



Curriculum Overview PSHE



Intent

We teach PSHE:

To provide children with relevant learning experiences to help them navigate the changing world around them and to develop positive relationships with themselves and others.

To empower children to identify and manage risk, make safe, informed choices and understand what influences their decisions. To enable our children to understand the importance of staying healthy and active; making time for their own emotional wellbeing.

There is a strong emphasis on emotional literacy, building resilience through nurturing mental and physical health, including mindfulness which allows children to advance their emotional awareness, concentration and focus.

Our curriculum aim is:

To empower children to:

- understand and manage their emotions
 - deal with conflict and find resolutions
- value positive friendships and healthy relationships
 - develop the tools to cope and thrive
- develop respectful, caring attitudes that celebrate difference
- learn decision-making and critical thinking skills and help them to work cooperatively and openly
- listen to and respect the views of others, whilst being confident to think through and assert their own ideas
- have the confidence and knowledge to keep themselves safe
- believe in themselves and understand that mistakes and failures are important parts of the learning process



How is PSHE taught at Heatherside Infants?

At Heatherside Infants, PSHE is vital in providing children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community, focusing on the development of the whole child.

Our PSHE curriculum promotes positive behaviour, mental health, wellbeing, resilience and achievement allowing each individual to develop the knowledge, skills and attributes such as confidence, resilience, self-esteem, team work and kindness, that they need to manage their lives, now and in the future.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.



Vocabulary

Theme / area	Autumn	Spring	Summer
YR	Coming soon	Coming soon	Coming soon
Y1	Awareness, emotions, trusted adult, goals, feelings, self-regulate	Healthy, environment, fitness, safe, balanced diet, lifestyle	Emergency, unique, marriage, co-operation, disability, equality
Y2	Impact, feelings, goals, budget, trusted adult, self-regulate	Choices, road safety, caring, danger, independent	Community, injury, bullying, safe, contribute, trusted adult



Progression map / end points

Theme / area	Year R	Year 1	Year 2
Relationships	<ul style="list-style-type: none">• Children begin to understand the relationships in their own family and other family settings• Children begin to identify what a feeling is and recognise an emotions• Children begin to understand what is a positive relationship• Children begin to understand people are different	<ul style="list-style-type: none">• Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.• Children understand emotions in a friendship• Children understand what a negative relationship is• Children can see that people can be different and this is a positive attribute	<ul style="list-style-type: none">• Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals• Children can talk about their emotions in a friendship• Children begin to know about what bullying is and what to do if it happens• Children begin to recognise the diversity of relationships around them
Health & well-being	<ul style="list-style-type: none">• Children begin to understand that we change as we grow• Children begin to understand simple emotions• Children can identify the names of private parts on their body• Children beginning to understand simple changes as we age• Children just beginning to recognise how they feel	<ul style="list-style-type: none">• Children can explain ways of keeping clean and they can name the main parts of the body(including correct anatomical names). They can explain that people grow from young to old.• Children begin to identify how they are feeling• Children can identify the names of private parts on their body and know that is appropriate and inappropriate touch• Children understand old and young in mammals and humans• Children beginning to recognise how the feel and start to use simple vocabulary or emotions	<ul style="list-style-type: none">• Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.• Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.• Children can identify an emotion and begin to know how to feel better• Children can identify key adults they would go to if they feel worried or anxious• Children beginning to learn about life cycles• Children can recognise how they feel and use simple vocabulary or emotions



Progression map / end points

Theme / area	Year R	Year 1	Year 2
How to respond in an emergency	<ul style="list-style-type: none">Children are learning about feeling safe	<ul style="list-style-type: none">Children can recognise if they feel unsafe	<ul style="list-style-type: none">Children begin to learn their own telephone number
Living in the wider world	<ul style="list-style-type: none">Children can explain different ways that family and friends should care for one another.Children are beginning to understand what being in a family group means as part of the communityChildren are beginning to understand about the basics of money	<ul style="list-style-type: none">Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.Children are beginning to understand that families can be diverseChildren are beginning to learn about money and how to use it	<ul style="list-style-type: none">Children can explain howtheir actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds)Children are beginning to understand that the community we live in is diverseChildren are beginning to understand that money can be saved for a reason