: none"> <li>• Know about when friendships break up, or people move away</li> <li>• Understand about the feelings associated with this</li> </ul> 	<p><b><u>Special days</u></b></p> <ul style="list-style-type: none"> <li>• Learn about a range of festivals</li> <li>• Demonstrate this learning through an assembly or display</li> </ul>  <p><b><u>Healthy People</u></b></p> <ul style="list-style-type: none"> <li>• Be able to describe the components of a healthy day <b>i.e.</b> how to keep our bodies healthy, know when to take a break from time online or TV, to understand that physical and mental health are equally important</li> </ul>	<p><b><u>Exploring our families</u></b></p> <ul style="list-style-type: none"> <li>• Know that families are important for children growing up because they can give love, security and stability</li> <li>• Know how to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul> <p><b><u>About my body</u></b></p> <ul style="list-style-type: none"> <li>• Be able to name the main parts of the body including external genitalia</li> </ul>  <ul style="list-style-type: none"> <li>• Understand that some people have fixed ideas about what boys and girls can do-gender stereotypes</li> </ul>

Year 2

### **Coping with conflict**

- Know why bullying is wrong and how to get help
- Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

### **Keeping safe**

- Recognise that we share a responsibility for keeping ourselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'
- Know what 'privacy' means

### **Global Food**

- Be able to talk about where food comes from and some of the ethical questions around food supply



### **Money, shopping and saving**

- Be able to role-play simple financial transactions
- Be able to choose the correct value coins and notes and to use and calculate change
- Be able to make a simple plan for my spending and saving choices and stick to it

	Autumn	Spring	Summer
<b>Year 3</b>	<p><b><u>Emotions and Feelings</u></b></p> <ul style="list-style-type: none"> <li>• Be able to name different strategies and behaviours to support our mental health and wellbeing <b>i.e.</b> good quality sleep, exercise, time outdoors, spending time with family and friends etc.</li> <li>• Be able to talk about how we respond to different feelings e.g. having strategies to calm themselves down</li> <li>• Be able to describe the difference between feelings that feel 'small' and 'big' to us, and know some strategies for managing these</li> </ul>	<p><b><u>Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• Use our learning to plan a healthy lunchbox</li> <li>• Be able to name at least 3 things we can do to look after our teeth</li> <li>• Be able to describe the physical and mental benefits of physical activity</li> </ul> <div style="text-align: center;">  </div> <p><b><u>Safe Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Recognise ways in which a relationship can be unhealthy and if we feel uncomfortable or have our early warning signs telling us we may not be feeling safe, who to talk to for support</li> </ul>	<p><b><u>Drug Education-Smoking and Basic First Aid</u></b></p> <ul style="list-style-type: none"> <li>• Know some of the effects of smoking on the body</li> <li>• Be able to consider why some people smoke</li> <li>• Know the rules and laws to prevent smoking</li> </ul> <p><b><u>Keeping Safe</u></b></p> <ul style="list-style-type: none"> <li>• Be able to describe what risk is and how this may affect decisions</li> </ul> <p><b><u>Aspirations</u></b></p> <ul style="list-style-type: none"> <li>• Be able to consider our unique skills and attributes</li> <li>• Be able to talk about the jobs/careers we are familiar with</li> </ul>

Year 3

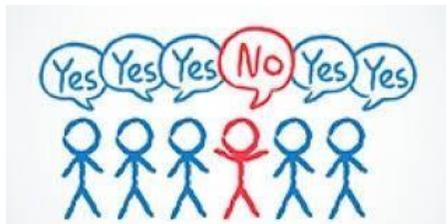


**Me and my community**

- Understand the role of a school councilor
- Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

**Peer influence/pressure**

- Know strategies to deal with peer pressure



- Understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond
- Know about our right to keep certain things 'private'

**Where do things come from**

- Be able to explain the ethical considerations and environmental impact of buying/products



**Managing money**

- Be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments
- Begin to understand that different people have different attitudes to, and feelings about, saving and spending money



**Different families**

- Understand that all families are different and have different family members
- Understand that family life can include conflict or feel unsafe and that there are people outside of families who can offer support

	Autumn	Spring	Summer
Year 4	<p><b><u>Mental Health</u></b></p> <ul style="list-style-type: none"> <li>• Be able to describe what is meant by mental health and wellbeing and understand that events in our lives, such as change and loss, can have an impact on this</li> <li>• Be able to identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings</li> </ul> <p><b><u>Persuasion and Pressure</u></b></p> <ul style="list-style-type: none"> <li>• Be able to demonstrate some basic techniques for resisting pressure</li> <li>• Know how to respond safely and appropriately to adults they may encounter whom they know and also whom they do not know</li> </ul>	<p><b><u>Drug Education-Alcohol and Decision making</u></b></p> <ul style="list-style-type: none"> <li>• Know what alcohol is and understand the risks and effects to the body</li> <li>• Understand that drug use can become a habit which can be difficult to break</li> </ul> <p><b><u>Friendships/Inclusion</u></b></p> <ul style="list-style-type: none"> <li>• Be able to talk and celebrate differences</li> <li>• Be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel'</li> <li>• Have strategies to include children who are feeling lonely or excluded</li> </ul> 	<p><b><u>Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• Be able to design a series of healthy menus and compare these with each other and the food offered in school</li> <li>• Be able to name some of the early signs of physical illness</li> <li>• Have some basic knowledge about immunizations and allergies</li> <li>• Know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health</li> </ul> <p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• Know about some emotional and physical changes that happen during puberty</li> </ul>

Year 4

**Rights and Responsibilities**

- Be able to identify the many benefits of the internet
- Recognise that our increasing independence brings increased responsibility to keep ourselves and others safe

**Media and Me**

- Be able to hold a debate on a topical issue
- Be able to recognise some persuasive media tactics e.g. on television adverts
- Deepen our understanding of risk by recognizing, predicting and assessing risks in different situations and deciding how to manage them responsibly

**Local community-Shared responsibilities**

- Consider the school's contribution to protecting the environment



**Types of Relationships**

- Understand that there is a variety of relationships

**Aspirations**

- Be able to challenge stereotypes in the workplace and understand that a person's aspirations should not be limited by them

**Managing money**

- Be able to consider the influences behind a person's decision to save or spend money
- Explain why we might use an account e.g. bank, banking society, credit union
- Be able to explain why I might want to borrow money and how this might make me feel

	Autumn	Spring	Summer
Year 5	<p><b><u>Mental Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Be able to challenge the stigma around mental health and wellbeing</li> </ul> <p>i.e. to recognise that anyone can experience mental health difficulties or mental illness and to recognise warning signs about mental health and wellbeing and how to seek support for ourselves and others</p> <p><b><u>Personal Safety</u></b></p> <ul style="list-style-type: none"> <li>Develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online, including social media and the responsible use of ICT</li> </ul>	<p><b><u>Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>Be able to identify nutritional information on food and drink labels</li> <li>Keep a weekly diary of our everyday habits relating to our health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation</li> </ul>  <p><b><u>Friendships and coping with Bullying</u></b></p> <ul style="list-style-type: none"> <li>Know what makes a good friend on and offline</li> <li>Be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel'</li> </ul>	<p><b><u>Puberty</u></b></p> <ul style="list-style-type: none"> <li>Be able to describe what happens during menstruation and sperm production-physical and emotional changes</li> <li>Be able to explain how to keep clean during puberty</li> <li>Know who to go to for help and support during puberty</li> </ul> <p><b><u>Personal Safety / FGM ** (non-statutory)</u></b></p> <ul style="list-style-type: none"> <li>Know some basic facts about FGM in relation to the Rights of the Child and British law and know where to get help and support</li> </ul> <p><b><u>Drug Education-Legal and Illegal Drugs</u></b></p> <ul style="list-style-type: none"> <li>Understand some basic facts around risk, effects and the law of various legal and illegal drugs</li> </ul>

Year 5

**Self-respect and Personal Goals**

- Recognise and model respectful behaviour, including online
- Produce a personal plan with regards to our goals

**Being Left out**

- Be able to identify similarities and differences between us and our peers

**Stereotypes and Diversity**

- Understand the law in relation to the Equality Act (2010)
- Appreciate the range of national, religious and ethnic identities in the United Kingdom
- Have strategies to challenge these stereotypes

- Have strategies to resolve disputes in friendships
- Know how to ask for support and from whom e.g. trusted adults who we have identified, if we have a friendship (on or offline) within which we feel unsafe or uncomfortable

**Working together and Aspirations**

- Listen and respond respectfully to a wide range of people and feel confident to raise our own concerns
- Work collaboratively towards shared goals and develop strategies to resolve disputes and conflict through negotiation

**Media Literacy and Digital Resilience**

- Be able to talk about how to be a discerning user of the internet

- Be able to challenge myths about drug use and drug users
- Be able to demonstrate assertiveness skills to help resist peer pressure around drug use

**Relationships**

- Be aware of some of the problems and challenges families / parents can face

**What makes a Democracy?**

- Be able to identify the key elements of a democracy

**Money**

- Be able to discuss how making informed choices can help us make the most of our money
- Run a simple marketing project in teams

	Autumn	Spring	Summer
<b>Year 6</b>	<p><b><u>Mental Health and online safety</u></b></p> <ul style="list-style-type: none"> <li>• Understand the links between time spent online and our mental and physical health and wellbeing</li> <li>• Understand the many benefits of the internet as well as how we may be targeted as a consumer</li> </ul> <p><b><u>Conflict Resolution</u></b></p> <ul style="list-style-type: none"> <li>• Be able to suggest strategies for handling conflict</li> <li>• Be able to recognise and manage 'dares', including strategies for removing ourselves from situations within which we feel unsafe or uncomfortable</li> <li>• Be able to recognise how "peer acceptance" may be influential in our actions and behaviours</li> </ul>	<p><b><u>Moving on</u></b></p> <ul style="list-style-type: none"> <li>• Have a range of problem-solving strategies and self-care techniques, including relaxation for dealing with emotions, challenges and change, including transition to new schools</li> <li>• Recognise that we may experience conflicting emotions, and when we might need to listen to our emotions and find ways to overcome them</li> </ul> <div style="text-align: center;">  </div> <p><b><u>Family Dynamics</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that reaching positive solutions usually involves considering things from different perspectives, negotiation and compromise</li> </ul>	<p><b><u>Relationships/Respect and Equality</u></b></p> <ul style="list-style-type: none"> <li>• Appreciate there are different types of love e.g. parental love, partner love, friendship love etc.</li> <li>• Be aware that marriage and civil partnerships are a commitment freely entered into by both people and that no one should enter into it if they don't absolutely want to do so</li> <li>• Explain the importance of respecting others, even when they are very different to us</li> <li>• Know that we can all take positive steps to support equality</li> </ul>

**Year 6**

**Celebration-Supporting each other**

- Be able to demonstrate how to show care, empathy and compassion to others

**Protected characteristics and Bullying**

- Understand about bullying and discrimination and the effect of these on others and ourselves

**Healthy Lifestyles**

- Understand the benefits and risks of sun exposure and how to keep ourselves safe
- Understand some basic facts about immunizations
- Be able to demonstrate



**Drug Education-Drugs. Risk and the Media**

- Be able to describe effects and risks, understand consequences of drug use and know where to go for help



**Democracy and decisions**

- Be able to explain how our government and parliament function

**Puberty and Relationships**

- Know that communication and permission seeking are important
- Know when it is appropriate to share personal/private information in a relationship

**Sex education\*\* (non-statutory)**

- Know some basic facts about conception and pregnancy
- Describe the decisions that have to be made before having children including age of consent

**Money and Me**

- Develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' e.g. our contribution to society through the payment of VAT

Year 6

some basic first aid techniques and talk through how to make a clear 999 call



### Media literacy and digital resilience

- Understand the law around sharing images
- Look at current media campaigns including how images can be manipulated and content can be targeted
- Design a positive media campaign aimed at children

- Consider the links between money and wellbeing including knowledge around the risks of gambling on and offline

### Aspirations, work and career

- Have an understanding about a variety of different jobs/careers and the possible routes to these
- Have an understanding that having a job will allow me to achieve certain goals in my life including financial ones

**\*\*These lessons are non-statutory. If you would like to withdraw your child from these lessons, please [click here](#)**