

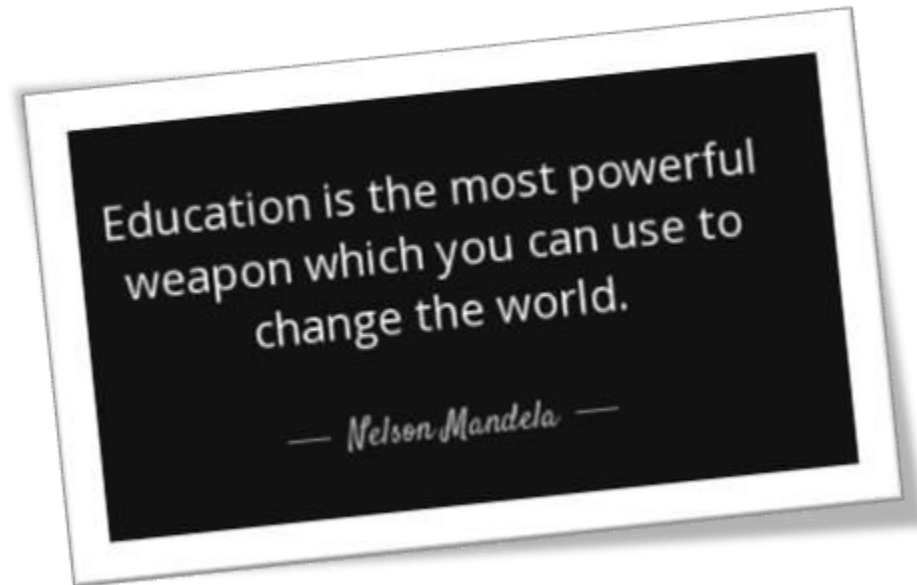
# PSHE

Intent and Implementation

Key Concepts

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# PSHE Intent and Implementation

## Why do we teach PSHE?

Character Education is about development of our children's awareness of themselves as individuals, their role in society as well as their awareness of their own and other physical and emotional wellbeing.

This is primarily taught as part of their personal, social, health and economic lesson, which we feel that this is a vital part of all pupils' education. PSHE is taught to ensure children are developing as well-rounded individual when they leave.

## What is our curriculum aim?

Our PSHE curriculum aims to help pupils understand how to play a positive and successful role within our society, both as a child and as an adult within the future.

We provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to 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.

## How is PSHE taught at Shinfield Infant School ?

- The teaching of PSHE is delivered using the Jigsaw scheme of work from Reception to Year 2. Each half term is different unit. (Bring me in my world, Celebrating differences, Dreams and goals, Healthy me, Relationships and Changing me) The Changing me unit delivers Sex Education appropriate for each year group.



# PSHE Key Concepts



# PSHE Content Spine

|        |  | Autumn   |  | Spring  |   | Summer  |   |
|--------|--|--|--|---|---|---|---|
|        |  | Being Me in My World   | Celebrating Differences  | Dreams and Goals  | Healthy Me  | Relationships   | Changing Me   |
| Year 1 |  | <ul style="list-style-type: none"> <li>• Feeling special and safe.</li> <li>• Being part of a class.</li> <li>• Rights and responsibilities.</li> <li>• Rewards and feeling proud.</li> <li>• Consequences.</li> <li>• Owning the class charter.</li> </ul>  | <ul style="list-style-type: none"> <li>• Similarities and differences.</li> <li>• Understanding bullying.</li> <li>• Making new friends.</li> <li>• Celebrating differences in everyone.</li> </ul>  | <ul style="list-style-type: none"> <li>• Setting goals.</li> <li>• Identifying successes and achievements.</li> <li>• Learning styles.</li> <li>• Working well and celebrating achievement.</li> <li>• Tackling new challenges.</li> <li>• Identifying and overcoming obstacles.</li> <li>• Feelings of success.</li> </ul> | <ul style="list-style-type: none"> <li>• Keeping myself healthy.</li> <li>• Healthier lifestyle choices.</li> <li>• Keeping clean.</li> <li>• Keeping safe.</li> <li>• Medicine safety.</li> <li>• Road safety.</li> <li>• Linking health and happiness.</li> </ul> | <ul style="list-style-type: none"> <li>• Belonging to a family.</li> <li>• Making friends/being a good friend.</li> <li>• Physical contact preferences.</li> <li>• People who help us.</li> <li>• Qualities as a friend .</li> <li>• Self acknowledgement.</li> <li>• Being a good friend to myself.</li> <li>• Celebrating special relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• Life cycles – animals and human.</li> <li>• Changes in me.</li> <li>• Changes since being a baby.</li> <li>• Differences between male and female bodies (correct terminology).</li> <li>• Linking growing and learning.</li> <li>• Coping with change.</li> <li>• Transition.</li> </ul> |
|        |  | <ul style="list-style-type: none"> <li>• Hopes and fears for the year.</li> <li>• Rights and responsibilities.</li> <li>• Rewards and consequences.</li> <li>• Safe and fair learning environment.</li> <li>• Valuing contributions.</li> <li>• Choices.</li> <li>• Recognising feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• Gender stereotypes.</li> <li>• Understanding bullying.</li> <li>• Standing up for yourself and others.</li> <li>• Making new friends.</li> <li>• Gender diversity.</li> <li>• Celebrating differences and remaining friends.</li> </ul> | <ul style="list-style-type: none"> <li>• Achieving realistic goals.</li> <li>• Perseverance.</li> <li>• Learning strengths.</li> <li>• Learning with others.</li> <li>• Group cooperation.</li> <li>• Contributing to and sharing success.</li> </ul>   | <ul style="list-style-type: none"> <li>• Motivation.</li> <li>• Healthier choices.</li> <li>• Relaxation.</li> <li>• Healthy eating and nutrition.</li> <li>• Healthier snacks and sharing food.</li> </ul>   | <ul style="list-style-type: none"> <li>• Different types of family.</li> <li>• Physical contact boundaries.</li> <li>• Friendship and conflict.</li> <li>• Secrets.</li> <li>• Trust and appreciation.</li> <li>• Expressing appreciation for special relationships.</li> </ul>   | <ul style="list-style-type: none"> <li>• Life cycles in nature.</li> <li>• Growing from young to old.</li> <li>• Increasing independence.</li> <li>• Differences in male and female bodies (correct terminology).</li> <li>• Assertiveness.</li> <li>• Preparing for transition.</li> </ul>                                       |

# PSHE Progression Map – Being Me in My World

## Early Learning Goal – PSED Managing Self and 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.**
- **Explain the reasons for rules, know right from wrong and try to behave accordingly**

### Year 1

- Understand the rights and responsibilities as a member of my class.
- Know my views are valued and can contribute to the learning charter.
- Recognise the choices I make and understand the consequences.
- Understand my rights and responsibilities within our learning charter.

### Year 2

- Identify some of my hopes and fears for this year.
- Understand the rights and responsibilities for being a member of my class and school.
- Listen to other people and contribute my own ideas about rewards and consequences.
- Understand how following the learning charter will help me and others learn.
- Recognise how democracy and having a voice benefits the school community.

# PSHE Progression Map – Celebrating Differences

## Early Learning Goal – PSED Building Relationships and Self-Regulation

- **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.**
- **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;**

### Year 1

- Identify similarities between people in my class.
- Explain what bullying is.
- Know some people who I could talk to if I was feeling unhappy or being bullied.
- Know how to make new friends.
- Explain some ways I am different from my friends.

### Year 2

- Start to understand that sometimes people make assumptions about boys and girls (stereotypes).
- Understand that bullying is sometimes about difference.
- Recognise what is right and wrong and know how to look after myself.
- Understand that it is OK to be different from other people and to be friends with them.
- Tell you some ways I am different from my friends.

# PSHE Progression Map – Dreams and Goals

## Early Learning Goal – PSED Managing Self and Self-Regulation

- **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge**
- **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.**

## Year 1

- Set simple goals.
- Set a goal and work out how to achieve it.
- Understand how to work well with a partner.
- Tackle a new challenge and understand this might stretch my learning.
- Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.
- Explain how I felt when I succeeded in a new challenge and how I celebrated it.

## Year 2

- Choose a realistic goal and think about how to achieve it.
- Carry on trying (persevering) even when I find things difficult.
- Recognise who I work well with and who it is more difficult for me to work with.
- Work well in a group.
- Tell you some ways I worked well with my group.
- Know how to share success with other people.

# PSHE Progression Map – Healthy Me

## Early Learning Goal – PSED Managing Self

- **Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.**

## Year 1

- Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.
- Know how to make healthy lifestyle choices.
- Know how to keep myself clean and healthy, and understand how germs cause disease/illness.
- Know that all household products including medicines can be harmful if not used properly.
- Understand that medicines can help me if I feel poorly and I know how to use them safely.
- Know how to keep safe when crossing the road, and about people who can help me to stay safe.
- Explain why I think my body is amazing and can identify some ways to keep it safe and healthy.

## Year 2

- Know what I need to keep my body healthy.
- Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.
- Understand how medicines work in my body and how important it is to use them safely.
- Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
- Make some healthy snacks and explain why they are good for my body.
- Decide which foods to eat to give my body energy.



# PSHE Progression Map – Relationships

## Early Learning Goal – PSED 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.**

### Year 1

- Identify the members of my family and understand that there are lots of different types of families.
- Identify what being a good friend means to me.
- Know appropriate ways of physical contact to greet my friends and know which ways I prefer.
- Know who can help me in my school community.
- Recognise my qualities as person and a friend.
- Explain why I appreciate someone who is special to me..

### Year 2

- Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- Identify some of the things that cause conflict with my friends.
- Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- Recognise and appreciate people who can help me in my family, my school and my community.
- Express my appreciation for the people in my special relationships.

# PSHE Progression Map – Changing Me

## Early Learning Goal – PSED Building Relationships

- **Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.**

### Year 1

- Start to understand the life cycles of animals and humans.
- Tell you some things about me that have changed and some things about me that have stayed the same.
- Tell you how my body has changed since I was a baby.
- Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus.
- Understand that every time I learn something new I change a little bit.
- Tell you about changes that have happened in my life.

### Year 2

- Recognise cycles of life in nature.
- Tell you about the natural process of growing from young to old and understand that this is not in my control.
- Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
- Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina) and appreciate that some parts of my body are private.
- Understand there are different types of touch and can tell you which ones I like and don't like.
- Identify what I am looking forward to when I move to my next class.