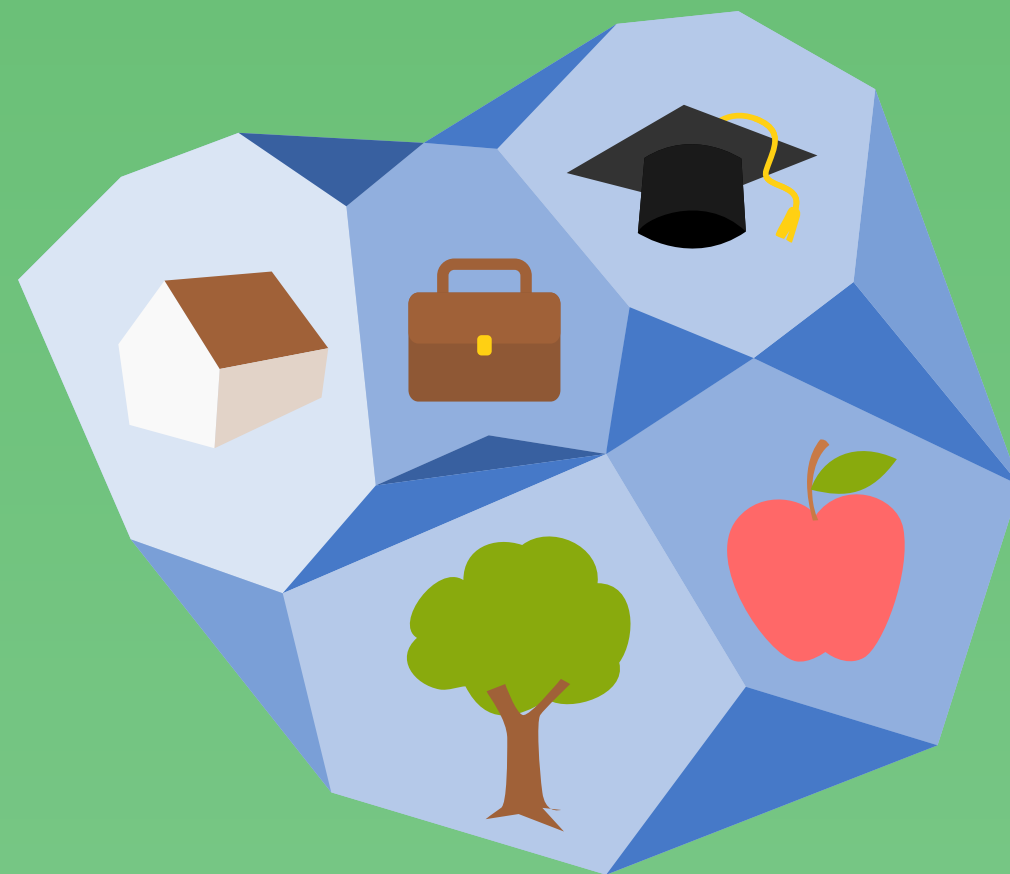


# PSHE



# PSHE: Vision and Values

| Acceptance                                                                                                                                                                                                                                                                                                                         | Achievement                                                                                                                                                                                                                                                                                                                                                                                   | Independence                                                                                                                                                                                                                                                                 | Perseverance                                                                                                                                                                                                                                                                                                                                                 | Respect                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Our PSHE curriculum covers a range of topics which relate to acceptance. They explore a variation of world views and have the opportunities to discuss topics with their peers which they may disagree with. We incorporate a circle time activity weekly where children discuss ideas in a safe and nurturing environment.</p> | <p>We are starting to track children's achievement in PSHE through the use of digital devices and Google Classrooms. Teachers are encouraged to take photographs and videos of children participating in PSHE lessons and upload these. This includes videos of circle time discussion. Children could then reflect on their learning in previous years as they will have a bank online..</p> | <p>Fostering independence is an important part of the PSHE curriculum. Children are often set off on independent tasks or independent thinking time. Children often are asked to take a moment to think for themselves before sharing that thought with the wider group.</p> | <p>Children can be challenged regularly in PSHE just by the nature of the questions teachers ask them. There is always an opportunity for the 'why' to be asked in order to push that learning forward. Through many of our PSHE topics, children are taught the value of perseverance and often, they will acknowledge it as one of the schools values.</p> | <p>Children are encouraged to be respectful of one another during all lessons. Especially during carpet time and group discussions. We often explore the importance of showing respect to everyone regardless of age or position.</p> |

# PSED – Overview: YR



|  Children in reception will be learning to: | Examples of how to support this:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| See themselves as a valuable individual.                                                                                     | <p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Take opportunities in class to highlight a child's interests, showing you know them and about them.</p>                                                                                                                                                                                                                                                                  |
| Build constructive and respectful relationships.                                                                             | <p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p> |
| Express their feelings and consider the feelings of others.                                                                  | <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Undertake specific activities that encourage talk about feelings and their opinions.</p>                                                                                           |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Show resilience and perseverance in the face of challenge.                                                                                                                                                                                                                                                                      | <p>Offer constructive support and recognition of child's personal achievements.</p> <p>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</p> <p>Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>Help children to set own goals and to achieve them.</p>                                                  |
| Identify and moderate their own feelings socially and emotionally.                                                                                                                                                                                                                                                              | <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p> |
| Think about the perspectives of others.                                                                                                                                                                                                                                                                                         | <p>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>                                                                                                                                                                                                                      |
| Manage their own needs. <ul style="list-style-type: none"><li>Personal hygiene</li></ul>                                                                                                                                                                                                                                        | <p>Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.</p>                           |
| Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"><li>regular physical activity</li><li>healthy eating</li><li>toothbrushing</li><li>sensible amounts of 'screen time'</li><li>having a good sleep routine</li><li>being a safe pedestrian</li></ul> | <p>Talk with children about exercise, healthy eating and the importance of sleep.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p>                                                                                                |

# PSHE – Overview: KS1



|        | Autumn 1                                                                                                                                       | Autumn 2                                                                                                      | Spring 1                                                                                                                            | Spring 2                                                                                                                                            | Summer 1                                                                                | Summer 2                                                                                                                   |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <ul style="list-style-type: none"> <li>Families and friendships</li> <li>Respecting ourselves and others</li> <li>CP – All About Me</li> </ul> | <ul style="list-style-type: none"> <li>Safe relationships</li> </ul>                                          | <ul style="list-style-type: none"> <li>Money and work</li> <li>Belonging to a community</li> <li>CP – What Makes Me, Me?</li> </ul> | <ul style="list-style-type: none"> <li>Physical health and mental wellbeing</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Media literacy and digital resilience</li> </ul> | <ul style="list-style-type: none"> <li>Keeping safe</li> <li>Growing and changing</li> <li>CP – Celebrating Us!</li> </ul> |
| Year 2 | <ul style="list-style-type: none"> <li>Respecting ourselves and others</li> <li>Belonging to a community</li> <li>CP – All About Me</li> </ul> | <ul style="list-style-type: none"> <li>Keeping safe</li> <li>Media literacy and digital resilience</li> </ul> | <ul style="list-style-type: none"> <li>Money and work</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Physical health and mental wellbeing</li> <li>Safe relationships</li> <li>CP – What Makes Me, Me?</li> </ul> | <ul style="list-style-type: none"> <li>Families and friendships</li> </ul>              | <ul style="list-style-type: none"> <li>Growing and changing</li> <li>CP – Our Wonderful World</li> </ul>                   |

# PSHE – Overview: KS2



|        | Autumn 1                                                                                                                           | Autumn 2                                                                                | Spring 1                                                                                                                                                | Spring 2                                                                                                                                                                                 | Summer 1                                                                                                            | Summer 2                                                                                                                                                                   |
|--------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 3 | <ul style="list-style-type: none"> <li>Families and friendships</li> <li>Safe relationships</li> <li>CP – All About Me</li> </ul>  | <ul style="list-style-type: none"> <li>Belonging to a community</li> </ul>              | <ul style="list-style-type: none"> <li>Money and work</li> <li>Growing and changing</li> <li>CP – What Makes Me, Me? (Physical disabilities)</li> </ul> | <ul style="list-style-type: none"> <li>Physical health and mental wellbeing</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Respecting ourselves and others</li> <li>CP – Why Am I Important?</li> </ul> | <ul style="list-style-type: none"> <li>Media literacy and digital resilience</li> <li>Keeping safe</li> </ul>                                                              |
| Year 4 | <ul style="list-style-type: none"> <li>Families and friendship</li> <li>Safe relationships</li> <li>CP – All About Me</li> </ul>   | <ul style="list-style-type: none"> <li>Media literacy and digital resilience</li> </ul> | <ul style="list-style-type: none"> <li>Physical health and mental wellbeing</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Respecting ourselves and others</li> <li>CP – What Makes Me, Me? (Migration – push and pull factors)</li> </ul> | <ul style="list-style-type: none"> <li>Money and work</li> <li>CP – Why Am I Important?</li> </ul>                  | <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Keeping safe</li> </ul>                                                                               |
| Year 5 | <ul style="list-style-type: none"> <li>Families and friendship</li> <li>Growing and changing</li> <li>CP – All About Me</li> </ul> | <ul style="list-style-type: none"> <li>Media literacy and digital resilience</li> </ul> | <ul style="list-style-type: none"> <li>Respecting ourselves and others</li> <li>CP – What Makes Me, Me? (Windrush)</li> </ul>                           | <ul style="list-style-type: none"> <li>Money and work</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Belonging to a community</li> </ul>                                          | <ul style="list-style-type: none"> <li>Safe relationships</li> <li>Physical health and mental wellbeing</li> <li>Keeping safe</li> <li>CP – Why Am I Important?</li> </ul> |