

Curriculum Overview: PSHE



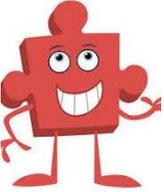
Intent

At Park Hall Infant Academy, we believe that pupils with improved health and wellbeing can achieve better both socially and academically. We believe it is important to create a collaborative, inclusive and industrious working environment in which our children can develop a passion for learning. Our PSHE curriculum aims to develop children's wellbeing and help them grow into active, healthy and responsible members of society. It aims to develop the underpinning qualities and skills that help promote positive behaviours and effective learning. Paying attention to children's personal development in a structured and developmentally appropriate way will not only improve our children's capacity to learn but will ultimately improve their life chances. Our aim is to help children to develop resilience, self-confidence and high self-esteem. We want them to become team workers who can think creatively and critically and successfully manage situations that involve potential risk, conflict or anxiety. Our PSHE curriculum tackles many of the moral, social, cultural, physical and mental issues that are part of growing up. It helps put in place the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online environments. We want our children to understand British values and implement them at an appropriate developmental level in their daily life. We provide our children with opportunities for them to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. We want our children to develop positive personal attributes such as kindness, integrity, generosity and honesty. 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.

Implementation:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>All About Me Seek comfort from familiar adults Express own feelings Separate from main carer Begin to show interest in other's play and join in Begin to share experiences</p> <p><i>Stage 1</i></p>	<p>Journey Into Space Other's feelings Express preferences and interests Turn taking Rules Concern for people they care for Share ideas</p> <p><i>Stage 2</i></p>	<p>A Walk Into The Wild Talk about feelings Aware that some actions can harm others Achieve a goal Appreciate and value praise Form friendships Show confidence in social situations Play with a group – extend play</p> <p><i>Stage 3</i></p>	<p>Once Upon A Time Begin to inhibit own behaviours Begin to show signs of adapting to difference environments Develop sense of belonging and responsibility Share ideas of play with peers Keep play going by responding to others</p> <p><i>Stage 4</i></p>	<p>What is in the garden? Begin to show signs of adaptation to social situations Begin to demonstrate the ability to distract self when upset Become more outgoing with un-familiar people Begin to help and find solutions to conflicts</p> <p><i>Stage 5</i></p>	<p>Little Cloddroppers: A Summer Around the World To be aware of own feelings and know that actions and words can hurt others Understand that wishes cannot always be met Begin to develop appropriate ways of being assertive</p> <p><i>Stage 6</i></p>

<p>Reception</p> 	<p>Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p><i>Stage 1</i></p>	<p>Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p><i>Stage 2</i></p>	<p>Dreams and Goals Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs</p> <p><i>Stage 3</i></p>	<p>Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p><i>Stage 4</i></p>	<p>Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p><i>Stage 5</i></p>	<p>Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p><i>Stage 6</i></p>
<p>Year 1</p> 	<p>Being Me In My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter</p>	<p>Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness</p>	<p>Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between bodies Linking growing and learning Coping with change Transition</p>
<p>Year 2</p> 	<p>Being Me In My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends</p>	<p>Dreams and Goals Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Healthy Me Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines</p>	<p>Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies Assertiveness Preparing for transition</p>

<p>Year 3</p> 	<p>Being Me In My World Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>Other subject links Good to be Green</p>	<p>Celebrating Difference Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Dreams and Goals Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting</p> <p>Other subject links 8 Maths</p>	<p>Healthy Me Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help</p> <p>Other subject links 1 + 2 PE; 5 Computing</p>	<p>Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends</p> <p>Other subject links 3 Computing; 4 A Stars, School Council</p>	<p>Changing Me (RSE) Difference between Adults and Babies Family stereotypes Looking ahead</p> <p>Other subject links 1, Science;</p>
<p>Year 4</p> 	<p>Being Me In My World Becoming a Class Team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our Learning Charter Owning our Learning Charter</p> <p>Other subject links 3. Being school councillor;</p>	<p>Celebrating Difference Judging by appearance Understanding influences Understanding bullying Problem-solving Special Me Celebrating Difference: how we look</p>	<p>Dreams and Goals Hopes and Dreams Broken Dreams Overcoming Disappointment Creating New Dreams Achieving goals We Did It!</p>	<p>Healthy Me My friend and me Group dynamics Smoking Alcohol Healthy Friendships Celebrating inner strength and assertiveness</p> <p>Other subject links 3,4 Science</p>	<p>Relationships Jealousy Love and loss Memories Getting on and falling out Celebrating Relationships with People and Animals</p>	<p>Changing Me (RSE) Being unique Circles of Change Accepting change Looking Ahead</p>
<p>Year 5</p> 	<p>Being Me In My World My year ahead Being a citizen of my country Responsibilities Rewards and consequences Our learning charter Owning our learning charter</p>	<p>Celebrating Difference Different cultures Racism Rumours and name-calling Types of bullying Does money matter? Celebrating differences across the world</p>	<p>Dreams and Goals When I grow up Investigate jobs and careers My dream job: why I want it and the steps to get there Goals and dreams of people in other cultures</p>	<p>Healthy Me Smoking Alcohol Emergency aid Body image My relationship with food Healthy me</p>	<p>Relationships Recognising Me Safety with online communities Being in an online community Online gaming My relationship with technology: screen time</p>	<p>Changing Me (RSE) Self and body-image Looking ahead 1 Looking ahead 2</p>

	Other subject links Picture News	Other subject links 1, 6 RE	How can we support each other? Rallying support Other subject links 5 RE	Other subject links 1,2,6, Science; 6,7 PE	My relationship with technology: staying safe and happy online Other subject links 3,4,5,6, Computing	
Year 6 	Being Me In My World My year ahead Being a global citizen 1 Being a global citizen 2 The learning charter Our learning charter Owning our learning charter	Celebrating Difference Am I normal? Power struggles Why bully? Celebrating difference	Dreams and Goals Personal learning goals Steps to success My dreams for the world Helping to make a difference 1 Helping to make a difference 2 Recognising our achievements	Healthy Me Taking responsibility for my health and well-being Drugs Exploitation Gangs Emotional and mental health Managing stress and pressure Other subject links 2 Science	Relationships What is mental health? My mental health Love and loss Power and control Being Online: Real or fake? Safe or unsafe? Using technology responsibly	Changing Me (RSE) My self-image Real self and ideal self The year ahead

Intended Impact

By the end of EYFS-

We measure the impact and attainment of children through their meeting the Early Learning Goal

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

By the end of KS1 children will -

The PSHE curriculum produces children who:

- live and breathe our school's values and link these to our British Values.
- demonstrate and apply the British Values of Democracy; Tolerance; Mutual respect; Rule of law and Liberty at an age appropriate level of understanding and practice.
- are sociable and interact well with each other and adults.
- are healthy, independent and responsible.
- are able to build healthy and respectful relationships with others.
- appreciate what it means to be a member of a diverse society.
- play a positive role in contributing to school life and the wider community.
- demonstrate a positive outlook towards school with good attendance and behaviour.
- achieve age related expectations across the wider curriculum.

The impact of PSHE is assessed by monitoring change and development in the behaviour and attainment of individuals and groups over time.

Throughout the Early Years Foundation Stage, children are regularly assessed across the strands of PSED (Personal, Social and Emotional Development): Self-Regulation, Managing Self and Building Relationships.

In KS1 teachers assess children's progress in PSHE by making informal judgements based on observations during lessons and completing termly summative assessment trackers which are analysed by the PSHE leader. These assessments inform future lesson planning, individual interventions where necessary and feedback to parents.