

PSHE



IN OUR SCHOOL, PSHE IS AT THE CORE OF WHAT WE DO AND ENABLES OUR CHILDREN TO BECOME INDEPENDENT, CONFIDENT, HEALTHY AND RESPONSIBLE MEMBERS OF SOCIETY. OUR PSHE CURRICULUM EQUIPS CHILDREN WITH RELEVANT AND MEANINGFUL CONTENT WHICH IS SUPPORTED THROUGH AN EMPHASIS ON EMOTIONAL LITERACY, BUILDING RESILIENCE, BEING AWARE OF VIRTUOUS RELATIONSHIPS AND NURTURING MENTAL AND PHYSICAL HEALTH. OUR CURRICULUM IS DESIGNED USING LOCAL AND NATIONAL DATA WHICH INFORMS OUR DECISIONS FOR OUR CHOSEN CURRICULUM. WITH AN EVER CHANGING SOCIETY, WE ARE ABLE TO PROVIDE OUR CHILDREN WITH AN UNDERSTANDING OF THE DIVERSE WORLD AROUND THEM AND SUPPORT THEM IN PLAYING A POSITIVE ROLE IN CONTRIBUTING TO THE SCHOOL AND WIDER COMMUNITY. WE INTEND TO EQUIP PUPILS WITH AN AGE-APPROPRIATE UNDERSTANDING OF RISK AND WITH THE KNOWLEDGE AND SKILLS NECESSARY TO MAKE SAFE AND INFORMED DECISIONS.

SHIRLEY INFANT SCHOOL



SUBJECT DESIGN

A Shirley School Citizen...

Through our high-quality PSHE curriculum at Shirley Infants, enables our children to become independent, confident, healthy and responsible members of our society. Children will be taught through our three concepts; health and wellbeing, relationships and living in the wider world. Our progression on knowledge and skills allows children to become self aware and compassionate children ready to face moral, social and cultural issues that are part of growing up. Our school values; kindness, integrity and respect are woven through the curriculum, school ethos and behaviours and relationship policy. We offer both explicit and implicit learning opportunities and experiences which reflect independent, resilient and socially aware children. P.S.H.E. (Physical, Social, Health Education) helps our children to develop relationships, build confidence, become enthusiastic learners and understand their right to be healthy and safe. P.S.H.E. enables our children to develop the skills, knowledge and attributes they need to manage their lives, now and in the future.

CONCEPTS AND KEY SKILLS

Throughout our PSHE curriculum at Shirley Infant School, we teach the children through four main concepts:

- Health and wellbeing;
- Relationships;
- Living in the wider world;
- Citizenship

PSHE Topic Overview - Concept Breakdown			
	Year R	Year 1	Year 2
Autumn 1	New beginnings	New beginnings	New beginnings
Autumn 2	Getting on and falling out	Getting on and falling out	Getting on and falling out
Spring 1	Going for Goals	Going for Goals	Going for Goals
Spring 2	Looking after me	Looking after me	Looking after me
Summer 1	Relationships	Relationships	Relationships
Summer 2	Changes	Changes	Changes

Health lifestyles

Relationships (sex and relationships)

Living in wider world (safety)

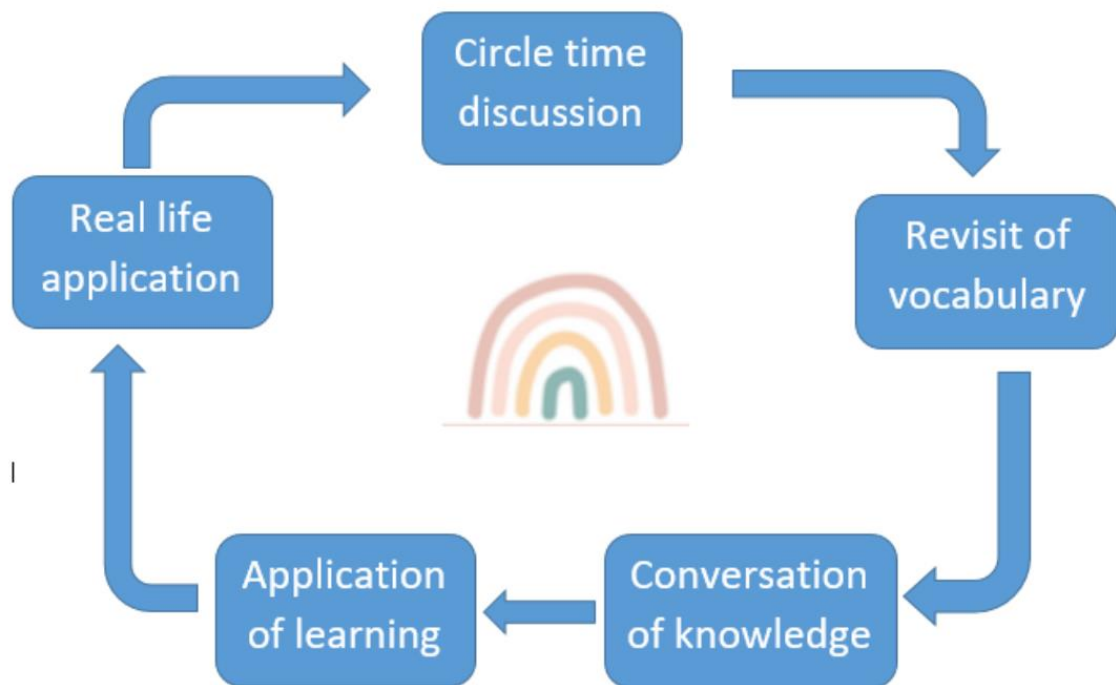
Citizenship

Skills A Shirley School Citizen Will Use...

As well as having four main concepts within our PSHE curriculum, each topic allows for children to apply three skills to develop their understanding of personal, social and health education.

Our three key skills are:

- Acquire;
- Reflect;
- Responding.



These three skills are explicitly taught throughout our PSHE curriculum, starting in Year R all the way through to Year 2. Our skills weave throughout our PSHE curriculum at Shirley Infants and interrelate with one another to support children's understanding.

Acquiring

As a Shirley Citizen, children are supported in acquiring new vocabulary and skills. Staff at Shirley Infants recognise the importance of children acquiring a range of skills which contribute to the whole child. We enable children to do so, by building in opportunities for children to develop their conversation using their knowledge with key vocabulary being well embedded. This allows children to:

- To develop children's ability to accept responsibility for their own safety;
- To develop children's vocabulary and their understanding of the different emotions;
- To develop children's vocabulary and understanding towards other's emotions;
- To develop children's understanding of how to keep their mind and body healthy and lead a healthy lifestyle to support their health and wellbeing.

Reflect

Children are given a wide range of opportunities to reflect in each topic. This can be seen through numerous approaches:

- High quality texts
- P4C
- Scenarios
- Visitors
- Restorative practise
- Behaviour and relationship policy

Through these approaches we strive for this reflection to help children appreciate themselves as unique individuals and to help them understand their responsibilities, rights and duties in our community. At Shirley Infant School we aim to develop the whole child, not only in terms of academic ability and progress but in respect of their emotional, spiritual, social, health and physical development.

Responding

At Shirley Infant School, we pride ourselves on encouraging children to show their understanding of a topic. Children are given time to:

- work and play cooperatively, taking turns with others;
- take account of one another's ideas about how to organise their activity or game;
- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children;
- enable children to make informed choices about all areas of their behaviour and to understand the good and not so good consequences of their actions and their behaviours;
- To help children appreciate themselves as unique individuals and to help them understand their responsibilities, rights and duties in our community.

OBJECTIVES TO BE ACHIEVED BY END OF KS1

- To enable children to deal with real situations that arises now and in the future through exploring attitudes and feelings.
- To encourage children to value themselves as individuals, and to be aware of their effect on others whilst respecting similarities and differences between people.
- To enhance the quality of their lives by showing them how to acquire accurate information so that they can make informed decisions regarding their physical, mental and social well-being both online and in the real world.
- To develop a caring, thoughtful disposition.
- To encourage and support children and adults in their development as individuals and members of the school and wider community.
- To ensure children know who to turn to when they feel under pressure.
- To ensure children are aware of how to keep themselves safe in the following contexts: road safety, medicines (things we put into and onto our bodies), stranger danger, online safety, water safety, staying safe at home, as well as who they can talk to about this.
- To use and model the rights respecting language and behaviour.
- To develop a school where children and adults use the values and language of the CRC to help them become rights-respecting global citizens.
- To ensure staff in the school recognise their responsibility to model rights respecting language and behaviour and put them into practice in every aspects of the life of the school, from how the school is run and the extent to which pupils are involved in this, to what is taught and how pupils and teachers relate to each other.

- To encourage and support children and staff to resolve conflict in a restorative and reflective manner.

EDUCATION PROGRAMS USED TO INFORM PLANNING

- OFSTED Research Paper;
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/989293/Relationships_Education_RSE_and_Health_Education_Ipsos_Mori_research_report.pdf
- National Curriculum
- Development Matters 2021
- PSHE Association
- Jenny Mosely Consultancies: Quality Circle Time

TOPIC OVERVIEW

Autumn 1 - New Beginnings

Autumn 2 - Getting on and falling out

Spring 2 - Going for goals

Spring 2 - Looking after me

Summer 1 - Relationships

Summer 2 - Changes

KNOWLEDGE PROGRESSION

	Year R		Year 1		Year 2	
	Knowledge	Disciplinary knowledge	Knowledge	Disciplinary knowledge	Knowledge	Disciplinary knowledge
Autumn 1 New Beginnings	<p>I know that my classroom is a safe place.</p> <p>I know that I have adults who I can trust.</p>	<p>I know how to use the classroom and the adults to keep me safe.</p> <p>I know how to approach new adults.</p>	<p>I know that my classroom is a safe place.</p> <p>I know that I have a new environment to take care of.</p> <p>I know that the class charter is to ensure the classroom is a fair place.</p>	<p>I know how to use my classroom and the areas.</p> <p>I know how to approach an adult if I feel someone is not adhering to the class charter.</p> <p>I know how to make the classroom a fair place.</p>	<p>I know that I should have respect for myself and others.</p> <p>I know that as a class we have shared responsibilities.</p> <p>I know that to calm myself down I have different strategies to choose from.</p>	<p>I know how to follow the class charter and encourage other children to follow.</p> <p>I know how to look after the class environment.</p> <p>I know how to self-regulate with a strategy that is appropriate for me.</p>
Autumn 2 Getting on and falling out	<p>I know that there are similarities and differences between us.</p> <p>I know that cooperation is important.</p>	<p>I know how to name things that are special about me.</p> <p>I know how to take turns.</p>	<p>I know that friends fall out.</p> <p>I know that being different from each other is what makes us special.</p> <p>I know that there are different strategies to solve a problem.</p>	<p>I know how to resolve friendship issues.</p> <p>I know how to name special things about myself and others.</p> <p>I know how to solve problems using restorative practice.</p>	<p>I know that bullying is wrong. I know that there are different strategies in managing hurtful behaviour.</p> <p>I know that friends fall out.</p>	<p>I know how to report bullying and help others.</p> <p>I know how to solve issues with restorative practice.</p>
Spring 1 Goals	<p>I know what a goal is.</p> <p>I know how</p>	<p>I know how to identify something I would like to</p>	<p>I know what a goal is.</p> <p>I know what a</p>	<p>I know how to name an goal which is personal to</p>	<p>I know what an aspiration is.</p>	<p>I know how to name an aspiration which is</p>

	to reach a goal.	get better at. I know how to plan out steps to reach my goal.	realistic goal is. I know what a job is and why we need one.	me. I know how to reach a goal within a frame of time.	I know how to achieve a short-term and long-term goal. I know barriers I may have to overcome.	important to me. I know how to plan steps to reach a goal in different amounts of time. I know how to persevere to reach a goal.
Spring 2 Looking after me	I know what germs are. I know what looking after myself means. I know what calming down means.	I know how to wash my hands and brush my teeth. I know how to name a range of emotions. I am beginning to remember strategies to self-regulate.	I know what is a safe and unsafe choice around the home. I know what is healthy and unhealthy. I know that when i feel big emotions I need a strategy to self-regulate.	I know how to keep myself safe at home. I know how to identify healthy food choices. I know how to calm down.	I know that there are items that are safe and unsafe to put in our bodies. I know to keep safe I must know 999. I know a range of strategies to help calm myself down. I know how to help others cope with big emotions.	I know how to keep safe around medication. I know how to respond to emergency situations. I know how to self-regulate. I know how to help others self-regulate.
Summer 1 Relationships	I know that talking to someone will help when I am sad. I know who is important to me. I know how to show I am listening.	I know how to find someone I trust to help. I know how to identify my special people. I know how to listen with looking eyes and responding.	I know who is special to me and why. I know my rights and responsibilities. I know that resolving issues will help in relationships.	I know how to identify special people in my life and understand why they are special. I know how to respect the rights and responsibilities of the class. I know how to use restorative practice to	I know that working and play cooperatively is important for relationships. I know that boys and girls have different sex parts. I know that there are different family units. I know that	I know how to act differently in cooperative play vs. cooperative work. I know how to name the different sex parts. I know how to act sensitively and respect different families. I know how to

				make up with friends/grown ups.	there are stereotypes.	respect a range of different people in society.
Summer 2 Changes	<p>I know that keeping safe at home and outside is important.</p> <p>I know that transition to year 1 might make me feel lots of different emotions.</p>	<p>I know how to apply sun cream in hot weather.</p> <p>I know how to choose a strategy to self-regulate.</p> <p>I know how to talk to and adult or a friend about my feelings.</p>	<p>I know that changes can be planned and unplanned.</p> <p>I know that changes have already happened to me.</p> <p>I know that there are many feelings associated with transition.</p> <p>I know that changes to the environment can help.</p>	<p>I know how unplanned changes may be more surprising and harder to cope with.</p> <p>I know how to use a self-regulation strategy to cope with changes.</p> <p>I know how to name a range of emotions.</p> <p>I know how to talk to someone if I am feeling nervous or worried.</p> <p>I know how to look after the environment.</p>	<p>I know that changes can be planned and unplanned.</p> <p>I know that breaking a habit can be hard.</p> <p>I know that transition is an exciting time for some and a nerve racking time for others.</p> <p>I know that there are big changes to the climate.</p>	<p>I know how unplanned changes may be more surprising and harder to cope with.</p> <p>I know how to break a habit over time.</p> <p>I know how to support myself and others with change.</p> <p>I know how to help the environment with recycling and other methods.</p>

SUBJECT SPECIFIC ENHANCEMENTS

- Well being Wednesday
- Active and Healthy week
- Rights Respecting charter
- Healthy Schools

