

PSHE



SHIRLEY INFANT SCHOOL



1. SUBJECT DESIGN

"The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success."

(Department of Education review of PSHE impact and effective practise, 2019)

By the end of KS1 the PSHE curriculum aims to enable children to deal with real situations that arise now and in the future through exploring attitudes and feelings. It also aims to encourage children to value themselves as individuals, and to be aware of their effect on others whilst respecting similarities and differences between people. This will 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.

(statements taken from the PSHE and relationship education guidance, 2019)

Our pedagogy at Shirley Infant School...

PSHE at Shirley Infants is woven throughout every day interactions and explicit PSHE lessons. We want our children to have a sound understanding of their health and wellbeing and relationships, as well as how others interact around them. This ensures that all children will become a Shirley Citizen!

Our children learn the skills needed to access PSHE through first-hand experiences, direct teaching, as well as using some

appropriate resources, such as books, photographs, videos and visitors to support children's learning. The children have opportunities to develop and embed their understanding through day to day activities and interactions.

Lessons are planned carefully during the year from the National Curriculum and Development Matters to show progression from each year group. When planning where and how we want to teach the different PSHE concepts, we make links between concepts, prior knowledge, and also take into account the current events which are taking place.

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.

Our aim at Shirley Infant School...

The aim of PSHE teaching is to increase the children's knowledge and awareness of themselves and others around them. Here at Shirley Infant School, children are encouraged to reflect, respond and problem solve. We teach children ways of sharing feelings; a range of words to describe feelings, and how to listen to other people and play and work cooperatively. Children learn about different types of families including those that may be different to their own and how to recognise the ways in which we are all unique. Keeping safe is taught explicitly and children learn that household products (including medicine) can be harmful if not used correctly and how to recognise risk in everyday situations and what action to take to minimise harm.

Our PSHE curriculum is taught by the class teacher, who will first revisit prior learning. We return to previous learning, in order for pupils to retrieve knowledge from their long-term memory and build on this, with the introduction of new knowledge. This is through an approach of clear modelling and scaffolding of new concepts. The pupils will then practise applying this knowledge in a group or individual task and have opportunities to deepen their understanding with reasoning and explanation.

2. 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

Healthy 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.

3. TOPIC OVERVIEW

PSHE Subject Overview 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
0	<p><u>New Beginnings</u></p> <p>Children will learn that they belong in a community.</p>	<p><u>Getting on and falling out</u> <u>Anti Bullying Week</u></p> <p>Children will learn about and understand friendship and the best ways of learning together.</p>	<p><u>Going for Goals</u></p> <p>Children will develop their current knowledge of the people who help us and begin to explain how their jobs do this.</p>	<p><u>Looking After Me</u></p> <p>Children will learn that growing up takes a long time and that as humans and animals we need to learn new things.</p>	<p><u>Relationships</u></p> <p>Children will learn to talk about who is special to them and start to give reasons.</p>	<p><u>Changes</u></p> <p>Children will understand the issue of change and gain an understanding of different types of change, positive and negative, and common human responses to it.</p>
1	<p><u>New Beginnings</u></p> <p>Children will develop their knowledge of their feelings and how they affect others.</p>	<p><u>Getting on and falling out</u> <u>Anti Bullying Week</u></p> <p>Children will learn build on respecting each others differences and similarities.</p>	<p><u>Going for Goals</u></p> <p>Children will build on setting themselves a new goal.</p>	<p><u>Looking After Me</u></p> <p>Children will build on their knowledge from year R of growing and recognising our changes. They will explore further their knowledge of personal hygiene.</p>	<p><u>Relationships</u></p> <p>Children will build on their knowledge that families are important for children growing up because they can give love, security and stability.</p>	<p><u>Changes</u></p> <p>Children will understand the issue of change and gain an understanding of different types of change, positive and negative, and common human responses to it.</p>
2	<p><u>New Beginnings</u></p> <p>Children will understand that they belong to a community.</p>	<p><u>Getting on and falling out</u> <u>Anti Bullying Week</u></p> <p>Children will learn about how the choices they can make and recognise the differences between right and wrong.</p>	<p><u>Going for Goals</u></p> <p>Children will build on their skills from Year R and 1. They build on their knowledge of Florence Nightingale and how she achieved her goal.</p>	<p><u>Looking After Me</u></p> <p>Children will learn to identify the differences between males and females focussing on scientific body parts.</p>	<p><u>Relationships</u></p> <p>Children will know that the characteristics of healthy family life is: commitment to each other, protection and care for all, the importance of spending time together and sharing each other's lives.</p>	<p><u>Changes</u></p> <p>Children will build on their knowledge of change from Year and Year 1. They will explore more of the changes that we can not control and the feelings that these evoke.</p>

4. KNOWLEDGE AND 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.</p> <p>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>






















8. SUBJECT SPECIFIC ENHANCEMENTS





- Well being Wednesday
- Active and Healthy week
- Rights Respecting charter
- Healthy Schools
- People Who Help Us topic visitors
- Spa day

- Play Project

Stories used within the planning

	YEAR R	YEAR 1	YEAR 2
	TEXTS	TEXTS	TEXTS
AUTUMN 1 NEW BEGINNINGS	SESSION TWO LET'S GET READY FOR SCHOOL BY JANE PORTER AND CAROLINA RABEI  SESSION 4 OWL BABIES BY MARTIN WADDELL 	GRANDFATHER AND I BY HELEN E BUCKLEY  THE WOLF'S STORY BY BRENDA PARKES  ALL THE COLOURS OF THE EARTH BY SHEILA HAMANAKAAS	SESSION 7 THE GIRLS BY LAUREN ACE AND JENNY LOVLIE  SESSION 6 IT'S A GEORGE THING BY DAVID BEDFORD AND RUSSELL JULIAN 
AUTUMN 2 GETTING ON AND FALLING OUT	SESSION ONE HOPPAMELEON BY PAUL GERAGHTY  SESSION THREE STICK AND STONE BY BETH FERRY AND TOM LICHTENHELD  SESSION 6 LITTLE RED RIDING HOOD	SESSION TWO FROG AND TOAD ARE FRIENDS BY ARNOLD  SESSION FOUR FARMER DUCK BY MARTIN WADDELL  SESSION FIVE THE RAINBOW FISH BY MARCUS PFISTER  SESSION SEVEN READ NO MATTER WHAT BY DEBI GLIORI 	SESSION THREE THE WOLF'S STORY BY BRENDA PARKES  SESSION THREE THE PEA AND THE PRINCESS BY MINI GREY  SESSION SIX FARMER DUCK BY MARTIN WADDELL 
SPRING 1 GOALS	SESSION ONE SUPER ME! 	SESSION TWO GIRAFFES CAN'T DANCE BY GILES ANDREAE  SESSION THREE SALLY JEAN THE BICYCLE 	SESSION ONE HARE AND THE TORTOISE SESSION TWO THE GIANTS GARDEN

	<p>SESSION FOUR MY WOBBLY TOOTH MUST NEVER FALL OUT </p>	<p>QUEEN BY CARI BEST</p> <p>SESSION FIVE THE WOBBLY TOOTH</p> <p>SESSION SIX PROUDEST BLUE </p>	
<p>SPRING 2 LOOKING AFTER ME</p>	<p>SESSION FIVE GEORGIE GRUB – JEANNE WILLIS </p>	<p>SESSION ONE ALL KINDS OF PEOPLE BY EMMA DAMON </p> <p>ELMER BY DAVID MCGEE </p> <p>SESSION TWO WE ARE GOING TO BE PALS BY MARK TEAGUE</p> <p>SESSION FOUR SIX DINNER SID OR DR DOG </p> <p>SESSION FIVE I DON'T WANT TO WASH MY HANDS BY TONY ROSS </p>	<p>SESSION 6 UNCLE BOBBIE'S WEDDING BY SARAH S BRAANING </p>
<p>SUMMER 1 RELATIONS HIPS</p>	<p>SESSION ONE DOGGER BY SHIRLEY HUGHES </p> <p>SESSION TWO GUESS HOW MUCH I LOVE YOU </p> <p>SESSION THREE KATIE MORAG AND THE TIRESOME TED BY MAIRI HEDDERWICK </p> <p>SESSION FOUR SOLO BY PAUL GERAGHTY </p>	<p>SESSION TWO THE GREAT BIG BOOK OF FAMILIES </p> <p>SESSION THREE I'LL ALWAYS LOVE YOU BY HANS WILHELM </p>	<p>SESSION ONE: BADGERS PARTING GIFT </p> <p>SESSION TWO AND TANGO MAKES THREE' </p> <p>SESSION THREE NOTHING BY NICK INKPEN </p> <p>AND THE HUGE BAG OF WORRIES BY VIRGINIA IRONSIDE </p>
<p>SUMMER 2 CHANGES</p>	<p>SESSION 2 HOW WILL I GROW BY MICK MANNING </p>	<p>SESSION ONE BROWN BEARS DREAM BY YUN-YEONG KIM </p>	<p>SESSION TWO CHANGES' ANTHONY BROWNE </p> <p>SESSION FIVE STRICTLY NO ELEPHANTS BY LISA</p>

	<p>SESSION 4 BORIS STARTS SCHOOL BY CARRIE WESTON</p> 	<p>SESSION 4 I AM TOO SMALL FOR SCHOOL CHARLIE AND LOLA</p>  <p>SESSION 6 GEORGE SAVES THE WORLD BY LUNCHTIME BY JO READMAN</p> 	<p>MANTCHEV</p> 
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