



## EYFS

PSHE 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.

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about 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 don't need help.

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

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

**Early Learning Goal** 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, and understand and follow the rules. They adjust their behaviour to different situations.

**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.

Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others.

Takes steps to resolve conflicts with other children, e.g. finding a compromise.

**Early Learning Goal** Children play co-operatively, 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.

## First hand experiences and pupil offer:

Personal social development sits within very core of our EYFS practice, through our planning in the moment approach we ensure that children are provided with time to pursue their learning without interruption, to complete activities to their satisfaction, and are encouraged to return to activities. Children take part in circle times and EYFS assemblies where they explore feelings. Adults help children to recall when they were happy, when they were excited, or when they may have felt lonely. In all areas of provision, children are provided with open ended activities that require give and take or sharing for things to be fair. Early in the year rules and expectations are devised in partnership with the children and an agreed code of behaviour is followed with children and adults taking responsibility for implementing them.

Through whole class story time, books are read which explore characters that follow or break rules, and the effects of their behaviour on others. Adults support children with additional needs to understand the daily routines and visuals are used when appropriate to support communication. Day to day interactions, communication with parents via tapestry and class display provide opportunities for children to reflect on successes, achievements and their own gifts and talents. Children are encouraged to use growth mindset language and building learning power animals when choosing learning. Adults actively involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. At the start of the year a family display is made in the role play area so that children can see and talk about their families, establishing important links between home and school. EYFS also follow the SCARF units in line with the whole school overview and explore a range of age appropriate issues such as friendship, safety, different, growing and changing.

Year 1 Outcomes	Year 2 Outcomes
<p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>• I can describe a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• I can reflect on my actions and learn from my experiences; recognising and celebrating my strengths and setting simple but challenging goals</li> <li>• I can consider good and not so good feelings and describe my feelings to others. I know simple strategies for managing my own feelings</li> <li>• I understand the importance of and how to maintain personal hygiene</li> <li>• I know that household products, including medicines, can be harmful if not used properly</li> <li>• I can talk about the people who look after me and my family networks and I know who to go to if I am worried. I know how to ask for support and how to help these people to look after me</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• I can talk about my feelings to others and I can recognise how others show feelings and how to respond</li> <li>• I understand how my behaviour affects other people</li> <li>• I know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> <li>• I can share my opinions on things that matter to me and explain my views through discussions with one or more people</li> <li>• I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments)</li> <li>• 6.I can offer constructive support and feedback to others</li> <li>• I can recognise and respect the differences and similarities between people</li> <li>• I can identify my special people (family, friends, carers), what makes them special and how special people should care for one another</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• I know how to contribute to the life of the classroom</li> <li>• I can help construct, and agree to follow, group and class rules and I understand how these rules help me</li> <li>• I know that people and other living things have needs and that I have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• 4.I know what improves and harms my local, natural and built environments and about some of the ways people look after them</li> </ul>	<p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>• I can recognise what I like and dislike and I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences</li> <li>• I can talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• I know how some diseases are spread and can be controlled and the responsibilities I have for their own health and that of others</li> <li>• I can describe the process of growing from young to old and how people's needs change</li> <li>• I understand about growing and changing and the new opportunities and responsibilities that increasing independence may bring</li> <li>• I can identify the names for the main parts of the body (including external genitalia) and describe the similarities and differences between them</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• I can recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• I can 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)</li> <li>• I know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>• I can recognise when people are being unkind either to me or others, how to respond, who to tell and what to say</li> <li>• I understand that there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>• I know how to resist teasing or bullying, if I experience or witness it, whom to go to and how to get help</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• I can talk about how I belong to various groups and communities such as family and school</li> <li>• I can identify what improves and harms my local, natural and built environments and about some of the ways people look after them</li> <li>• I know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>• 4. I understand about the role money plays in my life including how to manage my money, keep it safe, choices about spending money and what influences those choices</li> </ul>

Whole school theme:	Autumn 1 <b>Me and my relationships</b>	Autumn 2 <b>Valuing difference</b>	Spring 1 <b>Keeping myself safe</b>	Spring 2 <b>Rights and responsibilities</b>	Summer 1 <b>Being my best</b>	Summer 2 <b>Growing and changing</b>
EYFS	All about me What makes me special Me and my special people Who can help me? My feelings	I'm special, you're special Same and different Same and different families Same and different homes Kind and caring	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after myself and my friends	Healthy eating Move your body A good night's sleep	Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Year 1	Feelings, getting help & classroom rules	Recognising, valuing and celebrating difference Developing tolerance	How our feelings can keep us safe Keeping healthy Medicine safety	Looking after things	Growth Mindset Keeping healthy	Getting help Becoming independent Body parts
Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation and self-regulation	Looking after my body Growth Mindset	Life cycles Dealing with loss Being supportive



## Chandag Infant School PSHE Curriculum



**Intent:** Our intent for PSHE at Chandag Infant School is for our children to be able to identify, explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Our curriculum, together with the SCARF scheme of work, has the subject knowledge, skills and understanding to fulfil the strands of health and wellbeing, relationships and living in the wider world. A high-quality PSHE education should promote the spiritual, moral, cultural, mental and physical development of children at our school and prepare our children for the opportunities, responsibilities and experiences of later life.

**By the end of year 2 at Chandag Infant School children will be equipped with the skills and experiences to be** global citizens, now and in their future roles, within a global community.

The [national curriculum](#) also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education [will be compulsory in all schools from 2020](#). In June 2019, the Department for Education [launched the final statutory guidance](#) to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020.

**Implement:** Our curriculum is organised into three core learning themes: health and wellbeing, relationships and living in the wider world. We use the SCARF scheme of work which incorporates British Values, Spiritual, Moral, Social and Cultural (SMSC) and RSE skills into the curriculum. Children have access to key knowledge, language and meanings in order to understand PSHE and to use across the wider curriculum. Displays in each classroom exemplify the terminology used throughout the teaching of PSHE, British Values and SMSC which enables pupils to make links across the wider curriculum. Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC. Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty in their everyday lives and behaviour. Children will demonstrate a healthy outlook towards school – attendance and this will be in-line with national expectations. Our children also achieve age related expectations across the wider curriculum.

**Impact:** We measure outcomes through both formative and summative assessments. Through devising desired knowledge, skills and vocabulary in long term and medium term planning, teachers can confidently use formative assessments, which then inform their short term planning. Annotations on planning, observation notes, photographs, alongside examples of quality work in children's books are used to evidence impact. However, due to the practical nature of the PSHE curriculum, listening to learners is used as a central measure of impact when measuring pupil outcomes. In term 6 a summative teacher assessment against the intended outcomes for the end of each year group is made by the class teacher for each child; this is shared with subject leader and SLT providing important information regarding which pupils are exceeding, at or below age related expectations. This information informs future curriculum action plans and provision to ensure a responsive and ever evolving school curriculum.