

New DfE PSHE Draft Statutory Guidance (2018) – Key Stage 1

Caring friendships

- ✓ How important friendships are in making us feel happy and secure, and how people choose and make friends.
- ✓ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- ✓ How healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Respectful relationships

- ✓ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- ✓ Practical steps they can take in a range of different contexts to improve or support respectful relationships
- ✓ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others

Mental Wellbeing

- ✓ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- ✓ How to judge what they are feeling and how they are.

Citizenship (Non-statutory, 2015) – Key Stage 1

- ✓ **DEVELOPING CONFIDENCE AND RESPONSIBILITY:** to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; to share their opinions on things that matter to them and explain their views; to recognise, name and deal with their feelings in a positive way; to think about themselves, learn from their experiences and recognise what they are good at; how to set simple goals.
- ✓ **PREPARING TO PLAY A ROLE AS ACTIVE CITIZENS:** to take part in discussions with one other person and the whole class; to take part in a simple debate about topical issues; to recognise choices they can make, and recognise the difference between right and wrong; to agree and follow rules

for their group and classroom, and understand how rules help them; to realise that people and other living things have needs, and that they have responsibilities to meet them; that they belong to various groups and communities, such as family and school; what improves and harms their local, natural and built environments and about some of the ways people look after them; contribute to the life of the class and school; to realise that money comes from different sources and can be used for different purposes.

- ✓ **DEVELOPING GOOD RELATIONSHIPS AND RESPECTING OTHERS:** to recognise how their behaviour affects other people; to listen to other people, and play and work cooperatively; to identify and respect the differences and similarities between people; that family and friends should care for each other.
- ✓ **DEVELOPING SKILLS, KNOWLEDGE AND OPPORTUNITIES TO:** take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)