



Class 1 YR/1/2 two year rolling PSHE Overview

PSHE Intent

PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Some of our PSHE is discretely taught, other aspects are linked and taught through Science, HRSE, PE and Computing.

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal developments are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

<u>0-3 YEARS</u>	<u>3-4 YEARS</u>	<u>RECEPTION CLASS</u>
- Find ways to calm themselves, through being calmed and comforted by their key person. - Establish their sense of self. - Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. - Find ways of managing transitions, for example from their parent to their key person. - Thrive as they develop self-assurance. - Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. - Develop friendships with other children. - Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. - Learn to use the toilet with help, and then independently.	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community - Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations - Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs. - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian

By the end of Primary School, children should know about;

Relationships

- Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe

Physical health and mental wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
 - Healthy eating
- Drugs, alcohol and tobacco
 - Health and prevention
 - Basic first aid
- Changing adolescent body

<u>Whole School annually</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
	During this term, the children prepare and deliver a speech stating why they would be good school councillors. We use democracy to vote for children in each year group from Year 2- Year 6 Democracy .	As a school we will celebrate Mental Health Awareness week during this term to promote talking about feelings and celebrating our successes as a school.	Throughout the Summer term, we will prepare the children for any transition that will take place. About change including transitions.

Class 1	A 2023- 2024 Reception/ Y1/2	<u>Citizenship</u> The children will start the year considering why we have rules, especially those in the classroom and in our school environment. The children will recognise the similarities and differences between ourselves and others. We will recognise that we belong to different groups and that we welcome our new children to St William's Primary School. We introduce different job roles to the children- the idea of this will be developed throughout the year.	<u>Families and Relationships</u> Throughout this term, we will explore how families can be different. We will look at the characteristics and impact of positive friendships and learn that issues can be overcome. We will explore how people show feelings differently and that stereotyping is unfair, referring back to the roles of people in society. We will study the importance of manners and developing an understanding of self-respect	<u>Health and Wellbeing</u> During the Spring term, we will be exploring our feelings, especially during Mental Health Week. The children will have a developing understanding of emotions, identifying our strengths and qualities. They will learn why we wash our hands and how to do so effectively; learn about the importance of sleep and relaxation for our wellbeing and learn how to stay safe in the sun. We will think about the people who help to keep us healthy.	<u>Economic Wellbeing</u> Within this unit the children will gain an understanding of what money is and where it comes from; recognising the difference between needs and wants. They will be learning about how to keep cash safe; understanding the purpose of banks and building societies. The children will have an understanding that skills and interests influence job choices.	<u>Safety and the Changing Body</u> The children will be following the learning in the scheme, A Journey in Love. They will be thinking about God's love in our families and in our communities. They will learn how to communicate safely with adults including strangers. They will consider who keeps us safe in our community. The children will practice crossing the road safely. They will work on identifying which substances should or should not go in the body. The children will learn how to call 999 and what information to give. They will know the difference between secrets and surprises and when to speak to an adult if they are concerned. The children will learn about appropriate and inappropriate contact use age-specific content. <u>Transition</u> At the end of the school year, the children will have the chance to review their learning and set themselves new targets for the following year.
Class 1	B 2024-2025 Reception/ Y1/2	<u>Citizenship</u> At the start of the new academic year, the children will think about the classroom rules and why we set rules. They will have a sense of belonging to our school and how we can support the new children to fit into our special community. We will explore the school environment and discuss how we can take ownership.	<u>Families and Relationships</u> For this unit we would like the children to bring in a picture of their family. This is to show that all families are different and how some families do not live with each other, but still love each other. They will talk about what makes a good friend and how to solve conflict in different situations.	<u>Health and Wellbeing</u> The children will think about their feelings and how we can manage them. They will think about muscle relaxation and how laughter is one of the best forms of this. They will discuss sleep and how a routine is very important. As the summer approaches the children will learn about sun safety.	<u>Economic Wellbeing</u> Throughout this unit, the children will be thinking about money and how we spend it. We will discuss the difference between needs and wants and how sometimes we have to spend money on the needs. The children will be introduced to what happens at a bank or building society and will identify what job they would like to have in the future.	<u>Safety and the Changing Body</u> We will be using A Journey in Love to support the learning in this unit. The children will learn how to communicate safely with adults and how trusted adults are always there to support them. They will be learning steps to crossing the road safely. We will talk about hazards at home and identifying which substances should or should not go in the body. We will discuss what we should do if we get lost. We will discuss the risks associated with the internet and will revisit appropriate and inappropriate contact. <u>Transition</u> The children will identify feelings that are related to change and how these can make us feel. We will highlight positive feelings when change has occurred, but also discuss how to manage feelings of anxiety.