



Chandag Infant School - PSHE Scheme of Work

A high-quality PSHE education should promote the spiritual, moral, cultural, mental and physical development of children at our school and and prepare our children for the opportunities, responsibilities and experiences of later life.

EYFS

PHSE is incorporated in prime and specific areas of learning and their associated Early Learning Goals:

Personal, Social and Emotional Development: helping children to develop a positive sense of themselves and others; to understand appropriate behaviour in groups and to have confidence in their own abilities.

ELG 06 Self-Confidence and Self-Awareness: children are confident to try new activities, and to say why they like some activities more than others; and choose the resources they need for their chosen activities.

ELG 07 Managing Feelings and Behaviour: children work as part of a group or class

ELG 08 Making Relationships: children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.



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In **Years 1 and 2** pupils are taught to:

- Develop their own self-confidence and self-discipline
- Develop the personal characteristics and values taught through SEAL and BLP.
- Keep themselves and others safe
- Take personal, and group responsibility, for their actions and to make the most of their abilities.
- Learn how to play an active role as citizens and develop positive relationships with both peers and adults at Chandag Infant School.
- Make healthy lifestyle choices.

<u>Y1 Skills</u>	<u>Topics and Learning Activities in Year 1</u>
<p><u>Empathy</u> <u>Managing feelings</u> <u>Motivation</u> <u>Self-awareness</u> <u>Social skills</u></p>	<p>Autumn 1 New beginnings Autumn 2 Getting on and falling out (including Say no to bullying) Spring 1 Going for goals Spring 2 Good to be me Summer 1 Relationships Summer 2 Changes</p> <p>Key themes: Health and Well-being: Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. 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 3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings 5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)



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6. the importance of and how to maintain personal hygiene
7. how some diseases are spread and can be controlled and responsibilities

Relationships:

Pupils should have the opportunity to learn:

1. to communicate their feelings to others, to recognise how others show feelings and how to respond
2. to recognise how their behaviour affects other people
3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
7. to offer constructive support and feedback to others

Living in the Wider World:

Pupils should have the opportunity to learn:

1. how to contribute to the life of the classroom
2. to help construct, and agree to follow, group and class rules and to understand how these rules help them
3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
4. that they belong to various groups and communities such as family and school



Chandag Infant School - PSHE Scheme of Work

<u>Y2 Skills</u>	<u>Topics and Learning Activities in Year 2</u>
<p><u>Empathy</u> <u>Managing feelings</u> <u>Motivation</u> <u>Self-awareness</u> <u>Social skills</u></p>	<p>Autumn 1 New beginnings Autumn 2 Getting on and falling out (including Say no to bullying) Spring 1 Going for goals Spring 2 Good to be me Summer 1 Relationships Summer 2 Changes</p> <p>Key themes: Health and Well-being: 1. about the process of growing from young to old and how people’s needs change 2. about growing and changing and new opportunities and responsibilities that increasing independence may bring 3. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 4. that household products, including medicines, can be harmful if not used properly 5. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) 6. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 7 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’</p> <p>Relationships: 1. to identify and respect the differences and similarities between people 2. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>



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3. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
4. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
5. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
6. that there are different types of teasing and bullying, that these are wrong and unacceptable
7. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Living in the Wider World:

1. that they belong to various groups and communities such as family and school
2. what improves and harms their local, natural and built environments and about some of the ways people look after them
3. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
4. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices