



## Rationale

This PSHE curriculum is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of a diverse society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives.

## Intent and Implementation

### Nursery/Reception

PSHE is taught through the Early Learning Goals in both Nursery and Reception PSED

Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable.

They work as part of a group or class to understand and follow the rules. They are taught to adjust their behaviour in different situations and take changes of routine in their stride.

### Nursery

Autumn 1 the children are encouraged to discuss their feelings with their class teacher and their peers - this tends to take place on a daily basis during dedicated circle times. Autumn 2 turn taking and sharing

with each other is focused on. Lessons on making and maintaining friendships and initiating play with their peers. Spring 1 sharing and taking turns continues to form circle time - as well as introducing the children to change and how they may adapt/deal with change. Spring 2 lessons build on looking after others - and introducing empathy to the children, which leads on how they can be a good friend and show they care. Summer 1 the children are encouraged to talk about the things/skills that they are good at and what they enjoy. The children are encouraged to discuss why they think they are particularly good at a certain skill. Summer 2 during circle times children discuss compromising and how this can help them with their friendships in and out of school- roleplay situations are used during these lessons. They will also be prepared for their transition into reception, whether that be in our school or at an alternative Primary school.

### **Reception**

Autumn 1 class, and school routines are introduced to the children early in the term - enabling the children to settle into the structure and setting of their classroom and the wider school. Checking in jars and Golden Rules are explained to the children during this new term. Relationships and New friendships form the basis for work. Children are taught to initiate play and offer cues to their peers to join in with activities. Turn taking and sharing is a skill built upon from the nursery during this time. Linked to the RE topic the children explore stories that focus on caring for the wider world. Autumn 2 focuses on feelings and allows the children to be aware of and to discuss their feelings and explore how certain actions and words can affect others. Good relationships with their peers and familiar adults are encouraged. The children engage in carrying out small tasks. Challenge Cards (part of the reception curriculum) are introduced and explained during this half term. Spring 1 focus is "Being Kind". Children are helped to show confidence in their day to day activities. They are encouraged to ask for help and support from an adult/or peer if they find something a little tricky. The children are helped to understand and deal with their circumstances where their wishes are not immediately being met. Spring 2 Myself and Others - this term the children begin to negotiate and solve problems they may encounter - without aggression. Sharing how they may take steps to resolve conflicts and find a compromise that would best fit the problem is worked on. Summer 1/2. During the last term, the focus is on change and moving on. Children will be taught to adapt their behaviour to different events and changes in routine. The children are encouraged to continue to grow in confidence with talking to others expressing their own wants and needs. Initiating conversations and take account of what others say - and respond accordingly. Transition to year 1 also plays a large role during the Summer 2 half term, with the children meeting their new Year 1 teacher and visiting their classroom regularly.

## **Key Stage 1**

### **Year 1/Year 2**

As recommended by the PSHE Association, our Programme of Study for KS1 is based on the three 'core themes'. Objectives will be covered through a cross curricular approach and some lessons will be taught discreetly though carefully planned lessons each half term. The three core areas are Health and Wellbeing, Relationships and Living in the Wider World.

### **Year 1**

Autumn term 1 looks at Relationships. Recap of school and class rules and a discussion on how they may be different to reception and why and how we can keep ourselves and others safe in school. The class feelings check in board is introduced and how it is used. Any child the teacher may notice on the "sad" feeling section - is discussed during circle time or individually.

The children look at their relationships in their family/school and the wider community. They build on work

done relating to feelings - how to express them and what activities cause us to feel different things. Negative feelings and what may cause them and how to deal with them are investigated. This links to how to be a good friend and the qualities a good friend may have and why it is important to have those qualities and how they may help us in our day to day living. Autumn 2 Health and Well Being. During this half term the work focuses on keeping clean. How we can do this at home with our family and at school. The importance to our well-being and health are included during this discussion. Work is also done on how our body grows and changes, and how these can impact on various stages of life. Similarities and differences form a large part of the discussions and the reasons for our similarities/differences, and respecting these. Spring 1 Relationships. Focus falls on the gifts and the talents the children have. They are encouraged to talk about them and share them with their peers. Discussions on why they feel this is a gift/talent. It is a time to celebrate the individuality and uniqueness of all children. Bullying is covered in depth during this term. What it is and how we can deal with it. Children are encouraged to think about who can help if they feel that they are experiencing unfavourable behaviours from anyone in their life. Tasks looking at Jealousy - what it is, how it feels and how we can deal with it are planned for this half term. Spring 2 Living in the wider world. Money is looked at during this half term. Children are taught values of notes and coins and what money is used for. Handling money and giving change forms part of our maths lessons. Children discuss ways in which they may get money (chores at home, birthdays, etc) and how they can look after their own money. Needs and wants (in our family life - food, house, clothes etc) are all covered during this time. Summer 1 Health and well-being. This half term focuses on our health and staying healthy. Healthy diet/mind and how to achieve that. Discussions on what happens/who helps when we are not feeling so healthy. Hospitals/medicine are discussed, and the dangers associated with medicines if they are not taken or given correctly. Summer 2 Living in the wider world. Co-operation and how to ensure happiness at school and in our homes. How the children can tolerate other opinions and views and how they can deal with conflict. Keeping safe outdoors - at school and at home and the dangers that the children could come across, and how they can ensure they are safe is looked at. Transition to year 2 also plays a large role during the Summer 2 half term, with the children meeting their new Year 2 teacher and visiting their classroom regularly.

## Year 2

*Autumn 1 Relationships (Families and people who care for us) Recap of school and class rules and a discussion on how they may be different to Year 1 and why and how we can keep ourselves and others safe in school. The class feelings check in board is introduced and how it is used. Any child the teacher may notice on the "sad" feeling section - is discussed during circle time or individually. Children work on listening to others and showing respect to their peers. Discussion on how sometimes it can be difficult to accept that maybe someone else is right and listening to opinions and views can inform us. Autumn 2 Health and well-being (Respectful relationships) Discussion on how to maintain physical, mental, and emotional health and well-being. Children are encouraged to think about making good choices for their health and well-being. Basic First aid is covered during this time. The children's contributions to class and school life - and the impact of certain behaviours are also covered in this half term. Spring 1 Living in the wider world (caring friendships). This half term how to use the internet safely is covered. Empowering the children to always inform an adult - either at home or at school if anything seems strange to them while using internet devices. As the world continues to advance its technology - so does informing children of the dangers that can occur whilst on the web. Discussions on bullying - what it is and how we can deal with it. Children are encouraged to put forward their feelings on what constitutes bullying and how they can work together to rectify a situation. Money - recognition of it and work on how it plays an important part in people's lives. Discussion on what in life we need money for - and how lack of money can impact on a family. Spring 2 Relationships (Families and people who care for me) The children discuss how they can recognise and manage emotions in a variety of different relationships. Thinking about how the closeness of the relationship can determine how you may respond to a situation. The children are encouraged to think about*

risky or negative relationships and how they can ask for help. The children will reflect on the similarities and differences they have with their peers and their families and discuss what makes them unique. Summer 1 Health and Well-being (respectful relationships). Children will discuss/know ways of keeping themselves physically and emotionally safe. Work on harmful aspects of some household products and medications. They will recap on the importance of taking medicines when poorly - but on the dangers of taking medicine that is not for them. Sharing their views and opinions with each other and talking about fairness. And setting goals and aims for them to achieve. What they would be and why. Summer 2 Living in the Wider World (caring friendships). Again, online safety is recapped on. Focus on the local environment and how they can show they care for the environment and the animals that are in it. The children will discuss changes in them and their body as they grow. They will have open discussions on body parts and the correct terminology for them. Transition to year 3 and a different site also plays a large role during the Summer 2 half term, with the children meeting their new Year 3 teacher and visiting their new classroom regularly.

Anti-bullying, Mental Health and internet safety are also specifically addressed each year through Anti-bullying/Mental Health week assemblies and workshops. Other aspects of the PSHE curriculum are supplemented by visitors e.g. NSPCC; dental nurse community police officers; e- safety workshops; fire officers to discuss fire safety. As part of the Year 2 student council recycling in school and health eating is also a focus by all throughout the year.

Caterpillars are ordered for all classrooms from Insect Lore - this allows the children to observe change and discuss taking care of animals. (living in the Wider World)

The TEN: TEN RE and RSE curriculum is be used by year 1 and 2 year groups to focus their RSE planning.

**Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.**

## Progress and Assessment

The PSHE curriculum has a positive impact across the whole school. Children use a check in system daily for the teachers to be aware of the feelings of the children.

The children are aware of the 5 ways to Mental well-being and are very open talking about their physical and mental health. The children are happy in school and know who they can talk to if they were upset or experiencing a difficult situation.

Progress is monitored through regular book looks, observations of lessons and through the Pupil Voice of the children.

## Impact

The PSHE curriculum ensures that our children can grow and thrive as they develop and mature.

It enables them to develop techniques and strategies to deal with situations.

It teaches them how to maintain healthy well-balanced relationships within their families and that of the wider community.

Signed: Sharon O'Halloran

Date: May 2022