



**PSHE – Personal, Social, Health and Economic Education**

**PSE1 (MAKING RELATIONSHIPS) PSE2 (SELF CONFIDENCE AND SELF AWARENESS), PSE3 (MANAGING FEELINGS AND BEHAVIOUR), PHYSICAL DEVELOPMENT 2 (HEALTH AND SELF-CARE), UNDERSTANDING OF THE WORLD 1 (PEOPLE AND COMMUNITIES)**

*This document shows how our PSHE curriculum develops from Nursery to Year 2.*

**Intent: EYFS**

*In the Early Years, children are developing an understanding of themselves through their experiences at home, at school and in the wider community. They start to form trusting relationships with their key people at school, developing relationships with adults beyond the immediate family home. Key people at school support children’s developing social skills such as turn taking and sharing with others. Children’s development in PSE and UW is closely linked to their language development; listening, understanding and speaking with confidence. As these areas develop, children begin to develop the skills to self-regulate their emotions and form friendships with their peers. They also start to compare similarities and differences between themselves and others. By the end of Reception, children should be able to express their view and opinions in 1:1 conversation and in group discussions. They should also be able to listen to the ideas of others. Children are rapidly developing their self-care and independence skills in the Early Years, becoming able to use the toilet on their own, to wash their hands and manage dressing and undressing with very little help. By the end of Reception, children should know why physical exercise and a healthy diet are important for good health.*

	<b>Learning outcomes</b>	<b>Key activities</b>	<b>Development Matters in the EYFS</b>
Nursery	<ul style="list-style-type: none"> <li>• Separates from key carer with confidence</li> <li>• Develops trusting relationships with key people at Nursery</li> <li>• Able to play alongside peers</li> <li>• Able to share and take turns with adult support</li> <li>• Able to talk about home and community</li> <li>• Developing friendships with particular children</li> <li>• Able to negotiate using words</li> <li>• Able to recognise similarities and differences between themselves and others</li> <li>• Able to cope when needs are not immediately met</li> <li>• Toilet trained</li> <li>• Able to put own coat on and, with adult support, do it up</li> </ul>	<ul style="list-style-type: none"> <li>• Group time with key person</li> <li>• Adult support in child-initiated activity</li> <li>• Planning includes opportunity to explore predictable interests e.g. festivals, celebrations</li> <li>• Working with parents to develop self-care skills</li> </ul>	PSE1 (MAKING RELATIONSHIPS)  PSE2 (SELF CONFIDENCE AND SELF AWARENESS)  PSE3 (MANAGING FEELINGS AND BEHAVIOUR)  PHYSICAL DEVELOPMENT 2 (HEALTH AND SELF-CARE)  UNDERSTANDING OF THE WORLD 1 (PEOPLE AND COMMUNITIES)

	<b><i>Learning outcomes</i></b>	<b>Key activities</b>	<b>Development Matters in the EYFS</b>
Reception	<ul style="list-style-type: none"> <li>• Able to play co-operatively with others</li> <li>• Able to take turns without support</li> <li>• Listens to others when planning and organising an activity</li> <li>• Able to explain own knowledge, understanding and asks questions in 1:1 discussion and in group discussions</li> <li>• Confidently speaks to others about needs, wants, interests and opinions; 1:1 and in small groups</li> <li>• Enjoys joining with family customs and routines</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions</li> <li>• Able to resolve conflict with others, using language to negotiate and solve problems</li> <li>• Able to work as part of a group</li> <li>• Shows sensitivity to others' needs and feelings</li> <li>• Talks about themselves positively e.g. what they can do</li> <li>• Understands that other children don't always enjoy the same things and they are sensitive to this</li> <li>• Asks for help when they need it</li> <li>• Developing empathy, understands that their actions can affect others</li> <li>• Aware of behaviour boundaries and rules (and why we have them)</li> <li>• Shows understanding of need for safety and can manage some risks</li> <li>• Can cope confidently with changes in routine</li> <li>• Understands the importance of exercise, healthy eating</li> <li>• Knows about ways to keep safe</li> <li>• Able to dress independently</li> <li>• Able to use toilet independently and manage personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Adults introduce children to 'The Golden rules'</li> <li>• Adult-led cross-curricular group times that promote discussion</li> <li>• Learning about festivals and celebrations; Diwali, Eid, Christmas, Easter, Chinese New Year</li> <li>• Adult support in child-initiated activity</li> <li>• Adults offer/model strategies and suggestions for negotiation where appropriate</li> <li>• Spirals intervention (targeted CL and PSE group)</li> <li>• Learning about healthy eating and exercise, including the changes that happen to the body</li> </ul>	<p>PSE1 (MAKING RELATIONSHIPS)</p> <p>PSE2 (SELF CONFIDENCE AND SELF AWARENESS)</p> <p>PSE3 (MANAGING FEELINGS AND BEHAVIOUR)</p> <p>PHYSICAL DEVELOPMENT 2 (HEALTH AND SELF-CARE)</p> <p>UNDERSTANDING OF THE WORLD 1 (PEOPLE AND COMMUNITIES)</p>

**Intent: Year 1 and 2**

**As the children move into Key Stage 1, we follow on and develop from their experiences in the EYFS. Our PSHE curriculum is linked to our six core school values, fundamental British Values, the ‘Golden Rules’ and the values of the co-operative trust. The curriculum covers the following areas; Developing confidence and responsibility and making the most of their abilities, Preparing to play an active role as citizens, Developing a healthy, safer lifestyle, Developing good relationships and respecting differences between people.**

**Some aspects of PSHE are taught discretely but many are covered through children’s learning across the wider curriculum.**

	<b><i>Developing confidence and responsibility and making the most of their abilities</i></b>	<b><i>Preparing to play an active role as citizens</i></b>	<b><i>Developing a healthy, safer lifestyle</i></b>	<b><i>Developing good relationships and respecting differences between people</i></b>
<b><i>Year 1</i></b>	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Circle times linked to Golden Rules</li> <li>• Friday celebration assembly</li> <li>• Golden leaves value assembly</li> <li>• Pupil Council</li> </ul>	<ul style="list-style-type: none"> <li>• The Golden Rules</li> <li>• Make one change – recycling, energy efficiency</li> <li>• Belonging to different communities - RE</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Safety</li> <li>• Road Safety</li> <li>• Naming the basic parts of the human body, saying which part of the body is associated with each sense – Science</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Circle times linked to Golden Rules</li> <li>• Learning about festivals and celebrations, places of worship - RE</li> </ul>
<b><i>Year 2</i></b>	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Circle times linked to Golden Rules</li> <li>• Friday celebration assembly</li> <li>• Golden leaves value assembly</li> <li>• Pupil Council</li> </ul>	<ul style="list-style-type: none"> <li>• The Golden Rules</li> <li>• Make one change – recycling, energy efficiency</li> <li>• Climate change – ‘Fire and Ice’ Geography topic</li> <li>• Christmas community singing</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Safety</li> <li>• Road Safety</li> <li>• ‘Healthy eating’ – Science topic</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly</li> <li>• Circle times linked to Golden Rules</li> <li>• Learning about festivals and celebrations, places of worship - RE</li> </ul>