



PSHE at SEC



National Curriculum Objectives

End of Foundation Stage

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

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

Managing Self ELG

Children at the expected level of development will:

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

Building Relationships ELG

Children at the expected level of development will:

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

The PSHE association have set out a programme of study which covers 3 core themes – Health and Wellbeing, Relationships and Living in the Wider World.

CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>	KS2 Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>
Healthy lifestyles (physical wellbeing)	
<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p>

An example of the programme of study for KS1 and KS2

Intent statement

At St Edmund Campion Primary School, we strive to prepare our pupils for the challenges they face emotionally, socially and physically in their everyday lives and in the future. We aim to provide opportunities throughout their school journey for our pupils to develop a good understanding of the world around them and to learn how to cooperate well with, and respect others. We value the diverse society in which we live and promote an appreciation and understanding of this in our pupils. Our curriculum fosters independence of thought and respect for the views of others, which may be different to their own. Children leave our school prepared for the next stage of their education, with the skills they need to operate as responsible, caring citizens who value the world they live in.

Implementation statement

EYFS - In the Foundation Stage, PSHE is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements and the PSED Early Learning Goals.

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught in line with the National Curriculum objectives. Each year group is responsible for the planning and delivery of PSHE lessons. We ensure we cover the strands set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory objectives.

Pupils are taught PSHE in a variety of ways. We use 'PSHE Matters' which is a scheme of work, covering all of the National Curriculum objectives and aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. PSHE is also taught through other subjects, such as science and RE. All children take part in mindfulness sessions which allow children to advance their emotional awareness, concentration and focus.

We aim to offer a broad and balanced range of learning opportunities which make pupils think and reflect on their own thoughts and behaviour and that of the people around them. Links to these themes are developed and are underpinned by everything we do. For example, children's understanding of their rights and responsibilities, is strengthened by the election and work of our school council. Our Eco Team carries out projects which encourage the whole school to be mindful of caring for the environment by monitoring recycling and energy use. Children take ownership of these initiatives and begin to see the difference that small changes can make to the wider world.

Knowledge and skills progression grids

Each strand of the PSHE curriculum has a knowledge and skills progression grid which goes from Foundation Stage to the end of Key Stage 2.

Health and Well Being – Healthy Lifestyles						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<p>Know about foods that support good health</p> <p>Know how physical activity helps us stay healthy</p> <p>Know how to keep safe in the sun and protect skin from sun damage</p>	<p>Know the importance of sleep and know when to take a break from time online</p> <p>Know that medicines can help people stay healthy and about the professionals who help us stay physically healthy</p> <p>Know simple hygiene routines that can stop germs from spreading including hand washing and brushing your teeth</p>	<p>Know the elements of a healthy lifestyle</p> <p>Know about choices that support healthy lifestyles, recognise what can influence this and that habits can have both positive and negative effects</p>	<p>Know what constitutes a healthy diet and the risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>Know about what good physical health means and how regular exercise benefits mental and physical health</p>	<p>Know how sleep contributes to healthy lifestyles and how lack of sleep impacts on the body, feelings, behaviour and the ability to learn</p> <p>Know how bacteria and viruses can affect health, the importance of personal hygiene, as well as how medicines can be used to prevent diseases and allergies</p>	<p>Know the benefits of the internet but knowing the importance of balancing time online with other activities and managing time online</p> <p>Know how and when to seek support, including which safe adults to speak to in and outside school if they are worried about their health</p>

Medium term plan

Prior learning:

- I recognise that I am part of the SEC community and have responsibilities within this (EYFS)
- I can initiate play, offering cues to friends to join me (EYFS)
- I understand that people have different ideas, lives, and opinions and am respectful of this (EYFS)
- Recognising the different groups they belong to (Y1)
- Recognising what makes them special (Y1)
- Identifying ways in which we are all unique (Y1)
- Identifying what they are good at, what they like and dislike (Y1)
- Identifying that everyone has different strengths (Y1)
- Identifying the people who love and care for us (Y1)
- Recognising how to treat themselves and others with respect (Y1)
- Recognising what makes them special (Y1)
- Celebrating the ways in which we are all unique (Y1)

Autumn 1	Objective	Activities	Resources
1	Being me Recognising the ways in which they are the same and different to others.	Provide the children with facts about you. Ask the children to put a thumbs up or thumbs down to indicate if they think the fact is true or false. Get children to play the game with a partner. Children draw a picture of themselves and write 5 amazing facts about themselves (or more if they wish).	
2	Being me Recognising the ways in which they are the same and different to others.	Read the story 'The name jar'. Why did <u>Unhej</u> want to change her name? Why did the children treat <u>Unhej</u> differently? What can we learn from this story? Make a circle and pass around a speaking object. Say my name is ... After each person has said their name everyone claps and smiles. Children are then asked to design their own name poster (model an example). Make a class display and celebrate that each person is different and is special and is part of the class.	The name jar storybook

Within our medium term plans we consider the children's prior learning and how we can build on this during a sequence of lessons.

3	<p>Being me Know about different roles and responsibilities in the community.</p>	<p>Ask the children to think about all the things/people/places in school and their community. What good things are there? What are you proud of? Who in the school/community is special to you? Children draw a picture of something/someone in the school/community that they think needs to be celebrated. Put all the pictures together as a 'School celebration display'.</p>	
4	<p>Difference and Diversity Identifying common features of family life.</p>	<p>Discuss – What makes up a family? Get the children to imagine they are developing a picture to represent their family. What will it look like? Show examples of ideas. Children produce a family portrait, labelling who everyone is.</p>	
5	<p>Difference and Diversity Recognising <u>ways</u> they are the same as, and different to, other people.</p>	<p>Read the storybook 'It's okay to be different'. Introduce phrases that celebrate difference and diversity. Discuss what makes everyone of us special/unique. Children complete 'I am unique because...'</p>	It's okay to be different storybook
6	<p>Difference and Diversity Discussing the strengths/interests someone might need to do different jobs. Different jobs that people they know or people who work in the community do.</p>	<p>Show children a range of pictures of people doing different jobs (ensure there is diversity within the images shared). What would their job involve? Invite people from your community to talk about their jobs. What qualities/skills do we need to do these jobs? Children record these ideas in their books.</p>	Pictures of different jobs

Impact statement

The impact of our PSHE curriculum can be measured by the behaviour, interactions and discussions of our children. Children's learning in this subject area is recorded in a variety of ways. Each child has their own topic book where they can record written work. Children's work may take a more practical form such as a debate or collaborative learning task and these activities are recorded, where appropriate, using photographs. The PSHE coordinator collects examples of work and activities as evidence of the children's learning and the impact of our scheme of work. Book monitoring is also undertaken to ensure that implementation of the long-term plan is effective throughout school.

Through our scheme of work, pupils are given exciting opportunities to learn more about their world and to develop the skills and behaviours that they will need to lead happy and successful lives in an ever-changing world. Pupils show empathy and understanding towards each other and a strong sense of justice and fairness. They understand and can articulate how to stay safe in both the physical world and online. Our children look out for each other and we are extremely proud of the young people that progress from our school at the end of Year 6.

Wider opportunities/Cultural capital

PSHE is an integral part of the whole school curriculum, and is therefore often taught within other subject areas such as RE and science. Visitors, such as the emergency services, complement our PSHE curriculum to offer additional learning and give the children the opportunity to ask questions.



Visit from
MP Ruth Edwards



Visit from a librarian



Visit from the police



Visit from a vet



Mindfulness session



Visit from
health professionals



Visit from the
fire service