



Curriculum Intent and Policy

"Building a life-long love of learning in a safe and happy school."

PSHE and SMSC

Principles

Personal, Social and Health Education and Spiritual, Moral, Social and Cultural understanding underpin a child's development and learning here at Loughton Manor First School. We equip each child with skills and strategies to become healthy, independent and responsible members of a society who understand how they are developing personally and socially and give them confidence to tackle 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 society. 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. We feel that by establishing a safe and stimulating environment, it leads to an enriching learning experience and contributes positively to every child's well-being. A child at this school has a clear sense of belonging to an inspiring community with a shared understanding and responsibility for promoting a mutually agreed set of values.

By the time children leave Loughton Manor First School at the age of seven, they will already be equipped with key life skills and strategies which will enable them to form positive relationships and function as a well-rounded member of society.

Children will:

- have a clear understanding of what it means to be healthy physically, emotionally and mentally
- know how to keep themselves and others safe
- be able to form and maintain positive relationships
- be able to understand the difference between right and wrong
- take responsibility for their own behaviour
- have developed a sense of belonging to a community and its values
- be able to show respect for, and sensitivity to, others
- be able to accept change and embrace new challenges
- be equipped with tools to help them restore relationships
- be supported in the development of their self-confidence and self esteem
- understand the importance of respecting and protecting their environment



Progression in PSHE and SMSC

Key Skills

Developing a healthy, safer lifestyle and maintaining a sense of well-being.

Developing good relationships and respecting differences between people.

Living in the wider world and being a responsible person.

Value	Foundation Stage	Year 1	Year 2
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<p><u>Autumn 1 - Happiness</u></p> <p>Happiness is love and peace within us.</p> <p>Happiness is knowing we are loved.</p> <p>Happiness is giving everyone good wishes.</p>	<p>PSHE theme - All About Me</p> <p>Introduce and name our Worry Monsters. Healthy Person assessment.</p> <p>BELONGING</p> <p>I know I belong to my class/group. I know that people in my group/class like me. I like the ways we are all different.</p> <p>I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared.</p> <p>SELF-AWARENESS</p> <p>I can tell you something special about me.</p> <p>UNDERSTANDING RIGHTS & RESPONSIBILITIES</p> <p>I know what to do in my class/setting.</p> <p>SOCIAL SKILLS</p> <p>I can share/take turns in a group. I can join in with other children playing a game.</p> <p>UNDERSTANDING THE FEELINGS OF OTHERS</p> <p>I know how to be kind to people who are new or visiting. I know everyone has feelings.</p> <p>UNDERSTANDING MY FEELINGS</p> <p>I know it's OK to have a feeling but it's not OK to behave in any way we like (if it hurts other people).</p>	<p>PSHE theme - Be Yourself</p> <p>Introduce and name our Worry Monsters. Healthy Person assessment.</p> <p>CREATING A COMMUNITY</p> <p>I know I belong to a community.</p> <p>I can help to make the class a safe and fair place. I can help make the class a good place to learn.</p> <p>I know it's not OK for me or other people to make the class unsafe or unfair.</p> <p>WHAT IF THERE IS A PROBLEM?</p> <p>I know some ways to solve a problem.</p> <p>FOCUS ON FEELINGS</p> <p>I can sometimes tell if people are feeling sad or scared and I know how to make people feel better.</p> <p>CALMING DOWN</p> <p>I know some more ways to calm myself down if I feel scared or upset.</p> <p>SELF-AWARENESS</p> <p>I can tell you how I am the same as and different from my friends. I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I feel good about my strengths.</p>	<p>PSHE theme - Respecting Rights</p> <p>Introduce and name our Worry Monsters. Healthy Person assessment.</p> <p>BUILDING COMMUNITY</p> <p>I know that I belong to a community.</p> <p>I feel safe and content within my class. I know what to do myself to make the classroom a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>I can make my class a good place to learn.</p> <p>EXPLORING FEELINGS</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>CALMING DOWN</p> <p>I know some more ways to calm myself down when I feel scared or upset.</p> <p>WELCOMING OTHERS</p> <p>I know how to make someone feel welcome.</p> <p>WHAT IF THERE IS A PROBLEM?</p> <p>I know some ways to solve a problem and use restorative practice to restore a relationship.</p>
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**ME AND THE PEOPLE
AROUND ME**

How do they know I'm me?
Who are the people I meet
each day? How do I recognise
them? How do people know I
am growing? What new
things can I do?

**ME, MY COMMUNITY AND
ENVIRONMENT**

New people, new places and
new things to do – where do I
go now I am older? What
words do we use to describe
our feelings; who do we meet
in new situations?

Understanding rules – why we
have rules in school; different
types of rules. How my
behaviour affects others. –
what I do and say has an
impact on other people; What
I don't do or say also has an
impact on other people.

**ME, MY COMMUNITY AND
ENVIRONMENT**

Understanding communities – people in
my community; our school as a
community; how do we communicate?

Different communities – where do I fit
in? – my class and school community;
empathy; awareness of being in or
excluded from a group; My environment
– importance of caring for our
environment; group responsibility;
planning for change

<p><u>Autumn 2 - Respect</u></p> <p>Respect is knowing that we are unique and valued.</p> <p>Respect is liking who we are.</p> <p>Respect is listening to others.</p>	<p>One World Week</p> <p>PSHE theme - Family Celebrations</p> <p>GETTING ON AND FALLING OUT FRIENDSHIP</p> <p>I can play with other children because I know how to be friendly. I can say sorry when I have been unkind.</p> <p>WORKING TOGETHER</p> <p>I can work in a group with other children. I can take turns when I play a game and I can share a toy. I can wait for my turn to say something in the classroom. I can ask for help when I am stuck.</p> <p>ME AND MY RELATIONSHIPS</p> <p>Special people – What do I treasure most? How am I special? Who are my special people?</p> <p>Friends – who are my friends? Can grown-ups be my friends? Can a pet be a friend?</p>	<p>One World Week</p> <p>PSHE theme - It's My Body</p> <p>GETTING ON AND FALLING OUT LISTENING WELL</p> <p>I can listen well to other people when they are talking.</p> <p>ME, MY FAMILY AND FRIENDS</p> <p>When I feel lost, teased or lonely – dealing positively with feelings and situations, asking for help, who is a 'safe' person?</p>	<p>One World Week</p> <p>PSHE theme - VIPs</p> <p>GETTING ON AND FALLING OUT FRIENDSHIP AND COMPLIMENTS</p> <p>I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.</p> <p>SEEING ANOTHER POINT OF VIEW</p> <p>I know that people don't always see things in the same way. I can see things from someone else's point of view and I can use this ability to make a conflict situation better.</p> <p>ME, MY FAMILY AND FRIENDS</p> <p>What all humans do – recognising outward differences in people; humans share features of physical growth; our behaviour has an impact on other people. How it feels to be someone else – empathy for someone's situation and feelings; recognising critical moments; seeing alternative possible outcomes to solutions</p>
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GETTING ON AND FALLING OUT MANAGING FEELINGS - ANGER

I can express my feelings when I am angry. I can make myself better when I am angry.

RESOLVING CONFLICT

I can make friends again when I have fallen out with a friend. I can think of ways to sort things out when we don't agree.

UNDERSTANDING MY FEELINGS

I can tell when I am feeling angry and when other people are angry.

ME AND MY RELATIONSHIPS

Feelings – how can I tell how people are feeling? How do I feel when I lose something?
Memories – what makes things grow? What makes me grow? What do I remember about being born and growing? Special places – where are my special places?

GETTING ON AND FALLING OUT FRIENDSHIP, GETTING ANGRY AND FALLING OUT

I know when I am starting to feel angry. I know what happens on the inside and outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry.

FRIENDSHIP AND MAKING UP

I know how to make up with a friend when we have fallen out. I can use peaceful problem-solving to sort things out so other people feel OK.

ME, MY FAMILY AND FRIENDS

Finding solutions to friendship problems – seeing another person's point of view; decision making, outcomes, best solutions, assertive behaviour

Dealing with pressure from friends – Recognising the difference between requests from friends for help or to share and pressure to do wrong; learning to tell friends 'don't ask me to do that;' being assertive.

GETTING ON AND FALLING OUT MANAGING ANGER

I know that sometimes anger builds up and that I can be overwhelmed by my feelings.

WORKING TOGETHER

I can decide with my group about how well we have worked together.

ME, MY FAMILY AND FRIENDS

How can you know what makes me 'me'?

Using imagination; working together; respecting others choices and feelings; recognising each person's uniqueness

<p>Spring 1 – Kindness</p> <p>Kindness is showing appreciation of others and ourselves.</p> <p>Kindness is making others feel valued and loved.</p> <p>Kindness is showing care and concern for our community and environment.</p>	<p>PSHE theme - Adventures</p> <p>GOOD TO BE ME FEELING GOOD ABOUT MYSELF</p> <p>I can say and show you when I am feeling happy. I can tell you things I like and don't like doing.</p> <p>KEEPING MYSELF SAFE</p> <p>Feelings – What do I think I have to keep safe from? How do I think I keep safe? What is good about my home? Am I warm, fed and happy? How do accidents happen? What are the rules at home? Where have I been? Who was with me? Where do I live? What should I do if I get lost? How do I get help? What should I not do? How can I ask for help? Outdoor play. Where do I go with my family & friends? What do I need to practise? How do accidents happen? What is good about staying with what I know and where I am known?</p>	<p>PSHE theme - TEAMS</p> <p>GOOD TO BE ME OUR GIFTS AND TALENTS</p> <p>I can tell you something that makes me proud. I can tell you about my gifts and talents. I can tell when I am feeling proud.</p> <p>I can help another person feel proud. I can use the problem solving process.</p> <p>ME AND LOOKING AFTER MYSELF</p> <p>What I do to keep myself healthy. Awareness of growing responsibility. Listening, speaking & interpreting instructions. Working in imaginary situations. What others do to my body to keep me healthy? Recognising growing responsibility. Understanding my role in my physical well-being. Recognising the role of family, school, doctors, dentists and others in this team. Listening to, giving and sharing their views.</p>	<p>PSHE theme - Think Positive</p> <p>GOOD TO BE ME FEELING GOOD ABOUT MYSELF</p> <p>I can tell you the things I am good at and those things I find more difficult. I know when and how I learn best.</p> <p>RELAXED</p> <p>I can show or tell you what relaxed means and I know what this feels like. I can be still and quiet and relax my body. I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak or strong.</p> <p>KEEPING MYSELF SAFE</p> <p>Keeping my feelings safe. Recognising feelings can get hurt. Dealing with hurt feelings. Empathy with other people's feelings.</p> <p>Accidents and aftermath. Understanding the fragility of bones, especially the skull. Recognising personal responsibility. Comparing & challenging views.</p>
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Kindness week

**GOOD TO BE ME
UNDERSTANDING MY
FEELINGS – HAPPY, PROUD**

I can tell or show what feeling proud looks like and say how this feels.

STANDING UP FOR MYSELF

I can express my needs. I can stand up for my own rights without hurting others.

KEEPING MYSELF SAFE

Who are my special people? How do they make me feel safe and happy? How do we make each other upset, cross happy or worried? Which people make me feel unsafe? How do I find someone safe to help me? Who has the job of keeping me safe? What is my job?

What is real and what is pretend? Do I always have to keep secrets? Which secrets are good & which are bad? Who can I ask for help? If I tell, will I get into trouble?

Kindness week

**GOOD TO BE ME ANXIETY
AND WORRYING**

I can tell when I am feeling worried or anxious. I can explain some things that help me stop worrying.

**ME AND LOOKING AFTER
MYSELF**

People who keep me and places healthy and safe.

School is kept clean by a team of people, including themselves. Relationship of the school to the community. Impact of a healthy environment on everyone.

Kindness week

GOOD TO BE ME ASSERTIVENESS

I can tell when it is right to stand up for myself. I know how to stand up for myself. I can tell when I am being impulsive and when I am thinking things through. I can change my behaviour if I stop and think about what I am doing.

KEEPING MYSELF SAFE

Keeping safe skills – wherever you go. Key skills for keeping safe whatever the situation. Recognising personal responsibility. Understanding feelings can be hurt as well as bodies.

<p>Spring 2 - Honesty</p> <p>Honesty is telling the truth.</p> <p>Honesty is trust.</p> <p>Honesty is being true to ourselves and others.</p>	<p>Mother's Day Assembly</p> <p>PSHE theme - Go Wild</p> <p>GOING FOR GOALS! KNOWING MYSELF</p> <p>I know we are all good at different things. I can say what I am going to do next. I can tell you what I like doing and learning. I can tell you what I have done and the things that worked well.</p> <p>MEDICINES AND DRUGS</p> <p>What goes onto my body? Who puts it there? (e.g. soap, water, ointment, paint, sun, clothing..)</p> <p>What goes into my body? Who puts it there? (e.g. food, drink, medicines, air, smells, etc) How does it get in? How does it make me feel? Where do I think it goes?</p>	<p>Mother's Day Assembly</p> <p>PSHE theme - Aiming High</p> <p>GOING FOR GOALS! KNOWING MYSELF</p> <p>I know we learn in different ways.</p> <p>SETTING OUR GOALS</p> <p>I can choose a realistic goal. I can break down a goal into small steps. I can tell you some of my strengths as a learner. I can resist distractions. I can learn from my successes. I can tell you how I learn best. I can predict and understand the consequences of reaching my goal.</p> <p>ME, MY COMMUNITY AND ENVIRONMENT</p> <p>Recognising what you would like to do, will soon be able to do & need to practise. Applying early concepts of setting targets & being 'on target.'</p> <p>Understanding rules – making it a good day. Reasons for rules in school, differentiating between rules to prevent physical harm, rules of fairness and concern for others.</p>	<p>Mother's Day Assembly</p> <p>PSHE theme - Growing Up</p> <p>GOING FOR GOALS! KNOWING HOW I LEARN BEST</p> <p>I can tell you how I learn best. I can learn from my successes.</p> <p>SETTING OUR GOALS</p> <p>I can say what I want to happen when there is a problem (set a goal). I can break a goal down into small steps. I can choose a realistic goal.</p> <p>ME, MY FAMILY AND FRIENDS</p> <p>What special means to me. Understanding relationships between self & people you think of as special. Our behaviour impacts on relationships. Valuing friends & all involved in the school day. Extending the language of feelings. Listening skills.</p>
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GOING FOR GOALS! MY GOAL IS...

I can set a goal for myself. I can focus my attention. I can concentrate on what I am doing. I can tell you what I want to achieve and how I am going to do so.

KEEPING GOING

I can work to reach my goal. I know that working hard is important to reaching my goal.

MEDICINES AND DRUGS

Who & what helps me get better when I'm ill? Where do the people and the medicines come from to make me feel better? Where do we go to find them? Why must we be careful with medicines?

GOING FOR GOALS! THE PROBLEM SOLVING-PROCESS

I can say what I want to happen when there is a problem (set a goal). I can think of lots of different ideas or solutions. I can predict and understand the consequences of my solutions or ideas. I can choose a realistic goal.

ME, MY COMMUNITY AND ENVIRONMENT

Others' needs and my role. Role playing imaginary situations - recognising needs of less fortunate children, suggesting practical solutions, seeing another's perspective.

GOING FOR GOALS! PERSISTENCE

I can spot when I am getting bored or frustrated and I know some ways to overcome these.

PUTTING IT ALL TOGETHER

I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful.

ME, MY FAMILY AND FRIENDS

How our behaviour affects others – what's going on here? Seeing more than one explanation. Finding alternative solutions. Impact of feelings on behaviour. How our behaviour can affect others. Recognising people's rights.

Unhappiness, loss & needing help. Reading other people's body language. Recognising sadness can be hidden. Sharing & learning from others' experiences. Empathy.

<p>Summer 1 – Resilience</p> <p>Resilience is sticking to a task even if it proves difficult.</p> <p>Resilience is showing flexibility.</p> <p>Resilience is the ability to bounce back after coping with challenge.</p>	<p>PSHE theme - On the Move</p> <p>RELATIONSHIPS UNDERSTANDING MY FEELINGS – FAIR AND UNFAIR</p> <p>I can tell you what is fair and unfair. I can tell you what it feels like when things are unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.</p> <p>ME, MY FAMILY AND FRIENDS</p> <p>Empathising, recognising feelings, extending the language of feelings, sharing feelings. Understanding friendships and friendship problems. Recognising the impact of non-friendly acts on feelings and behaviour.</p> <p>Handling strong feelings. When do I feel happy & sad?</p> <p>People’s behaviour has an impact on our feelings. Recognising feelings can be hurt as well as bodies. Exploring and enlarging the language of feelings.</p>	<p>PSHE theme - Britain</p> <p>RELATIONSHIPS PEOPLE WHO ARE IMPORTANT TO US</p> <p>I know the people who are important to me.</p> <p>UNDERSTANDING MY FEELINGS – PROUD AND JEALOUS</p> <p>I can tell you something that has made me jealous. I can feel proud for my friends when they have done something well. I can tell you when I am proud or jealous.</p> <p>ME AND LOOKING AFTER MYSELF</p> <p>Look how I’m growing – recognising evidence of physical changes. Looking back and looking ahead – growth and development patterns. Setting targets. Keeping my body happy and healthy. Recognising people as well as food, exercise etc can all help us be healthy & happy but that we can help too.</p>	<p>PSHE theme - Safety First</p> <p>RELATIONSHIPS UNDERSTANDING OUR FEELINGS – LOVED, CARED FOR</p> <p>I can tell when I feel cared for. I can tell when I love or care for someone.</p> <p>LEAVING HOME</p> <p>I understand that if someone leaves me they will still love me. I understand that people have to make hard choices and sometimes they have no choice.</p> <p>ME AND LOOKING AFTER MYSELF</p> <p>Keeping my skin healthy. Protecting, cleaning, what do we do on hot or cold days? Healthy on the inside. Moving and exercise. How do we give our hearts some exercise? What do our joints, and muscles do and how do we stay strong and supple?</p>
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CHANGES HOW DO WE CHANGE OVER TIME

I can tell you what I can do now that I couldn't do when I started school. I can tell you how I have changed.

HOW DO WE CHANGE OVER TIME

I can remember feelings I have had and why I felt like that. I can sometimes tell you how change makes me feel.

ME AND LOOKING AFTER MYSELF

This is me, I'm healthy. Early concepts of hygiene, feeling happy and feeling healthy.

Concepts of same and different & celebrating differences.

RELATIONSHIPS DEALING WITH OUR HURT FEELINGS WITHOUT HURTING OTHERS

I can understand that being unkind and hurting someone doesn't make me feel better. I can think of ways to make me feel better when I feel hurt without hurting others.

ME AND LOOKING AFTER MYSELF

Balancing the needs of my body. Recognising role self & others have in keeping physical & mental health in balance. Recognising this needs knowledge and practise. My daily health routines.

RELATIONSHIPS IMPORTANT PEOPLE AND THINGS

I can share people I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.

I can tell you how I feel when I lose someone or something I care about.

FEELING LONELY AND FEELING INCLUDED

I can talk about my feelings when I feel alone.

ME AND LOOKING AFTER MYSELF

Eating for health. People eat different foods for different reasons. Understanding the importance of balance in our daily food intake. Recognising eating healthily is part of being healthy now & in the future. Getting ill & getting better. Awareness of the body's ability to tell us when we are unwell. Recognising the body's ability to fight back. Recognising we can help keep ourselves healthy.

<p>Summer 2 – Cooperation</p> <p>Co-operation is helping one another.</p> <p>Co-operation is working together with patience.</p> <p>Co-operation is a collective effort to reach a goal.</p>	<p>PSHE theme - Dinosaurs</p> <p>CHANGES DEALING WITH CHANGE AND MAKING CHANGE HAPPEN</p> <p>When I feel bad I know that it helps to do something different.</p> <p>I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad.</p> <p>I can tell you what I did with my class/group to make the classroom/setting/outdoor area better.</p> <p>ME AND LOOKING AFTER MYSELF</p> <p>What can I do when I'm healthy? Early concepts of impact of exercise on physical and mental well-being. When I'm not so well. Recognising feelings. How can I help myself get better? Sun safety.</p>	<p>PSHE theme - Money Matters</p> <p>CHANGES HOW WE CHANGE OVER TIME</p> <p>I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen by themselves.</p> <p>MAKING CHANGE HAPPEN</p> <p>I know different ways that help me learn to do things. I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time.</p> <p>GROWING UP IN A DRUG USING WORLD MEDICINES AND THEIR USES</p> <p>How medicines can help me get better. Safe use and care of medicines. Role of doctor and pharmacist. Difference between 'over counter' and prescription medicines. Inhalers and who uses them. Final review – what have we learned? Recognising our role in our physical and mental well-being, our support network.</p>	<p>PSHE theme - One World</p> <p>CHANGES CHANGING OUR BEHAVIOUR</p> <p>I can tell you what a habit is and know that it is hard to change one. I know what it means when something isn't your fault.</p> <p>I can tell you about a plan I have made with my class to change something in our school.</p> <p>I can plan to overcome obstacles that might be in the way. I know that I make my own choices about my behaviour.</p> <p>GROWING UP IN A DRUG USING WORLD MEDICINE AND DRUGS</p> <p>Concepts of all medicines are drugs but not all drugs are medicines. Practise standing tall & saying 'NO, not for me' if someone – not a safe person - tries to persuade them to eat, drink, sniff or rub something into them. What else could you do – walk away, tell someone... Smoke, smokers and smoking. Effects of smoke –e.g. bonfire. Drink, drinkers and drinking. Early understanding of alcohol and non-alcohol. Water is essential for our body.</p> <p>Being a positive citizen by keeping healthy, eating a balanced diet, exercising, getting on with people, keeping happy – being good to themselves and to other people.</p>
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Curriculum Map Foundation Stage 1 PSHE and Citizenship SMSC and British Values

Development Matters in the Early Years Foundation Stage states that PSED (Personal, Social and Emotional Development) is a prime area of learning.

There are three areas for development: **Making Relationships**, **Self-confidence and Awareness** and **Managing Feelings and Behaviour**.

Other areas that fit into PSHE are:

Health and Self-care (Physical Development)

People and Communities (Understanding the World)

The World (Understanding the World)

<p><u>Making Relationships Development Statements</u></p> <p><u>30 - 50 months</u></p>	<p><u>Skills</u></p>	<p><u>Coverage</u></p>
<p>They can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.</p> <p>They can initiate play, offering cues to peers to join them.</p> <p>They can keep play going by responding to what others are saying or doing.</p> <p>They demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p>	<p>Develops good relationships with key adults in school</p> <p>Develops relationships with peers in school</p> <p>Help an adult when asked</p> <p>Share toys</p> <p>Enjoys imaginative play</p> <p>Can play a game led by an adult</p>	<p>Teaching of class rules and rewards Autumn 1 (revisited throughout the year)</p> <p>Half termly Values</p> <p>Daily check in sessions</p> <p>Key worker groups</p> <p>Special visitors</p> <p>Role play scenarios throughout the year e.g. Home corner, Doctor's surgery, Restaurant</p> <p>Daily interactions with peers and adults</p> <p>PSED weaves throughout all lessons and all subjects</p> <p>Restorative practice taught strategies</p> <p>Families and Festivals Topic - Autumn 2</p>

<u>Self Confidence and Awareness Development Statements</u> <u>30 - 50 months</u>	<u>Skills</u>	<u>Coverage</u>
<p>They can select and use activities with help.</p> <p>They welcome and value praise for what they have done.</p> <p>They enjoy the responsibility of carrying out small tasks.</p> <p>They are more outgoing towards unfamiliar people and are more confident in new social situations.</p> <p>They are confident to talk to other children when playing, and will communicate freely about their own home and community.</p> <p>They show confidence in asking adults for help.</p>	<p>Come into school happily</p> <p>Will have a go at all activities</p> <p>Say please and thank you</p> <p>Develops good relationships with key adults in school</p> <p>Develops relationships with peers in school</p> <p>Waits for their turn to talk</p> <p>Take turns when playing</p>	<p>Teaching of class rules and rewards Autumn 1 (revisited throughout the year)</p> <p>Half termly Values</p> <p>Daily check in sessions</p> <p>Role play scenarios throughout the year e.g. Home corner, Doctor's surgery, Restaurant</p> <p>Daily interactions with peers and adults</p> <p>PSED weaves throughout all lessons and all subjects</p> <p>Restorative practice taught strategies</p> <p>Families and Festivals topic - Autumn 2</p> <p>Superheroes topic - Summer 1</p>

<u>Managing Feelings and Behaviour Development Statements</u> <u>30 - 50 months</u>	<u>Skills</u>	<u>Coverage</u>

<p>They are aware of their own feelings and they know that some actions and words can hurt others' feelings.</p> <p>They begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>They can usually tolerate delay when needs are not immediately met and they understand that their wishes may not always be met.</p> <p>They can usually adapt their behaviour to different events, social situations and changes in routine.</p>	<p>Tidies away toys and clears away things that have been used</p> <p>Share toys</p> <p>Awareness of daily routines</p> <p>Enjoys being part of the wider aspect of school – assemblies, parties</p> <p>Hang belongings on peg and find their own items</p> <p>Waits for their turn to talk</p> <p>Take turns when playing</p> <p>Is beginning to manage and express feelings</p>	<p>Teaching of class rules and rewards Autumn 1 (revisited throughout the year)</p> <p>Half termly Values</p> <p>Daily check in sessions</p> <p>Restorative practice taught strategies</p> <p>PSED weaves throughout all lessons and all subjects</p> <p>Role play scenarios throughout the year e.g. Home corner, Doctor's surgery, Restaurant</p> <p>Families and Festivals Topic – Autumn 2</p>
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<p><u>Health and Self Care (Physical Development)</u></p> <p><u>30 - 50 months</u></p>	<p><u>Skills</u></p>	<p><u>Coverage</u></p>
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<p>They can tell an adult when they are hungry or tired or when they want to rest and play.</p> <p>They understand that equipment and tools have to be used safely.</p>	<p>Eat with a fork and spoon and trying to use a knife.</p> <p>Pour a drink</p> <p>Try different foods</p> <p>Wash hands independently</p> <p>Go to the toilet independently and is able to wipe themselves clean</p> <p>Know parts of the body</p> <p>Know names of different fruits and vegetables</p> <p>Understand the importance of washing hands, brushing teeth and eating a healthy snack.</p>	<p>Daily snack times and lunchtime routines and expectations</p> <p>PE sessions</p> <p>Outdoor play sessions daily</p> <p>Harvest - Autumn 1</p> <p>Pop to the Shops topic - Spring 1</p> <p>Work bench</p> <p>Use of play equipment - bikes/climbing frame</p> <p>Scissor skills</p> <p>Regular hand washing</p> <p>Toileting routine</p> <p>Write dance routines</p> <p>Scrimbling</p> <p>Nursery rhymes</p>
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<p><u>People and Communities (Understanding the World)</u></p> <p><u>30 - 50 months</u></p>	<p><u>Skills</u></p>	<p><u>Coverage</u></p>
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<p>They show an interest in the lives of people who are familiar to them.</p> <p>They remember and can talk about significant events in their own experience.</p> <p>They recognise and describe special times or events for families or friends.</p> <p>They show interest in different occupations and ways of life.</p> <p>They know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Show an interest in the lives of people around them</p> <p>Beginning to talk about significant events in their lives</p> <p>Talks about similarities and difference to friends</p> <p>Know who they live with</p>	<p>One World Week</p> <p>Diwali Day</p> <p>Autumn 2 Families and Festivals topic</p> <p>Daily keyworker group</p> <p>Spring 1 - Pop to the Shops topic</p> <p>Visit to a café</p>
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<u>The World (Understanding the World)</u>	<u>Skills</u>	<u>Coverage</u>
<u>30 - 50 months</u>		
<p>They comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>They show care and concern for living things and the environment.</p>	<p>Know where they live - town</p> <p>Talk about the daily weather and link to seasons</p>	<p>Spring 1 - Pop to the Shops topic - Pet Shop</p> <p>Visitors brought in pets</p> <p>Spring 1 - Bugtopia</p> <p>Spring Walks</p>

Curriculum Map **Foundation Stage 2** PSHE and Citizenship SMSC and British Values

Development Matters in the Early Years Foundation Stage states that PSED (Personal, Social and Emotional Development) is a prime area of learning in the Foundation Stage.

There are three areas for development: **Making Relationships**, **Self-confidence and Awareness** and **Managing Feelings and Behaviour**.

Other areas that fit into PSHE are:

Health and Self-care (Physical Development)

People and Communities (Understanding the World) and The World (Understanding the World)

<p><u>Making Relationships Development Statements</u></p> <p><u>40 - 60+ months</u></p>	<p><u>Skills</u></p>	<p><u>Coverage</u></p>
<p>They can initiate conversations, attend to and take account of what others say.</p> <p>They can explain their own knowledge and understanding and ask appropriate questions of others.</p> <p>They can take steps to resolve conflicts with other children e.g. finding a compromise.</p> <p><u>EARLY LEARNING GOAL:</u></p> <p>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<p>Awareness of adults within school</p> <p>Knows how to ask an adult for help</p> <p>Will have a go at activities</p> <p>Will offer to help others</p> <p>Say please and thank you and respond to others in conversations</p> <p>Play co-operatively and looks after toys</p> <p>Find resolutions without conflict</p> <p>Is involved in more complex imaginative play with changing roles</p> <p>Plays collaboratively with other children</p> <p>Shows awareness of others</p> <p>Can play a game in a small group of peers</p>	<p>Teaching of class rules and rewards Autumn 1 (revisited throughout the year)</p> <p>Half termly Values taught lessons</p> <p>Daily check in sessions</p> <p>Daily relaxation techniques</p> <p>Yoga</p> <p>Daily mindfulness activities</p> <p>Friend on Friday</p> <p>Star of the Week Assemblies</p> <p>Daily interactions with peers and adults in school</p> <p>Restorative practice taught strategies</p> <p>Role play scenarios throughout the year e.g. Home corner, Doctor's surgery, Restaurant</p> <p>PSED weaves throughout their play, all lessons and all subjects</p> <p>Tiered check in circles each half term</p>

<p><u>Self Confidence and Awareness Development Statements</u></p> <p><u>40 - 60+ months</u></p>	<p><u>Skills</u></p>	<p><u>Coverage</u></p>

They are confident to speak to others about own needs, wants, interests and opinions.

They can describe themselves in positive terms and talk about their abilities.

EARLY LEARNING GOAL:

Children are confident to try new activities, and say why they like some activities more than others.

They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

They say when they do or do not need help.

Comes into school happily
Ask to go to the toilet when needed
Knows how to ask an adult for help
Will have a go at activities
Shows preferences for activities and can say why
Say please and thank you and respond to others in conversations
Shows preferences for activities and can say why

Teaching of class rules and rewards Autumn 1 (revisited throughout the year)
Half termly Values
Daily check in sessions
Daily relaxation techniques
Yoga
Daily mindfulness activities
Friend on Friday
Star of the Week Assemblies
Lunchtime Supervisor Awards
Weekly Show and Tell sessions
Role play scenarios throughout the year e.g. Home corner, Doctor's surgery, Restaurant
PSED weaves throughout their play, all lessons and all subjects
Nativity
Harvest Assembly
Mothers' Day Assembly
Tiered check in circles each half term

<p><u>Managing Feelings and Behaviour Development Statements</u></p> <p><u>40 - 60+ months</u></p>	<p><u>Skills</u></p>	<p><u>Coverage</u></p>
<p>They understand that their own actions affect other people, for example, they become upset or try to comfort another child when they are realise they have upset them.</p> <p>They are aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>They are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><u>EARLY LEARNING GOAL:</u></p> <p>Children talk about how they and others show their feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Knows class rules</p> <p>Can manage and express feelings</p> <p>Can organise themselves in the environment - class, peg, lunchtime</p> <p>I know what to do in my class</p> <p>(Knows daily routines)</p> <p>Will wait their turn and put hands up to talk</p> <p>Will tidy away items safely</p> <p>Ask to go to the toilet when needed but is able to identify times to use the toilet during the day</p>	<p>Teaching of class rules and rewards Autumn 1 (revisited throughout the year)</p> <p>Teaching school routines Autumn 1 (revisited throughout the year)</p> <p>Half termly Values</p> <p>Daily check in sessions</p> <p>Daily relaxation techniques</p> <p>Yoga</p> <p>Daily mindfulness activities</p> <p>Friend on Friday</p> <p>Star of the Week Assemblies</p> <p>Show and tell sessions weekly</p> <p>Lunchtime Supervisor Awards</p> <p>Role play scenarios throughout the year e.g. Home corner, Doctor's surgery, Restaurant</p> <p>PSED weaves throughout all lessons and all subjects</p> <p>Restorative practice taught strategies</p> <p>Special Assemblies - Nativity</p> <p>Harvest Assembly</p> <p>Mothers' Day Assembly</p> <p>Tiered check in circles each half term</p>

<p><u>Health and Self Care (Physical Development)</u></p> <p><u>40 - 60+ months</u></p>	<p><u>Skills</u></p>	<p><u>Coverage</u></p>
<p>They eat a healthy range of foodstuffs and understand the need for variety in food.</p> <p>They show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>They understand that equipment and tools have to be used safely.</p> <p>They practise some appropriate safety measures without direct supervision.</p> <p>They are beginning to be able to manage risks.</p> <p><u>EARLY LEARNING GOAL:</u></p> <p>Children know the importance for good health of physical exercise and a healthy diet. They can talk about ways to keep health and safe.</p>	<p>Can put coat on independently</p> <p>Uses a knife and fork competently</p> <p>Knows which foods they like/dislike</p> <p>Goes to the toilet independently and is able to wipe themselves clean</p> <p>Understand what P.E. is and why we do it</p> <p>Use apparatus safely</p> <p>Knows names of different fruits and vegetables</p> <p>Knows parts of the body and the senses</p> <p>Knows how to keep healthy - daily exercise, healthy diet, brushing teeth, enough sleep</p>	<p>Healthy Person Assessment - Autumn 1</p> <p>Daily snack times and lunchtime routines and expectations</p> <p>PE sessions and changing for PE</p> <p>Outdoor play sessions daily</p> <p>Harvest - Autumn 1</p> <p>Pop to the Shops topic - Spring 1</p> <p>Work bench</p> <p>Scissor skills (Funky Fingers intervention)</p> <p>Cooking sessions e.g. soup making, pancakes, pizzas for the cafe</p> <p>Regular hand washing</p> <p>Toileting routine</p> <p>Mindful eating</p> <p>Spring 2 Spring Walk</p> <p>Visits from dentist, school nurse, doctor</p>

<p style="text-align: center;"><u>People and Communities</u> (<u>Understanding the World</u>)</p> <p style="text-align: center;"><u>40 - 60+ months</u></p>	<p style="text-align: center;"><u>Skills</u></p>	<p style="text-align: center;"><u>Coverage</u></p>
<p>They enjoy joining in with family customs and routines.</p> <p>EARLY LEARNING GOAL:</p> <p>Children can talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Knows where they live - first line of address, house number, town</p> <p>Shows an interest in the lives of people around them</p> <p>Remembers and talks about significant events in their life</p> <p>Enjoys joining in with family customs</p> <p>Knows some things that make them unique and different to others</p>	<p>Daily check in sessions</p> <p>Friend on Friday</p> <p>Star of the Week Assemblies</p> <p>Show and tell sessions weekly</p> <p>Autumn 2 - One World Week,</p> <p>Diwali Day, Families and Festivals topic</p> <p>Spring 1 - Pop to the Shops topic</p> <p>Cooking sessions e.g. soup making, pancakes, pizzas for the cafe</p> <p>Spring 2 - FS2 Café</p> <p>Special Assemblies - Nativity</p> <p>Harvest Assembly</p> <p>Mothers' Day Assembly</p> <p>Men Behaving Dadly</p> <p>Children In Need</p> <p>Red Nose Day</p> <p>Christmas Jumper Day</p>
<p><u>The World (Understanding the World)</u></p> <p style="text-align: center;"><u>40 - 60+ months</u></p>		

<p>They look closely at similarities, differences, patterns and change.</p>	<p>Knows what happens within each season and how the weather changes</p> <p>Understands the concept of the world and that different people live in different places</p> <p>Identifies similarities and differences in different environments</p>	<p>Autumn 2 - Families and Festivals topic</p> <p>Spring 1 - Pop to the Shops topic - Pet Shop</p> <p>Visitors bring in pets</p> <p>Spring 1 - Going Wild</p> <p>Spring Walks</p> <p>What is the weather like today?</p>
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Subject Map Year 1 PSHE and Citizenship SMSC

The PSHE Association Programme of study is based on three core themes within which there is broad overlap and flexibility.

These are **Health and Wellbeing**, **Relationships** and **Living in the Wider World**.

TERM	THEME	LESSON	OUTCOME
<p>AUTUMN 1</p>	<p>BE YOURSELF</p>	<p>Marvellous Me - I can talk about what makes me special</p> <p>Feelings - I can name some of the different feelings I have and can describe how they feel</p> <p>Things I Like - I can talk about things I like that make me feel happy</p> <p>Uncomfortable Feelings - I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings</p> <p>Changes - I can discuss how change and loss make me feel</p> <p>Speak Up - I can share what I think and feel with confidence</p>	<p>H2, H3, H4, H5</p> <p>R1, R5,</p> <p>L8</p>

<p>AUTUMN</p> <p>2</p>	<p>ITS MY BODY</p>	<p>Lesson 1 My Body, My Business - I know I can choose what happens to my body</p> <p>Lesson 2 Active and Asleep - I can make healthy choices about food and exercise - Science</p> <p>Lesson 3 Happy Healthy Food - I can make healthy choices about food and drink</p> <p>Lesson 4 Clean as a Whistle - I know how to keep my body clean</p> <p>Lesson 5 Can I Eat It? - I know what is safe to eat or drink</p> <p>Lesson 6 I Can Choose - I can choose to keep myself safe</p>	<p>H1, H2, H6, H7, H11, H12, H13, H15</p> <p>R3, R10, R11</p>
<p>SPRING 1</p>	<p>TEAM</p>	<p>Lesson 1 Together Everyone Achieves More - I can talk about the teams I belong to</p> <p>Lesson 2 Listening - I can be a good listener - Check in</p> <p>Lesson 3 Being Kind - I can explain how to be kind and why it is important</p> <p>Lesson 4 Bullying and Teasing - I can talk about unkind behaviour, teasing and bullying</p> <p>Lesson 5 Brilliant Brains - I can explain how to be a positive learner</p> <p>Lesson 6 Make Good Choices - I can identify good and not so good choices</p>	<p>H2, H3</p> <p>R2, R4, R6, R7, R9, R12, R13, R14,</p>

<p>SPRING 2</p>	<p>AIMING HIGH</p>	<p>Lesson 1 Star Qualities - I can think of star qualities I already have and those I would like to develop</p> <p>Lesson 2 Positive Learners - I can explain how a positive learning attitude can help me</p> <p>Lesson 3 Bright Futures - I can talk about jobs that people can do and tell my friends what I want to be when I grow up</p> <p>Lesson 4 Jobs for All - I can understand that it is a person's interests and skills that make them suited to doing a job</p> <p>Lesson 5 Going for Goals - I can think about things I would like to achieve in the future</p> <p>Lesson 6 Looking Forward - I can think about changes that might happen to me and consider how I feel about them</p>	<p>H2, H3, H5, H9 R5, R8</p>
<p>SUMMER 1</p>	<p>BRITAIN</p>	<p>Lesson 1 My School - I can describe ways in which I can help my school community</p> <p>Lesson 2 My Community - I can describe ways that I can be a good neighbour</p> <p>Lesson 3 My Neighbourhood - I can identify things that help and harm my neighbourhood</p> <p>Lesson 4 My Country - I can describe what it is like to live in Britain</p> <p>Lesson 5 British People - I can explore how people living in Britain can be different and how they are the same</p> <p>Lesson 6 What Makes Me Proud of Britain? - I can share my ideas about being British and living in Britain</p>	<p>H2 R2, R5, R8 L1, L3, L4, L5, L9</p>

<p>SUMMER 2</p>	<p>MONEY MATTERS</p>	<p>Lesson 1 Money - I can explain where money comes from and why we need it</p> <p>Lesson 2 Keep It Safe - I can explain how we can keep money safe and why this is important</p> <p>Lesson 3 Save or Spend? - I can explain choices I have about spending money and why it is important to keep track of what I spend</p> <p>Lesson 4 Want or Need? I can explain the difference between things we want and things we need</p> <p>Lesson 5 Look After It - I can explain how I keep my belongings safe and why this is important</p> <p>Lesson 6 Going Shopping - I can explain what happens when we go shopping</p>	<p>L6, L7</p>
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<p><u>Health and Wellbeing Learning Outcomes</u></p>	<p><u>Core Themes and Coverage</u></p>
<p>H1 what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p>Autumn 2 It's My Body</p> <p>Lesson 2 Active and Asleep - I can make healthy choices about food and exercise</p> <p>Lesson 3 Happy Healthy Food - I can make healthy choices about food and drink</p> <p>Lesson 4 Clean as a Whistle - I know how to keep my body clean</p> <p>Lesson 6 I Can Choose - I can choose to keep myself safe</p>

H2 to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

Autumn 1 Team

Lesson 5 Brilliant Brains - I can explain how to be a positive learner

Lesson 6 Make Good Choices - I can identify good and not so good choices

Autumn 2 It's My Body

Lesson 2 Active and Asleep - I can make healthy choices about food and exercise

Lesson 3 Happy Healthy Food - I can make healthy choices about food and drink

Lesson 6 I Can Choose - I can choose to keep myself safe

Spring 1 Britain

Lesson 2 My Community - I can describe ways that I can be a good neighbour

Spring 2 Be Yourself

Lesson 3 Things I Like - I can talk about things I like that make me feel happy

Lesson 6 Speak Up - I can share what I think and feel with confidence

Summer 1 Aiming High

Lesson 2 Positive Learners - I can explain how a positive learning attitude can help me

<p>H3 to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p>	<p>Autumn 1 Team</p> <p>Lesson 5 Brilliant Brains - I can explain how to be a positive learner</p> <p>Spring 2 Be Yourself</p> <p>Lesson 1 Marvellous Me - I can talk about what makes me special</p> <p>Lesson 2 Feelings - I can name some of the different feelings I have and can describe how they feel</p> <p>Summer 1 Aiming High</p> <p>Lesson 1 Star Qualities - I can think of star qualities I already have and those I would like to develop</p> <p>Lesson 2 Positive Learners - I can explain how a positive learning attitude can help me</p> <p>Lesson 3 Bright Futures - I can talk about jobs that people can do and tell my friends what I want to be when I grow up</p> <p>Lesson 5 Going for Goals - I can think about things I would like to achieve in the future</p> <p>Lesson 6 Looking Forward - I can think about changes that might happen to me and consider how I feel about them</p>
<p>H4 about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>Spring 2 Be Yourself</p> <p>Lesson 2 Feelings - I can name some of the different feelings I have and can describe how they feel</p> <p>Lesson 5 Changes - I can discuss how change and loss make me feel</p>
<p>H5 about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>Spring 2 Be Yourself</p> <p>Lesson 5 Changes - I can discuss how change and loss make me feel</p> <p>Summer 1 Aiming High</p> <p>Lesson 6 Looking Forward - I can think about changes that might happen to me and consider how I feel about them</p>
<p>H6 the importance of, and how to, maintain personal hygiene</p>	<p>Autumn 2 It's My Body</p>

	Lesson 4 Clean as a Whistle - I know how to keep my body clean
H7 how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading	Autumn 2 It's My Body Lesson 4 Clean as a Whistle - I know how to keep my body clean
H9 about growing and changing and new opportunities and responsibilities that increasing independence may bring	Summer 1 Aiming High Lesson 1 Star Qualities - I can think of star qualities I already have and those I would like to develop Lesson 3 Bright Futures - I can talk about jobs that people can do and tell my friends what I want to be when I grow up Lesson 5 Going for Goals - I can think about things I would like to achieve in the future
H11 that household products including medicines, can be harmful if not used properly	Autumn 2 It's My Body Lesson 5 Can I Eat It? - I know what is safe to eat or drink
H12 rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety	Autumn 2 It's My Body Lesson 5 Can I Eat It? - I know what is safe to eat or drink
H13 about people who look after them, their family networks, who to go to if they are worried and how to attract their attention	Autumn 2 It's My Body Lesson 1 My Body, My Business - I know I can choose what happens to my body
H15 to recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets	Autumn 2 It's My Body Lesson 1 My Body, My Business - I know I can choose what happens to my body

<u>Relationships Learning Outcomes</u>	<u>Core Themes and Coverage</u>
R1 to communicate their feelings to others, to recognise how others show their feelings and how to respond	<p>Spring 2 Be Yourself</p> <p>Lesson 4 Uncomfortable Feelings - I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings</p>
R2 to recognise that their behaviour can affect other people	<p>Autumn 1 Team</p> <p>Lesson 6 Make Good Choices - I can identify good and not so good choices</p> <p>Spring 1 Britain</p> <p>Lesson 2 My Community - I can describe ways that I can be a good neighbour</p>
R3 the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid	<p>Autumn 2 It's My Body</p> <p>Lesson 1 My Body, My Business - I know I can choose what happens to my body</p>
R4 to recognise what is fair and unfair, kind and unkind, what is right and wrong	<p>Autumn 1 Team</p> <p>Lesson 3 Being Kind - I can explain how to be kind and why it is important</p>

<p>R5 to share their opinions on things that matter to them and explain their views through discussions with one other person, a small group and the whole class</p>	<p>Spring 1 Britain</p> <p>Lesson 4 My Country - I can describe what it is like to live in Britain</p> <p>Lesson 6 What Makes Me Proud of Britain? - I can share my ideas about being British and living in Britain</p> <p>Spring 2 Be Yourself</p> <p>Lesson 4 Uncomfortable Feelings - I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings</p> <p>Lesson 6 Speak Up! - I can share what I think and feel with confidence</p> <p>Summer 1 Aiming High</p> <p>Lesson 4 Jobs for All - I can understand that it is a person's interests and skills that make them suited to doing a job</p>
<p>R6 to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>Autumn 1 Team</p> <p>Lesson 2 Listening - I can be a good listener</p>
<p>R7 to offer constructive support and feedback to others</p>	<p>Autumn 1 Team</p> <p>Lesson 3 Being Kind - I can explain how to be kind and why it is important</p>
<p>R8 to identify and respect the differences and similarities between people</p>	<p>Spring 1 Britain</p> <p>Lesson 5 British People - I can explore how people living in Britain can be different and how they are the same</p> <p>Summer 1 Aiming High</p> <p>Lesson 4 Jobs for All - I can understand that it is a person's interests and skills that make them suited to doing a job</p>
<p>R9 to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>	<p>Autumn 1 Team</p> <p>Lesson 1 Together Everyone Achieves More - I can talk about the teams I belong to</p>
<p>R10 to judge what type of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>Autumn 2 It's My Body</p> <p>Lesson 1 My Body, My Business - I know I can choose what happens to my body</p>

R11 that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	Autumn 2 It's My Body Lesson 1 My Body, My Business - I know I can choose what happens to my body
R12 to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	Autumn 1 Team Lesson 4 Bullying and Teasing - I can talk about unkind behaviour, teasing and bullying
R13 to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	Autumn 1 Team Lesson 4 Bullying and Teasing - I can talk about unkind behaviour, teasing and bullying
R14 strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help	Autumn 1 Team Lesson 4 Bullying and Teasing - I can talk about unkind behaviour, teasing and bullying

<u>Living in the Wider World Learning Outcomes</u>	<u>Core Themes and Coverage</u>
L1 how they can contribute to the life of the classroom and the school	Spring 1 Britain Lesson 1 My School - I can describe ways in which I can help my school community
L2 to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	Autumn 1 Work on class values, class and school rules, class dojos, star of the week assemblies (revisited throughout the year)
L3 that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	Spring 1 Britain Lesson 3 My Neighbourhood - I can identify things that help and harm my neighbourhood Lesson 5 British People - I can explore how people living in Britain can be different and how they are the same

<p>L4 that they belong to different groups and communities such as family and school</p>	<p>Autumn 1 Team</p> <p>Lesson 1</p> <p>Spring 1 Britain</p> <p>Lesson 1 My School - I can describe ways in which I can help my school community</p> <p>Lesson 2 My Community - I can describe ways that I can be a good neighbour</p> <p>Lesson 6 What Makes Me Proud of Britain? - I can share my ideas about being British and living in Britain</p>
<p>L5 what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>Spring 1 Britain</p> <p>Lesson 3 My Neighbourhood - I can identify things that help and harm my neighbourhood</p>
<p>L6 that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p>	<p>Summer 2 Money Matters</p> <p>Lesson 1 Money - I can explain where money comes from and why we need it</p> <p>Lesson 2 Keep It Safe - I can explain how we can keep money safe and why this is important</p> <p>Lesson 3 Save or Spend? - I can explain choices I have about spending money and why it is important to keep track of what I spend</p> <p>Lesson 4 Want or Need? I can explain the difference between things we want and things we need</p> <p>Lesson 5 Look After It - I can explain how I keep my belongings safe and why this is important</p> <p>Lesson 6 Going Shopping - I can explain what happens when we go shopping</p>

<p>L7 about the role money plays in their lives including how to keep it safe , choices about spending and saving money and what influences those choices</p>	<p>Summer 2 Money Matters</p> <p>Lesson 1 Money - I can explain where money comes from and why we need it</p> <p>Lesson 2 Keep It Safe - I can explain how we can keep money safe and why this is important</p> <p>Lesson 3 Save or Spend? - I can explain choices I have about spending money and why it is important to keep track of what I spend</p> <p>Lesson 4 Want or Need? I can explain the difference between things we want and things we need</p> <p>Lesson 5 Look After It - I can explain how I keep my belongings safe and why this is important</p> <p>Lesson 6 Going Shopping - I can explain what happens when we go shopping</p>
<p>L8 ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	<p>Spring 2 Be Yourself</p> <p>Lesson 1 Marvellous Me - I can talk about what makes me special</p> <p>Lesson 3 Things I Like - I can talk about things I like that make me feel happy</p>
<p>L9 ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>Spring 1 Britain</p> <p>Lesson 5 British People - I can explore how people living in Britain can be different and how they are the same</p>

Curriculum Map Year 2 PSHE and Citizenship SMSC

The PSHE Association Programme of study is based on three core themes within which there is broad overlap and flexibility.

These are **Health and Wellbeing**, **Relationships** and **Living in the Wider World**.

TERM	THEME	LESSON	SKILLS
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AUTUMN 1	VIPS	<p>Lesson 1 Who Are Your VIPs? - I can talk about the very important people in my life and explain why they are special</p> <p>Lesson 2 Families - I can describe why families are important</p> <p>Lesson 3 Friends - I can describe what makes someone a good friend</p> <p>Lesson 4 Falling Out - I can describe ways to help work out arguments and disagreements</p> <p>Lesson 5 Working Together - I can cooperate with people to achieve a task</p> <p>Lesson 6 Showing You Care - I can describe how I can show my special people how I care about them and understand why that is important</p>	<p>H2, H13</p> <p>R1, R2, R6, R7, R9, R11, R12, R13, R14</p>
AUTUMN 2	RESPECTING RIGHTS	<p>Lesson 1 Rights - I can talk about what rights are and identify rights that all people share</p> <p>Lesson 2 Protecting Our Rights - I can explain who helps protect our rights</p> <p>Lesson 3 Respecting Others - I can show respect for the rights of others and understand why this is important</p> <p>Lesson 4 Everybody's Different - I can show respect for the differences between people</p> <p>Lesson 5 Is It Fair? - I can understand why it is important to be fair</p> <p>Lesson 6 Taking Part - I can explain why making a positive difference is important</p>	<p>H2, H15</p> <p>R2, R4, R5, R8, R11</p> <p>L1, L3, L4, L9</p>

<p>SPRING 1</p>	<p>THINK POSITIVE</p>	<p>Lesson 1 Think Happy, Feel Happy! - I can understand how happy thoughts can make me feel good</p> <p>Lesson 2 It's Your Choice - I can make good choices and consider the impact of my decisions</p> <p>Lesson 3 Go Getters - I can set myself goals and consider how to achieve them</p> <p>Lesson 4 Let It Out - I can discuss my feelings and opinions with others and cope with difficult emotions</p> <p>Lesson 5 Be Thankful - I can discuss things I am thankful for and focus on what I do have rather than what I don't have.</p> <p>Lesson 6 Be Mindful - I can focus on what is happening now and how I am feeling</p>	<p>H2, H3, H4</p> <p>R2, R4, R5</p>
<p>SPRING 2</p>	<p>GROWING UP</p>	<p>Lesson 1 Our Bodies - I can name the main parts of boys' and girls' bodies</p> <p>Lesson 2 Is It Ok? - I understand how to protect my own and other people's bodies</p> <p>Lesson 3 Pink and Blue - I can understand that we are all different and different people like different things</p> <p>Lesson 4 Look At Me Now! - I can describe how I have changed since I was a baby</p> <p>Lesson 5 Getting Older - I can describe how I will change as I get older</p> <p>Lesson 6 Changes - I can describe things that might change in a person's life and how it might make them feel</p>	<p>H1, H5, H8, H9, H10</p> <p>R8, R10, R11</p> <p>L8</p>

<p>SUMMER 1</p>	<p>SAFETY FIRST</p>	<p>Lesson 1 Keeping Safe - I know how to stay safe and who can help if I feel unsafe</p> <p>Lesson 2 Staying Safe at Home - I know how to stay safe at home</p> <p>Lesson 3 Staying Safe Outside - I know how to stay safe when I am out and about</p> <p>Lesson 4 Staying Safe Online - I can keep myself safe when I use the Internet</p> <p>Lesson 5 The Underwear Rule - I know my body belongs to me and how to keep my body safe</p> <p>Lesson 6 People Who Can Help - I know who to go to if I need help</p>	<p>H11, H12, H13, H14, H15, H16</p> <p>R3, R10</p> <p>L10</p>
<p>SUMMER 2</p>	<p>ONE WORLD</p>	<p>Lesson 1 Families - I can explore family life in different countries and say how it is the same as mine and how it is different</p> <p>Lesson 2 Homes - I can discuss homes and home life from around the world and say how they are the same as mine and how they are different</p> <p>Lesson 3 Schools - I can explain what it is like to go to school in other countries and say how it is the same as or different from my school</p> <p>Lesson 4 Environments - I can explore places where people live which are different from where I live</p> <p>Lesson 5 Resources - I can think about how other people use things from the earth and what problems this can cause</p> <p>Lesson 6 Planet Protectors - I can say why it is important to care for the earth and identify how I can help protect it</p>	<p>R8, R9</p> <p>L3, L5</p>

Health and Wellbeing Learning Outcomes

Core Themes and Coverage

H2 to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

Autumn 1 VIPs

Lesson 4 Falling Out - I can describe ways to work out arguments and disagreements

Spring 1 Respecting Rights

Lesson 2 Protecting Our Rights - I can explain who helps protect our rights

Summer 1 Think Positive

Lesson 1 Think Happy, Feel Happy! - I can understand how happy thoughts can make me feel good

Lesson 2 It's Your Choice - I can make good choices and consider the impact of my decisions

Lesson 6 Be Mindful - I can focus on what is happening now and how I am feeling

H3 to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

Spring 2 Growing Up

Lesson 6 Changes - I can describe things that might change in a person's life and how it might make them feel

Summer 1 Think Positive

Lesson 3 Go Getters - I can set myself goals and consider how to achieve them

<p>H4 about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>Summer 1 Think Positive</p> <p>Lesson 1 Think Happy, Feel Happy! - I can understand how happy thoughts can make me feel good</p> <p>Lesson 2 It's Your Choice - I can make good choices and consider the impact of my decisions</p> <p>Lesson 3 Go Getters - I can set myself goals and consider how to achieve them</p> <p>Lesson 4 Let It Out - I can discuss my feelings and opinions with others and cope with difficult emotions</p> <p>Lesson 5 Be Thankful - I can discuss things I am thankful for and focus on what I do have rather than what I don't have.</p> <p>Lesson 6 Be Mindful - I can focus on what is happening now and how I am feeling</p>
<p>H5 about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>Spring 2 Growing Up</p> <p>Lesson 6 Changes - I can describe things that might change in a person's life and how it might make them feel</p>
<p>H8 about the process of growing from young to old and how people's needs change</p>	<p>Spring 2 Growing Up</p> <p>Lesson 4 Look At Me Now! - I can describe how I have changed since I was a baby</p> <p>Lesson 5 Getting Older - I can describe how I will change as I get older</p>
<p>H9 about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>	<p>Spring 2 Growing Up</p> <p>Lesson 4 Look At Me Now! - I can describe how I have changed since I was a baby</p> <p>Lesson 5 Getting Older - I can describe how I will change as I get older</p>
<p>H10 the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls</p>	<p>Spring 2 Growing Up</p> <p>Lesson 1 Our Bodies - I can name the main parts of boys' and girls' bodies</p>
<p>H11 that household products including medicines, can be harmful if not used properly</p>	<p>Autumn 2 Safety First</p> <p>Lesson 2 Staying Safe at Home - I know how to stay safe at home</p>

<p>H12 rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p>	<p>Autumn 2 Safety First</p> <p>Lesson 2 Staying Safe at Home - I know how to stay safe at home</p> <p>Lesson 3 Staying Safe Outside - I know how to stay safe when I am out and about</p> <p>Lesson 4 Staying Safe Online - I can keep myself safe when I use the Internet</p>
<p>H13 about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p>	<p>Autumn 1 VIPs</p> <p>Lesson 1 Who Are Your VIPs? - I can talk about the very important people in my life and explain why they are special</p> <p>Lesson 2 Families - I can describe why families are important</p> <p>Autumn 2 Safety First</p> <p>Lesson 1 Keeping Safe - I know how to stay safe and who can help if I feel unsafe</p> <p>Lesson 6 People Who Can Help - I know who to go to if I need help</p>
<p>H14 about the ways that pupils can help the people who look after them to more easily protect them</p>	<p>Autumn 2 Safety First</p> <p>Lesson 1 Keeping Safe - I know how to stay safe and who can help if I feel unsafe</p> <p>Lesson 2 Staying Safe at Home - I know how to stay safe at home</p> <p>Lesson 4 Staying Safe Online - I can keep myself safe when I use the Internet</p>

<p>H15 to recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>Autumn 2 Safety First</p> <p>Lesson 1 Keeping Safe - I know how to stay safe and who can help if I feel unsafe</p> <p>Lesson 3 Staying Safe Outside - I know how to stay safe when I am out and about</p> <p>Lesson 6 People Who Can Help - I know who to go to if I need help</p> <p>Spring 1 Respecting Rights</p> <p>Lesson 2 Protecting Our Rights - I can explain who helps protect our rights</p>
<p>H16 what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>Autumn 2 Safety First</p> <p>Lesson 4 Staying Safe Online - I can keep myself safe when I use the Internet</p> <p>Lesson 5 The Underwear Rule - I know my body belongs to me and how to keep my body safe</p>

<p><u>Relationships Learning Outcomes</u></p>	<p><u>Core Themes and Coverage</u></p>
<p>R1 to communicate their feelings to others, to recognise how others show their feelings and how to respond</p>	<p>Autumn 1 VIPs</p> <p>Lesson 3 Friends - I can describe what makes someone a good friend</p> <p>Lesson 6 Showing You Care - I can describe how I can show my special people how I care about them and understand why that is important</p>

<p>R2 to recognise that their behaviour can affect other people</p>	<p>Autumn 1 VIPs</p> <p>Lesson 5 Working Together - I can cooperate with people to achieve a task</p> <p>Spring 1 Respecting Rights</p> <p>Lesson 3 Respecting Others - I can show respect for the rights of others and understand why this is important</p> <p>Summer 1 Think Positive</p> <p>Lesson 2 It's Your Choice - I can make good choices and consider the impact of my decisions</p>
<p>R3 the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p>	<p>Autumn 2 Safety First</p> <p>Lesson 5 The Underwear Rule - I know my body belongs to me and how to keep my body safe</p>
<p>R4 to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>Spring 1 Respecting Rights</p> <p>Lesson 1 Rights - I can talk about what rights are and identify rights that all people share</p> <p>Summer 1 Think Positive</p> <p>Lesson 2 It's Your Choice - I can make good choices and consider the impact of my decisions</p>
<p>R5 to share their opinions on things that matter to them and explain their views through discussions with one other person, a small group and the whole class</p>	<p>Spring 1 Respecting Rights</p> <p>Lesson 2 Protecting Our Rights - I can explain who helps protect our rights</p> <p>Lesson 5 Is It Fair? - I can understand why it is important to be fair</p> <p>Summer 1 Think Positive</p> <p>Lesson 4 Let It Out - I can discuss my feelings and opinions with others and cope with difficult emotions</p> <p>Lesson 5 Be Thankful - I can discuss things I am thankful for and focus on what I do have, rather than what I don't have</p>

<p>R6 to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>Autumn 1 VIPs</p> <p>Lesson 4 Falling Out - I can describe ways to help work out arguments and disagreements</p> <p>Lesson 5 Working Together - I can cooperate with people to achieve a task</p>
<p>R7 to offer constructive support and feedback to others</p>	<p>Autumn 1 VIPs</p> <p>Lesson 3 Friends - I can describe what makes someone a good friend</p> <p>Lesson 6 Showing You Care - I can describe how I can show my special people how I care about them and understand why that is important</p>
<p>R8 to identify and respect the differences and similarities between people</p>	<p>Spring 1 Respecting Rights</p> <p>Lesson 4 Everybody's Different - I can show respect for the differences between people</p> <p>Spring 2 Growing Up</p> <p>Lesson 3 Pink and Blue - I can understand that we are all different and different people like different things</p> <p>Summer 2 One World</p> <p>Lesson 1 Families - I can explore family life in different countries and say how it is the same as mine and how it is different</p> <p>Lesson 2 Homes - I can discuss homes and home life from around the world and say how they are the same as mine and how they are different</p> <p>Lesson 3 Schools - I can explain what it is like to go to school in other countries and say how it is the same as or different from my school</p> <p>Lesson 4 Environments - I can explore places where people live which are different from where I live</p>

<p>R9 to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>	<p>Autumn 1 VIPs</p> <p>Lesson 1 Who are Your VIPs? – I can talk about the very important people in my life and explain why they are special</p> <p>Lesson 2 Families – I can describe why families are important</p> <p>Summer 2 One World</p> <p>Lesson 1 Families – I can explore family life in different countries and say how it is the same as mine and how it is different (ONE WORLD WEEK)</p>
<p>R10 to judge what type of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>Autumn 2 Safety First</p> <p>Lesson 5 The Underwear Rule – I know my body belongs to me and how to keep my body safe</p> <p>Spring 2 Growing Up</p> <p>Lesson 2 Is It Ok? – I understand how to protect my own and other people’s bodies</p>
<p>R11 that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>Autumn 1 VIPs</p> <p>Lesson 4 Falling Out – I can describe ways to help work out arguments and disagreements</p> <p>Spring 1 Respecting Rights</p> <p>Lesson 3 Respecting Others – I can show respect for the rights of others and understand why this is important</p> <p>Spring 2 Growing Up</p> <p>Lesson 2 Is It Ok? – I understand how to protect my own and other people’s bodies</p>
<p>R12 to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>Autumn 1 VIPs</p> <p>Lesson 4 Falling Out – I can describe ways to help work out arguments and disagreements</p>
<p>R13 to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p>	<p>Autumn 1 VIPs</p> <p>Lesson 4 Falling Out – I can describe ways to help work out arguments and disagreements</p>
<p>R14 strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>Autumn 1 VIPs</p> <p>Lesson 4 Falling Out – I can describe ways to help work out arguments and disagreements</p>

<u>Living in the Wider World Learning Outcomes</u>	<u>Core Themes and Coverage</u>
L1 how they can contribute to the life of the classroom and the school	Spring 1 Respecting Rights Lesson 6 Taking Part - I can explain why making a positive difference is important
L2 to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	Work on class values, class and school rules, class dojos, star of the week assemblies

<p>L3 that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p>	<p>Spring 1 Respecting Rights</p> <p>Lesson 1 Rights - I can talk about what rights are and identify rights that all people share</p> <p>Lesson 2 Protecting Our Rights - I can explain who helps protect our rights</p> <p>Lesson 4 Everybody's Different - I can show respect for the differences between people</p> <p>Lesson 5 Is It Fair? - I can understand why it is important to be fair</p> <p>Summer 2 One World</p> <p>Lesson 2 Homes - I can discuss homes and home life from around the world and say how they are the same as mine and how they are different</p> <p>Lesson 3 Schools - I can explain what it is like to go to school in other countries and say how it is the same as or different from my school</p> <p>Lesson 4 Environments - I can explore places where people live which are different from where I live</p> <p>Lesson 5 Resources - I can think about how other people use things from the earth and what problems this can cause</p> <p>Lesson 6 Planet Protectors - I can say why it is important to care for the earth and identify how I can help protect it</p>
<p>L4 that they belong to different groups and communities such as family and school</p>	<p>Spring 1 Respecting Rights</p> <p>Lesson 6 Taking Part - I can explain why making a positive difference is important</p> <p>Summer 2 One World</p> <p>Lesson 1 Families - I can explore family life in different countries and say how it is the same as mine and how it is different</p>

<p>L5 what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>Summer 2 One World</p> <p>Lesson 5 Resources - I can think about how other people use things from the earth and what problems this can cause</p> <p>Lesson 6 Planet Protectors - I can say why it is important to care for the earth and identify how I can help protect it</p>
<p>L8 ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	<p>Spring 2 Growing Up</p> <p>Lesson 3 Pink and Blue - I can understand that we are all different and different people like different things</p>
<p>L9 ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>Spring 1 Respecting Rights</p> <p>Lesson 1 Rights - I can talk about what rights are and identify rights that all people share</p> <p>Lesson 4 Everybody's Different - I can show respect for the differences between people</p> <p>Summer 2 One World</p> <p>Lesson 1 Families - I can explore family life in different countries and say how it is the same as mine and how it is different</p>
<p>L10 about 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need help, including dialling 999 in an emergency</p>	<p>Autumn 2 Safety First</p> <p>Lesson 3 Staying Safe Outside - I know how to stay safe when I am out and about</p> <p>Lesson 6 People Who Can Help - I know who to go to if I need help</p>

Philosophy

The overall atmosphere and type of learning environment created by our school is vital to the personal growth and development of all children.

This part of the “hidden” curriculum is as important as the quality of the teaching and learning that takes place. At Loughton Manor First School, the whole staff share common attitudes and beliefs about the kinds of values and behaviour which are essential to help promote the ethos of the school.

The central element of Personal, Social and Health Education is the development of the child’s self-esteem. It is vital, therefore, that we help children to increase their self-awareness and self-confidence by ensuring that each child has the opportunity to achieve and be successful. In fact, applying personal and social skills is a requirement for good learning.

We acknowledge that the Personal, Social and Health Education Curriculum must take into account the age and maturity of the children. It should present facts in a balanced and objective manner.

We will seek to respond sensitively, appropriately and honestly to children’s questions as they arise.

We support the Milton Keynes Youth Charter and The Children’s Charter and continue to promote all aspects of our Healthy School status.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school will seek to persuade children in need of support to come forward.

Aims of this Policy

To:

- Develop a set of personal values and attitudes and the ability to distinguish between right and wrong
- Develop self esteem
- Develop positive relationships based on respect for themselves and others
- Make informed choices and decisions
- Take responsibility for their own actions
- Develop skills and knowledge to understand personal health and growth
- Develop positive attitudes towards health and healthy eating
- Help them to be responsible and caring citizens
- Develop knowledge, understanding and appreciation of the pupils’ own and different cultures
- Pass on enduring values which help develop pupils’ integrity and autonomy
- Promote equal opportunities and challenge discrimination and stereotyping
- Enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity
- Develop a willingness to act for the benefit of others
- To contribute towards the school’s welcoming and health promoting environment

Content and Organisation

(For overview of curriculum planning, see curriculum maps)

At this stage of children’s development, many personal, social and health issues are best covered through the fostering of close relationships with members of school staff. This enables young

children to feel safe to explore new experiences. Everyday occurrences are used to raise and discuss social and moral issues.

The curriculum content for PSHE and citizenship follows the PSHE framework and Citizenship curriculum and is delivered via a scheme devised by Twinkl. It can be grouped into the following headings:

1. Health and Well-Being
2. Relationships
3. Living in the Wider World

It is likely that sensitive and controversial issues will need to be addressed from time to time whether they arise incidentally or as part of a planned programme of work. Children should be given the opportunities to consider such issues in order that they may make an informed decision on their own standpoint.

Two aspects of the personal, social and health programme need particular sensitive and careful handling by teachers, not only in their approach with children but in their involvement of parents. These are the school's policies on Drug Education and Sex and Relationship Education.

At Loughton Manor First School, the PSHE and Citizenship programme is delivered in a number of ways:

- Through assemblies in accordance with planned whole school themes (see Appendix A)
- As taught lessons weekly
- As separately one off timetabled sessions, e.g. visits by the community police and dental service
- By means of class "circle time" and/or group discussions feeding into School Council meetings and assemblies
- By role-play and educational games
- Imaginative writing
- Use of ICT
- Research
- "Talking Lessons"
- Playground friend initiatives
- Protective Behaviours
- 10 minutes allocated time daily for Relax Kids meditation time for KS1 and FS.
- The specialist Kaleidoscope Room being used to promote self-esteem and work with individuals and small groups
- Daily check-in circle and weekly check-out circle as part of a Restorative Practice initiative
- Half termly tiered check in circles to include the whole school community
- Half-termly values input linked to each value

Mindfulness

In response to the rise in mental health issues, LMFS have introduced a mindful colouring club, yoga club, a daily session of Relax Kids and a value for each half term to equip children and staff with strategies to help them relax and cope with the day to day stresses that life may bring.

Resources

Visits and Visitors

Visitors play an important part in the PSHE and Citizenship programme in the school. Experts in particular areas are used not only for their specialist knowledge, but also to encourage pupils to see the relevance of the subject to life outside school.

When taking children on educational visits, staff follow the guidelines in the school's Health and Safety Policy and School Visits Policy.

All parties involved in work with children and pupils at this school should be made aware of the school Confidentiality and Safeguarding Policies.

Roles and Responsibilities

The PSHE and Citizenship subject manager together with the head teacher and the governing body is responsible for the review of the subject policy. The PSHE and Citizenship subject manager is responsible for resourcing and coordinating the delivery and provision within the school. This includes purchasing suitable books, posters, DVDs, etc., keeping up to date with developments and teaching strategies, and cascading new developments to colleagues in school.

Equal Opportunities

Loughton Manor First School is committed to a policy of equal opportunities for all pupils. PSHE and citizenship is an entitlement for all pupils regardless of their particular beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind. All people working with, or supporting, the children at this school should be made aware of the Equal Opportunities and Race Equality Policies.

Assessment, Recording and Reporting

Within the Science strand 'Life Processes and Living Things', children will learn about their body and how to keep it safe and healthy. This learning and related skills also form part of the PSHE curriculum. Science is regularly assessed in accordance with the school's Assessment, Recording and Reporting Policy. There is a specific assessment of each child's ability to identify things that make us healthy at the start of each year. This is done by the class teacher or teaching assistant. The outcome informs the teacher for aspects of grouping and positioning to aid with future support and allowing the more able to be stretched.

Assessment in PSHE is continual and daily via observation, both visual and auditory, either by the teacher leading, or by supporting teaching assistant. It is these observations that will inform future planning and allow effective and thorough progress tracking.

There are key outcomes for each year group upon which observations are built, in the form of the curriculum statements, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging (working towards), or who are clearly exceeding (greater depth).

In the Foundation Stage a detailed assessment profile is compiled through the year. Personal, Social and Emotional Development is one of the seven Foundation Stage areas of learning and as such children's progress is assessed regularly.

In our annual written reports to parents, at the end of the summer term, class teachers include a personal profile, where comments on pupils' personal and social development are made.

Monitoring and Evaluation

Monitoring and evaluation will be within the remit of the Nurture Team, a curriculum team which meets half termly. Their annual SIP Action Plan will identify aspects for development/improvement that help to support and sustain our high standards. The action plan details aspects to be monitored and evaluated, and identifies the members of staff/governors involved.

Implementation

Further details of timetabling and organization of the PSHE and SMSC Curriculum are to be found in the PSHE Subject Policy

Key implementation principles are:

- Daily check in circles for FS2, Yr 1, Yr 2
- Daily key worker groups FS1
- Planned PSHE/Values lessons each week
- FS2 Friend on Friday
- Star of the week Celebration Assemblies
- School council elections and meetings
- Themed Cultural days
- Regular Restorative Practice conversations
- Weekly assemblies
- Whole school vertically grouped check in circles
- Performances: a minimum of Harvest Assembly, Family Carol Concert and Mother's Day Assembly, Nativities FS1 and FS2; End of term performances, Spring (Yr 1), Summer (Yr 2) Leavers' Celebration

Differentiation and Inclusion.

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident pupils or an adult to enable participation.

Some children with SEND will participate with the support of a 1:1 adult, who gauges the appropriateness of the activity and modifies as needed.

Opportunities for children to lead and develop ideas will contribute to the extension for more able children.



FS2 Assessment – Outcome Statements for PSHE/SMSC (PSED)

FS2 Class _____ Transfer information for Yr 1 teacher

Number of children in class _____

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See below notes for children who are working towards the expected standard and those who are working at greater depth. (Put in brackets if they are SEN/EAL/PP)

I am a Foundation Stage 2 child.

Self-Regulation

I can...

- Show an understanding of my own feelings and those of others
- Begin to regulate my behaviour accordingly
- Can set and work towards simple goals
- Being able to wait for what I want
- Control my immediate impulses when appropriate
- Give focused attention to what the teacher says
- Respond appropriately even when engaged in an activity
- Show an ability to follow instructions involving several ideas or actions

Managing Self

I can...

- Confidently try new activities
- Show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules
- Understand right from wrong and behave accordingly
- Manage my own basic hygiene and personal needs
- Understand the importance of healthy food choices

Building Relationships

I can...

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

Working Towards (names and comments)	Greater Depth (names and comments)



KS1 Assessment – Outcome Statements for PSHE/SMSC

Yr 1 Class _____ Transfer information for Yr 2 teacher
 Number of children in class _____
 Number of SEN _____
 Number of EAL _____
 Number of PP _____

The majority of the class will meet the expected outcomes. See below notes for children who are working towards the expected standard and those who are working at greater depth. (Put in brackets if they are SEN/EAL/PP)

I am a Year 1 child.
Relationships
 I can...

- Identify how someone is feeling
- Say what I am good at
- Express what I like about myself

Health and Wellbeing
 I can...

- Explain how to keep clean
- Name the main parts of my body
- Explain that people grow from young to old

Living in the Wider World
 I can...

- Explain different ways that families should care for one another
- Explain different ways that friends should care for each other

Working Towards (names and comments)	Greater Depth (names and comments)



KS1 Assessment – Outcome Statements for PSHE/SMSC

Year 2 Class _____ Transfer information to KS2

Number of children in class _____

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See below notes for children who are working towards the expected standard and those who are working at greater depth. (Put in brackets if they are SEN/EAL/PP)

I am a Year 2 child.

Relationships

I can...

- Demonstrate that I can manage some feelings in a positive way
- Say what is fair
- Share my views and opinions
- Set simple goals for myself

Health and Wellbeing

I can...

- Make simple choices about how to keep myself healthy
- Talk about the harmful effects of some household products and medicines
- Describe how to keep myself safe in familiar situations

Living in the Wider World

I can...

- Recognise that bullying is wrong
- List some ways to get help if dealing with bullying
- Recognise that my behaviour affects others
- Cooperate with others
- Identify and respect differences and similarities between people

Working Towards (names and comments)	Greater Depth (names and comments)
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