

Banks Lane Infant & Nursery

PSHE Curriculum



Intention

PSHE helps us to develop the knowledge, skills and personal qualities we need to keep ourselves healthy and safe and to thrive in our world. It teaches us that we can make a difference to ourselves and others.

Collaboration | Effort | Excellence | Respect
And that we can make a difference

Progression from EYFS to KS1

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

PSHE Experiences & Opportunities (Cultural Capital)

School Value Characters | Multicultural markets | Dental Health Workshop | Anti-Bullying Week | Freddie Fit | Mindfulness | Rainbow Breathing | Outdoor Learning | Children's Mental Health Week | Nurture Groups | Circle Time | NSPCC Assembly | School Council | Lunchtime Friends | Play Leader | Tales to Inspire | Rail Safety Assembly | Extra-curricular Clubs | Road Safety Awareness Workshop | Bikeability | Walk to School Week | Celebrating Religious Festivals | Visitors from other Cultures/Religions |

Knowledge in PSHE

PSHE is the skills and knowledge that children need to become successful, happy adults.

Knowledge within PSHE includes two types - 'substantive knowledge' and 'fingertip knowledge':

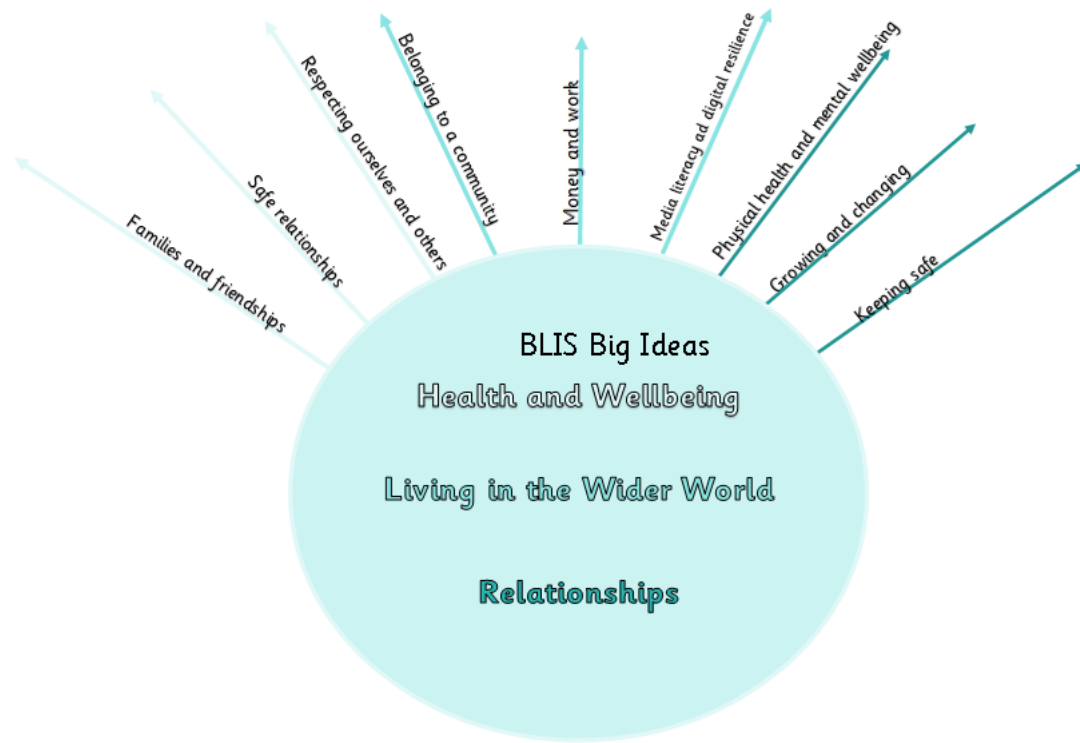
Substantive Concepts are concepts concerned with the subject matter of PSHE, **such as keepings safe, physical health and mental wellbeing and money and work**. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way.

Fingertip knowledge is the knowledge of the key facts which pupils need in their minds, or at their 'fingertips', whilst exploring particular concepts, without which they would be incapable of constructing answers/ developing life skills. Without essential fingertip knowledge, working memory is overloaded when building concepts.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and BLIS have categorised this into 5 Disciplinary concepts that are systematically developed throughout our PSHE curriculum:

- **Successful relationships** – to be equipped with the know how and skills to develop successful relationships throughout our lives.
- **Emotionally intelligent**- the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.
- **Healthy balanced lifestyle** – to be equipped with the know how and skills to live both a mentally and physically healthy lifestyle.
- **Resilient individual** – to have the ability to withstand adversity and bounce back from difficult life events in an ever-changing world.
- **Being a good citizen** – to have the understanding how to fulfil their role of being a good citizen, both digitally and in the real world.

Fingertip Knowledge



Substantive concepts

Disciplinary Knowledge

EYFS

- Successful relationships
- Emotionally intelligent
- Healthy balanced lifestyle
- Resilient individual
- Being a good citizen

KS1

- Successful relationships
- Emotionally intelligent
- Healthy balanced lifestyle
- Resilient individual
- Being a good citizen

KS2

- Successful relationships
- Emotionally intelligent
- Healthy balanced lifestyle
- Resilient individual
- Being a good citizen

EY Overview of Progression

Educational Programme-EYFS Framework

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Nursery Development Matters	Reception Development Matters	Early Learning Goals
<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. (Personal hygiene) • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • 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. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • 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. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • 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.

	Nursery	Reception	Year 1	Year 2
Autumn	<p>On-going - Early Years Think Equal Programme.</p> <p>Building Relationships</p> <p>Managing self</p>	<p>On-going - Early Years Think Equal Programme.</p> <p>Building Relationships</p> <p>Managing self</p>	<p><i>Health and Wellbeing</i> - Keeping safe; safety in different environments; risk and safety at home; emergencies</p> <p><i>Health and Wellbeing</i> -Growing and changing; Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><i>Living in the wider world</i> -Money and work; What money is; needs and wants; looking after money</p>	<p><i>Health and Wellbeing</i> - Keeping safe; How rules and age restrictions help us; keeping safe online</p> <p><i>Living in the wider world</i> - Money and work; Strengths and interests; jobs in the community</p> <p><i>Relationships</i>- Families and friendships; Making friends; feeling lonely and getting help</p> <p><i>Relationships</i>- Safe relationships; Recognising privacy; staying safe; seeking permission</p>
Spring	<p>On-going - Early Years Think Equal Programme.</p> <p>Building Relationships</p> <p>Self-Regulation</p>	<p>On-going - Early Years Think Equal Programme.</p> <p>Building Relationships</p> <p>Self-Regulation</p>	<p><i>Relationships</i> – Safe relationships; Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><i>Relationships</i> – Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p><i>Health and Wellbeing</i> - Physical health and Mental wellbeing; Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><i>Living in the wider world</i> - Belonging to a community; Belonging to a group; roles and responsibilities; being the same and different in the community</p>
Summer	<p>On-going - Early Years Think Equal Programme.</p> <p>Self-Regulation</p> <p>Managing Self</p>	<p>On-going - Early Years Think Equal Programme.</p> <p>Self-Regulation</p> <p>Managing Self</p>	<p><i>Relationships</i> - Families and friendships; Roles of different people; families; feeling cared for</p> <p><i>Living in the wider world</i> - Belonging to a community; What rules are; caring for others' needs; looking after the environment</p> <p><i>Health and Wellbeing</i> - Physical health and Mental wellbeing; Keeping healthy; food and exercise, hygiene routines; sun safety</p>	<p><i>Relationships</i> - Respecting ourselves and others; How behaviour affects others; being polite and respectful</p> <p><i>Health and Wellbeing</i> - Growing and changing; Growing older; naming body parts; moving class or year</p>

Banks Lane Infant & Nursery School | KS1 PSHE End Points

	Health and Wellbeing	Living in the wider world	Relationships
End of KS1	<ul style="list-style-type: none"> I can describe some ways to keep healthy and explain why it is important. I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings. I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline. I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself. I can suggest ways to manage when finding something difficult. I can identify external body parts, how people's bodies and needs change as they grow from young to old. I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss. I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun. I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this. I can describe how to follow simple hygiene and dental health routines. I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help. I can say how to get help in emergency situations and follow instructions to keep safe. 	<ul style="list-style-type: none"> I can give some examples of rules in school or at home and say why they are important. I can say some ways to care for the plants, animals and people around us and why this is important. I can identify some similarities and differences between people in my school and community. I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups. I can state some rules for using the internet and devices safely, and recognise that not everything online is always true. I can describe how wanting something is different from needing something. I can say what money is, where it comes from, and how it can be looked after, saved or spent. I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs. 	<ul style="list-style-type: none"> I can say who loves and cares for me, what it means to be a family and that families are all different. I can name different types of relationships, for example, family, friendship, online. I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. I can say how I am the same and different to other people, and how to treat myself and other people with respect I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help. I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it. I can talk about things that matter to me, and say how to play and work with others. I can say when it is important to ask for permission and how to ask for, give, or not give permission. I can say what privacy means, and which body parts are private. I can recognise when a secret should not be kept, but told to a trusted adult. I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries. I can recognise that some people behave differently online and say some simple ways to keep online communication safe. I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.

Children working below ARE

Children exceeding ARE