

## WEINS PSHE Curriculum Planning Overview

### **Intent**

At West Earlham Infant and Nursery School promoting good relationships are fundamental to our ethos and the success in us being a happy, nurturing and safe school for our pupils.

Through Personal, Social, Health and Economic Education (PSHE), incorporating the British Values, we want our children to learn about themselves as developing individuals and as members of society, building on the Early Learning Goals for personal, social and emotional development within the EYFS. To achieve this, they will learn the basic rules and skills for keeping themselves healthy and safe and for behaving appropriately. They also have opportunities to show that they can take some responsibility for themselves and their environment. They will begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and other people. As members of a class and school community, they will learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and identify bullying.

Personal, Social, Health and Economic Education at West Earlham Infant and Nursery School aims to:

- Develops the qualities and attributes children need to thrive as individuals, family members and members of society
- Give children the knowledge, skills and understanding to lead confident, healthy and independent lives
- Provide children with opportunities to develop their own values, beliefs, spiritual awareness and personal behaviour

### **Implementation**

The teaching and implementation of Personal, Social, Health and Economic Education (PSHE)

In the EYFS we follow the Early Years Foundation Stage Statutory Framework. In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. This area of your child's learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

In the EYFS teachers set up an enabling environment where children are encouraged to gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image. Role play is used to help children explore their own culture and appreciate the similarities and differences in those of others. A positive self-image and high self-esteem will be encouraged to give children the confidence to make the most of opportunities, to communicate effectively and to explore the world around them. With adults as guides and role models, children will learn to develop anti-discriminatory attitudes.

All subjects across the National Curriculum subjects provide opportunities to promote our children's personal, social and health education. In KS1, teachers follow lesson plans from a variety of different resources, such as the PSHE Association and Mentally Healthy Schools. Some learning takes place through other National Curriculum subjects such as RE or History when children discuss different topics and talk about their own individual values and beliefs.

- Promote good behaviour in school and promote fairness and attitudes that respect children as individuals
- Promotes British Values and encourages children to celebrate each other's differences and cultural background
- Encourages children to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, and for their own learning.

We expect children to show evidence through their class 'Learning Portfolios' and building on the key skills they have been taught each year. Children are given a safe space in which to discuss their feelings, opinions and develop their emotional intelligence. Our teachers include a range of formal and informal assessment tools to review how the children have progressed over the term.

Term	Autumn	Spring	Summer
Core Theme	Relationships	Health and Wellbeing	Living in the Wider World

Topics	<u>Healthy Relationships</u>	<u>Feelings and emotions</u>	<u>Valuing difference</u>	<u>Growing and changing</u>	<u>Healthy lifestyles</u>	<u>Keeping safe</u>	<u>Rights and responsibilities</u>	<u>Environment</u>	<u>Transitions</u>
<b>Rec</b>	<i>Families</i> <i>People who care for me</i>	Talking about how I feel Learning about <i>caring friendships</i>	Knowing about similarities and differences in others Learning about <i>relationships</i>	How have I changed and grown? Learning about new things I can achieve <i>Knowing my body</i> and how it belongs to me	<i>Being healthy</i> How can we keep our body healthy? What things might be unhealthy for us?	<i>Keeping myself safe</i> <i>Being safe online</i>	Learning about different cultures and rules/routines within these	Recognising how to be eco-friendly and <i>look after our environment</i>	How will things change when we move to Y1? <i>Mental wellbeing</i>
<b>Year 1</b>	New Beginnings Special people in their lives <i>'Being a good friend'</i> Keeping safe	Recognising feelings in self and others  Sharing feelings	<i>'It's good to be me'</i>  Respecting similarities and differences in others	Recognising what they are good at  Setting achievable goals <i>'Trying to be my very best'</i>	<i>'Healthy me, happy me'</i>  What helps keep our bodies healthy  Hygiene routines	Keeping safe around household products How to ask for help if they are worried about something	Group/class rules Everyone is unique in some ways and the same in others	Looking after our environment and keeping safe Protecting our environment (being eco-friendly)	Growing up and moving forward Managing change in relation to school (moving into a new class)
<b>Year 2</b>	New Beginnings Listening to others and playing cooperatively <i>'Being a good friend'</i>	Sharing our feelings positive or negative Recognising behaviour and that feelings/bodies can be hurt	<i>'It's ok to be me'</i> Respecting similarities and differences in others	Growing and changing. Becoming more independent Setting goals to be successful <i>'Trying to be my very best'</i>	<i>'Healthy me, happy me'</i> Making healthy choices What a healthy lifestyle looks like	Keeping safe in different situations Knowing how to ask for help Privacy in different contexts	Respecting own and other's needs Recognising groups/communities they belong to Getting help in an emergency	Looking after our environment inside and outside school Protecting our environment understanding why this is important	Managing changes - move to junior school Talking about feelings about it and strategies

**Key Questions to use in a circle time session or as a starting point for your PSHE lessons:**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Rec</b>	What is a family?  Who is in your family?	What does a caring friendship look like?	What does being healthy look like?  What does unhealthy look like?	How can we keep you safe?  How can you keep yourself safe?	What religions/cultures do we have in our class?  What makes us special?	How can we look after our environment?
<b>Year 1</b>	How do you feel?	How do we decide how to behave?	What makes us healthy?	What ways can we stay healthy?	What makes us special/unique?	How do we keep ourselves safe?
<b>Year 2</b>	What is a good friend? What makes a good online friend?	What is bullying?  What ways can we ensure we protect each other from bullying?	What ways can we have a healthy lifestyle?	What is the same about us and what is different about us?	How can we keep ourselves safe inside/outside school?	How do we feel about the transition of moving to junior school?

**PSHE Learning Objectives for each term**

Reception:

## **Autumn Term**

### **Core Theme 1: Relationships**

#### Learning Objectives:

*To know what the word family means and what constitutes a family*

*To be able to name the people in my family*

*To be able to name people who care for me*

*To talk about the way I feel*

*To talk about what a relationship looks like and describe relationships in my life.*

## **Spring Term:**

### **Core Theme 2: Health and Wellbeing**

#### Learning Objectives:

*To understand that we change as we grow*

*To name some changes that I have experienced already*

*To know the names of my body parts*

*To know what being healthy/unhealthy means*

*To name ways I can stay safe.*

## **Summer Term**

### **Core Theme 3: Living in the wider world**

#### Learning Objectives:

*To learn about different cultures and religions*

*To name my own religion/culture*

*To name ways to look after our environment.*

Year 1:

## **Autumn Term**

### **Core Theme 1: Relationships**

Learning Objectives:

- To know and talk about special people in my life*
- To talk about what a good friend is*
- To name ways of keeping myself and others safe*
- To recognise and name my feelings*
- To recognise and explain how I am similar/different from my friend.*

**Spring Term:**

**Core Theme 2: Health and Wellbeing**

Learning Objectives:

- To be able to talk about what I am good at*
- To be able to set a goal for myself with support*
- To know what is healthy/unhealthy for me*
- To name ways we can be clean and hygienic*
- To name harmful household products*
- To know who I can talk to if I am worried about something.*

**Summer Term**

**Core Theme 3: Living in the wider world**

Learning Objectives:

- To be able to say what makes me unique*
- To be able to talk about what makes my friend unique*
- To name ways to keep my environment safe*
- To talk about what it means to be 'eco-friendly'*
- To talk about how I feel about moving into a new class.*

Year 2:

**Autumn Term**

**Core Theme 1: Relationships**

Learning Objectives:

*To know what it means to be a 'good friend'*

*To be able to describe what it looks like to be a 'good friend'*

*To recognise that our behaviour can affect others*

*To know what being fair/unfair is and be able to describe this (or kind/unkind, right/wrong)*

*To understand that we are all different and have different strengths/talents*

**Spring Term:**

**Core Theme 2: Health and Wellbeing**

Learning Objectives:

*To be able to set myself an achievable goal*

*To learn how to make good choices to improve my physical and emotional health*

*To be able to make healthy lifestyle choices*

*To know and discuss different feelings or emotions*

*To know about different strategies to manage our feelings*

*To know how to keep myself and others safe in different situations.*

**Summer Term**

**Core Theme 3: Living in the wider world**

Learning Objectives:

*To know how I can contribute to the life of my classroom/school*

*To help construct and follow class rules*

*To understand that we have rights and a responsibility to protect these*

*To understand that we belong to different groups/communities*

*To know how to keep ourselves and our environment safe*

*To be able to talk about changes in my life in a positive way.*