

KPIs 2021-22 PSHE Curriculum

	EYFS	KS1	LKS2	UKS2
Economic wellbeing	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Recognise where money comes from and how people earn money • Understand how people decide to spend their money and that we cannot always afford the things we want. 	<ul style="list-style-type: none"> • Recognise the different range of jobs carried out by people they know and the range of skills needed in different jobs. • To know what influences the choices people make about how they spend their money. 	<ul style="list-style-type: none"> • Make connections with what their learning and how this will help them to develop skills needed for the working world. To know and understand the principles of enterprise (profit and loss) and the principles of charity work. • Understand how people budget and manage money and realise that future wants and needs can be met by saving. Understand how people can loan money and how it is repaid?
Emotional wellbeing	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in 	<ul style="list-style-type: none"> • Understand what they are good at as well as what they like and dislike. • Recognise and name feelings and understand the difference between their behaviours that are impulsive and considered. 	<ul style="list-style-type: none"> • Reflect on their own worth as individuals, identifying positive things about themselves. • Talk about issues that affect them and their class, making responsible choices, considering consequences, reflecting on their mistakes and making amends. 	<ul style="list-style-type: none"> • Develop strategies for managing and understanding strong feelings and emotions, reflecting on how they feel about them selves and other people. Identify and talk about past achievements of there own and others, setting personal goals to further develop skills for the working world. • Understand how to support others who may feel alone or misunderstood thinking

	<p>activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 			<p>about how their own views may affect a situation. Knowing about the cycle of life and how death is an inevitable part but people require empathy and support when experiencing death or conflict.</p>
<p>Physical Wellbeing</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' 	<ul style="list-style-type: none"> • Recognise why a healthy life style is beneficial For example- healthy eating, physical activity, road safety, personal hygiene and how substances can harm the body. 	<ul style="list-style-type: none"> • Explore the relationship between having a physically active lifestyle, nutrition and sleep in achieving a healthy lifestyle. Understanding the function of different 	<ul style="list-style-type: none"> • Identify and take responsibility for their own healthy lifestyle. Including nutrition, physical activity, misuse of substances and the impact these choices have on the people around you. Recognising early

	<ul style="list-style-type: none"> • having a good sleep routine • being a safe pedestrian 	<ul style="list-style-type: none"> • Apply the knowledge of healthy eating to understand the importance of fruit, vegetables and protein as part of a balanced diet. 	<p>food groups for a balanced diet.</p> <ul style="list-style-type: none"> • Begin to make informed lifestyle choices, understanding how to behave safely and keep safe online, where to get help and that there are some substances that can be used to improve our health. • Show an awareness of the changes that happen as they grow, including why we loose our teeth and the importance of good dental hygiene. 	<p>signs of illness (physical or mental) and where to get help.</p>
<p>Relationships</p>	<ul style="list-style-type: none"> • 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. • 	<ul style="list-style-type: none"> • Identify different relationships that they have and understand that there are people who take care of them. • Consider the differences types of teasing and bullying and how to seek help from an adult when necessary. 	<ul style="list-style-type: none"> • To know why rules are needed. Understands the nature of negative behaviour and how to respond to it constructively, realising that actions have consequences. • To know and understand the characteristics of friendships and the importance of positive relationships. Empathise with other people allowing them to maintain relationships understanding that friendships have ups and downs and these can often be worked through. 	<ul style="list-style-type: none"> • Manage changing emotions and recognise how they impact on different relationships, recognising how positive relationships can promote health and wellbeing. Understanding the need for collaboration and the different roles within a community that work as part of a positive relationship. • Recognise how new relationships develop and they different types of relationships they may experience. Understand what is considered acceptable and unacceptable within a

				relationship. Understanding where to get information and advice from e.g helplines, web pages and trusted adults if they feel a relationship is negative or unacceptable.
Skills	<ul style="list-style-type: none"> • 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. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> – regular physical activity – healthy eating – toothbrushing – sensible amounts of ‘screen time’ – having a good sleep routine – being a safe pedestrian 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To work collaboratively showing fairness and consideration. Identify their own skills and set realistic targets as well as understanding how to self assess. • Develop strategies for managing and controlling strong feelings and emotions. Understanding if their feelings and behaviours are appropriate and proportionate. • To know when and how to make an emergency call. • To understand the terms discrimination and stereotype. 	<ul style="list-style-type: none"> • To know the facts relating to allergies, immunisations and vaccinations. • To prepare and cook ingredients applying the principles of nutrition and healthy eating. • To be able to deal with common injuries including head injuries (basic first aid) • Can talk about racial and gender discrimination and its impact. Can challenge stereotypes. • Understand the physical and emotional changes that take place during puberty. • To understand the terms anarchy, democracy, sovereignty, dictatorship, government, united nations, equal rights and the effect they have on life.