

PSHE Statement of Intent

“Why fit in when you were born to stand out”.

Dr Seuss

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 global society. We also ensure links are made between the children’s learning and both British and school values. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life, the wider community and the world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Self-Regulation.</u> (Recognise feelings, talk about my likes, interests and family, verbally express wants and needs, shift attention when interested and select and use own resources) <u>Managing Self</u> (How to stay safe (e.g.: listening to adults); including being a safe pedestrian, begin to manage personal hygiene and begin to follow class routines and rules) <u>Building Relationships</u> (Play alongside other children)		<u>Self-Regulation.</u> (Recognise own and others feelings, begin to plan activities; selecting resources). <u>Managing Self</u> (Increasingly follow class routines and rules, healthy habits including healthy teeth and healthy food. Increasing independence in self-care). <u>Building Relationships</u> (Listen and respond appropriately to peers and adults in play)		<u>Self-Regulation.</u> (Talk about feelings and begin to recognise how own actions can make others feel, set own goals, develop confidence in new situations and with unfamiliar adults) <u>Managing Self</u> (Talk about good sleep routine habits, manage personal hygiene, follow rules and routines understanding why they are important) <u>Building Relationships</u> (Play with one or more children, extending and elaborating play ideas, begin to resolve conflict with others with support and begin to take turns)	
Reception	<u>Self-Regulation.</u> (Recognise feelings, talk about my likes, interests and family, verbally express wants and needs, shift attention when interested and select and use own resources) <u>Managing Self</u> (How to stay safe (e.g.: listening to adults); including being a safe pedestrian, begin to manage		<u>Self-Regulation.</u> (Recognise own and others feelings, begin to plan activities; selecting resources). <u>Managing Self</u> (Increasingly follow class routines and rules, healthy habits including healthy teeth and healthy food. Increasing independence in self-care). <u>Building Relationships</u>		<u>Self-Regulation.</u> (Talk about feelings and begin to recognise how own actions can make others feel, set own goals, develop confidence in new situations and with unfamiliar adults) <u>Managing Self</u>	



	<p>personal hygiene and begin to follow class routines and rules) <u>Building Relationships</u></p> <p>(Play alongside other children)</p>	<p>(Listen and respond appropriately to peers and adults in play)</p>	<p>(Talk about good sleep routine habits, manage personal hygiene, follow rules and routines understanding why they are important) <u>Building Relationships</u></p> <p>(Play with one or more children, extending and elaborating play ideas, begin to resolve conflict with others with support and begin to take turns)</p>	
Year 1	<p>Families and People Who Care for Me (Identify the differences and similarities between people.) (Identify the special people that make a family.)</p>	<p>Respectful Relationships (Understanding of fair and unfair, understanding of kind, unkind, right and wrong, response and action to take when someone is unkind, I know where to find help if being bullied, understanding of people feeling hurt)</p>	<p>Being Safe (Importance of not keeping uncomfortable feeling secrets, judging of which physical contact is acceptable, how information is used and shared online, harmful household products, special people in our community and how they help protect)</p>	<p>Physical Health and Fitness (Time online can limit physical fitness, looking after teeth, what contributes to a healthy meal, staying safe in the sun, reduce sun damage, spread of diseases and how to control)</p>
Year 2	<p>Families and People Who Care for Me (Respect the difference between people, identify how special people can care for one another, family network, attract attention of people when worried.)</p>	<p>Respectful Relationships (Behaviours that affect others, understanding of listening, playing and working co-operatively, understanding of responsibilities and protecting others, understand strategies to resist bullying or teasing, understand online safety rules)</p>	<p>Being Safe (Meaning of privacy, right of privacy, importance of respecting others privacy, responsibility of keeping myself and others safe, reduction of device time, when to answer in a certain way e.g., yes, no, I'll ask/tell)</p>	<p>Physical Health and Fitness (Ways to improve physical health, healthy lifestyles, food and drinks for poor dental health, importance of sleep, responsibility for others health, skills to help prevent spread of disease)</p>
Year 3	<p>Families and People Who Care for Me (Differences in family units, differences in caring, stable relationship being the heart of a happy family, importance of families for love, security and stability)</p>	<p>Respectful Relationships (Importance of friendships in making us feeling safe and secure, listen and respond carefully, recognise and care for others feelings, importance of respect face- to- face and online.)</p>	<p>Being Safe (Right to protect body from unwanted contact, not always right to keep secrets, I know the people who keep me safe, communicate to the people who keep me safe, responsibly using a mobile device, consequence of images online)</p>	<p>Physical Health and Fitness (Taking care of body, mental and physical benefits of an active lifestyle, identify drugs and substances that affect our health, benefits of good oral hygiene and dental flossing, school rules about health)</p>



<p>Year 4</p>	<p>Families and People Who Care for Me (Respecting differences of family units, healthy families support each other, importance of family time)</p>	<p>Respectful Relationships (Respect others and challenge viewpoint, recognise unhealthy relationships, understanding of online identities and how they can be false)</p>	<p>Being Safe (Communicate problems to adults responsible for me, appropriate boundaries, individual bodies, knowledge of why rules and laws are made including school rules)</p>	<p>Physical Health and Fitness (Exercise in daily and weekly routines, benefits of balance eating, effects of smoking, effects of alcohol, importance of sufficient good quality sleep)</p>
<p>Year 5</p>	<p>Families and People Who Care for Me (Understanding of marriage and commitment, feelings of family relationships, different types of families)</p>	<p>Respectful Relationships (Understanding highs and lows in friendships, strategies to resolve disputes, personal boundaries, recognise what constitutes healthy relationships and skills to maintain healthy relationships)</p>	<p>Being Safe (Understanding of how information online can be misinterpreted, pressures in behaving unacceptably can be from many sources, managing request for images, recognise feeling unsafe and having the confidence to report concerns)</p>	<p>Physical Health and Fitness (Risks of inactive lifestyle, influence of food or exercise choices, available substances and damage to health, science relating to immunisation and vaccination, basic medical procedures, body changes in puberty)</p>
<p>Year 6</p>	<p>Families and People Who Care for Me (Advice if family relationships make me feel unhappy, understand how to strengthen and repair friendships, develop strategies to resolve conflict)</p>	<p>Respectful Relationships (Recognise bullying, consequences of certain behaviours, consequence of discrimination, understand how to respond and seek support for certain behaviours)</p>	<p>Being Safe (Media images and reality, critically examine information on social media, know who to talk to if feeling uncomfortable)</p>	<p>Physical Health and Fitness (Illegal and restricted drugs, personal hygiene, germs, where to get help in an emergency, body and emotion changes through puberty)</p>