

KNOWLEDGE



Reception: Children will be curious, ask questions and gain knowledge of skills and experiences that support their ongoing personal and social development

KS1: Children will think about how to stay healthy as they get older, how to be a good friend and setting personal goals

KS2: Children will learn about the importance of keeping themselves healthy as their bodies change, personal power and about different social groups they belong to as they get older

PSHE CURRICULUM INTENT



SKILLS



To improve social skills to enable collaborative learning

To learn ways to relax the body and calm the mind

To be open to new ways of learning and new ideas

To build and develop resilience, self esteem and confidence

CULTURAL CAPITAL



Studying PSHE enables children to **stay safe, healthy and prepared for life's challenges and opportunities**. It addresses subjects that are important to a child's development whilst providing a **safe, open and positive learning environment** based on trusting relationships between all members of the class, adults and children alike. Children and young people acquire the knowledge, understanding and skills they need to manage their live now and in the future whilst simultaneously developing culture and empathy for one another.

EXPERIENCES



Global & National Events:

Children's Mental Health Awareness Week

Children in Need/Red Nose Day

50 Things to do:

Learn a new sport

Share a healthy recipe

Visits: School Nurse

CHARACTER



Roots that strengthen: The determination to learn new social, personal and health skills and the acceptance that not everyone has the same opinion or views

Branches that reach: The resilience to keep trying even when things are hard and challenging. Finding their inner peace and strength when experiencing big emotions.

The flourishing fruit: Expressing their own hopes and dreams for the future. Children working together to produce class projects

IMPACT



We monitor & support the teaching through:
Developmental Drop Ins

We measure the impact on learning by:

End of Block assessments using the Jigsaw scheme

We record the impact through:
Observations and discussions

RECEPTION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Houses and Homes	Fabulous Festivals	Dinosaurs	Once upon a time	Marvellous Minibeasts	Think Big!
Development Matters	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
Progression of skills						
	<p>ELG</p> <p>Self Regulation:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and towards goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Managing Self:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Expalin the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Building relationships:</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and others’ needs</p>					

RECEPTION	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	SUPERHEROES/SUPER ME	TIME FOR TOYS	TRANSPORT AND TRAVEL	HOW DOES YOUR GARDEN GROW?	5, 4, 3, 2, 1 BLAST OFF!	ON THE FARM
Development Matters	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
Progression of skills						
	<p>ELG</p> <p>Self Regulation:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and towards goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Managing Self:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Expalin the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Building relationships:</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and others’ needs</p>					

Cycle A

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Paddington	Scientists and Inventors	Tin Forest	Grow, Grow, Grow	Through the Window	Under the Sea
Unit	Being Me in My World Outcome – Our Learning Charter	Celebrating Difference Outcome – Hall of Fame display	Dreams and Goals Outcome – Create our Garden of Dreams and Goals	Healthy Me Outcome -A Happy Healthy Recipe Book	Relationships Outcome – A Relationship Fiesta	Changing Me Outcome -Tree of change display
Progression of PSHE skills	<p>To understand the rights and responsibilities as a member of my class</p> <p>To recognise the choices I make and understand the consequences</p> <p>To feel special and safe in my class and know that I belong to it</p>	<p>To identify similarities and differences between people in my class and understand these differences make us all special and unique</p> <p>To know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>To know how to make new friends</p>	<p>To set simple goals and work out how to achieve them</p> <p>To identify obstacles which make it more difficult to achieve a goal and can work out how to overcome them</p> <p>To tell how I felt when I succeeded in a goal and how I celebrated it</p>	<p>To understand the differences between being healthy and unhealthy and know some ways to keep myself healthy</p> <p>To know how to keep safe and about people who can help me to stay safe</p> <p>To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>To identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me and recognise my qualities as a person and friend</p> <p>To know who can help me in my school community</p>	<p>To start to understand the life cycles of animals and humans</p> <p>To tell you some things about me that have stayed the same and how my body has changed since I was a baby</p> <p>To identify the parts of the body that make boys different to girls and use the correct names</p>

Cycle B

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	When I grow up	Explorers	Great Fire of London	The Little Gardener	Chocolate (Aztecs)	Wild and wonderful creatures
Unit	Being Me in My World Outcome – Our Learning Charter	Celebrating Difference Outcome – Hall of Fame display	Dreams and Goals Outcome – Create our Garden of Dreams and Goals	Healthy Me - Outcome -A Happy Healthy Recipe Book	Relationships Outcome – A Relationship Fiesta	Changing Me Outcome -Tree of change display
Progression of PSHE skills	<p>To understand the rights and responsibilities for being a member of my class and school</p> <p>To listen to other people and contribute my own ideas about rewards and consequences</p> <p>To recognise the choices I make and understand the consequences</p>	<p>To understand that bullying is sometimes about difference</p> <p>To recognise what a right and wrong and know how to look after myself</p> <p>To understand that it is OK to be different from other people and to be friends with them</p>	<p>To choose realistic goals and think about how to achieve it</p> <p>To persevere even when I find things difficult</p> <p>To work well in a group and tell you some of the ways I worked well with my group</p>	<p>To show or tell you what relaxed means and know some things that make me feel stressed</p> <p>To understand how medicines work in my body and how important it is to use them safely</p> <p>To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p>	<p>To identify the different members of the family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>To understand that there are lots of forms of physical contact within the family and that some of this is acceptable and some is not</p> <p>To recognise and appreciate people who can help me in my family, my school and my community</p>	<p>To recognise cycles of life in nature and tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private parts</p>

Cycle A

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Groovy Greeks	The Fiery Earth	Frozen Planet	Anglo-Saxons	Egyptians	Local Area Study
Unit	Being Me in My World Outcome – Our Learning Charter	Celebrating Difference Outcome – Hall of Fame display	Dreams and Goals Outcome – Create our Garden of Dreams and Goals	Healthy Me Outcome -A Happy Healthy Recipe Book	Relationships Outcome – A Relationship Fiesta	Changing Me Outcome -Tree of change display
Progression of PSHE skills	To recognise my worth and identify positive things about myself and my achievements To face new challenges positively, make responsible choices and ask for help when I need it I understand that my actions affect myself and others and I care about other people's feelings	To understand that everybody's family is different and important to them To understand that differences and conflicts sometimes happen among family members To recognise that some words are used in hurtful ways	To tell you about a person who has faced difficult challenges and achieved success To identify a dream/ambition that is important to me To recognise obstacles which might hinder my achievement and take steps to overcome them	To understand how exercise affects my body and know why my heart and lungs are such important organs To know some strategies for keeping myself safe, who to go to for help and how to call emergency services To identify when something feels safe or unsafe	To identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females To identify and put into practice some of the skills of friendship To know how to express my appreciation to my friends and family	To understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby To understand what a baby needs to live and grow To333 understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Planet Earth	Flintstones	Romans	Europe	Baghdad	Rainforests
Unit	Being Me in My World Outcome – Our Learning Charter	Celebrating Difference Outcome – Hall of Fame display	Dreams and Goals Outcome – Create our Garden of Dreams and Goals	Healthy Me Outcome -A Happy Healthy Recipe Book	Relationships Outcome – A Relationship Fiesta	Changing Me Outcome -Tree of change display
Progression of PSHE skills	<p>To know my attitudes and actions make a difference to the class team</p> <p>To understand who is in my school community, the roles they play and how I fit in</p> <p>To understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them</p>	<p>To understand that, sometimes, we make assumptions on what people look like</p> <p>To know that sometimes bullying is hard to sport and to know what to do if I think it is going on</p> <p>To identify what is special about me and value the ways in which I am unique</p>	<p>To understand that sometimes hopes and dreams do not come true and this can hurt</p> <p>To know that reflecting on positive happy experiences can help me to counteract disappointment</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as a part of a group</p>	<p>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>To understand there are people who take on the roles of leaders or followers in a group and I know the role I talk on in different situations</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p>	<p>To recognise situations which can cause jealousy in relationships</p> <p>To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p>	<p>To understand that some of my personal characteristics have come from my birth parents</p> <p>I know how the circle of changes works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p>

Cycle A

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Crime and Punishment	World War II	Is Britain Still Great?	River Low, Mountain High	Amazing Mayans	Lands End to John O’Groats
Unit	Being Me in My World Outcome – Our Learning Charter	Celebrating Difference Outcome – Hall of Fame display	Dreams and Goals Outcome – Create our Garden of Dreams and Goals	Healthy Me Outcome -A Happy Healthy Recipe Book	Relationships Outcome – A Relationship Fiesta	Changing Me Outcome -Tree of change display
Progression of PSHE skills	<p>To understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>To make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual’s behaviour can impact a group</p>	<p>To understand that cultural differences sometimes cause conflict</p> <p>To explain the difference between direct and indirect types of bullying</p> <p>To compare my life with people in the developing world</p>	<p>To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>To describe the dreams and goals of young people in a culture and different to mine</p> <p>To encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this</p>	<p>To know and can put into practice basic emergency aid procedures and know how to get help in emergency situations</p> <p>To understand how the media social media and celebrity culture promotes certain body types</p> <p>To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>To understand that belonging to an online community can have positive and negative consequences</p> <p>To explain how to stay safe when using technology to communicate with my friends</p>	<p>To be aware of my own self-image and how my body image fits into that</p> <p>To describe how boys’ and girls’ bodies change during puberty</p> <p>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities</p>

Cycle B

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Adventures in Space	Blood, Bones and Body	Saxons and Vikings	Shang Dynasty	Natural Resources	Think Global. Act Local.
Unit	Being Me in My World Outcome – Our Learning Charter	Celebrating Difference Outcome – Hall of Fame display	Dreams and Goals Outcome – Create our Garden of Dreams and Goals	Healthy Me Outcome -A Happy Healthy Recipe Book	Relationships Outcome – A Relationship Fiesta	Changing Me Outcome -Tree of change display
Progression of PSHE skills	To know that there are universal rights for all children but for many children these rights are not met To understand that my actions affect other people locally and globally To understand how an individual’s behaviour can impact on a group	To understand there are different perceptions about what normal means To know some of the reasons why people use bullying behaviours To explain ways in which difference can be a source of conflict and cause for celebration	To work out the learning steps I need to take to reach goals and understand how to motivate myself to work on these To identify problems in the world that concern me and talk to other people about them To describe some ways in which I can work with other people to help make the world a better place	To take responsibility for my health and make choices that benefit my health and wellbeing To know about different types of drugs and their uses and their effects on the body particularly the liver and heart To know why some people join gangs and the risks this involves	To know that it is important to take care of my mental health To understand that there are different stages of grief and that there are different types of loss that cause people to grieve To use technology positively and safely to communicate with my friends and family	To be aware of my own self-image and how my body image fits into that To explain how girls and boys bodies change during puberty and understand the importance of looking after yourself physically and emotionally To be aware of the importance of a positive self-esteem and what I can do to develop it