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| Image result for Lunt's heath logoImage result for Lunt's heath logo  **PSHE Units** | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| **EYFS** | Being Me In My World  Understanding feelings, being kind and gentle in the classroom. | Celebrating Difference  Understanding what makes me unique – talents, homes, families. | Dreams And Goals  Recognising goals that have been achieved and how it made me feel. | Healthy Me  Understanding the importance of healthy food, sleep and exercise. | Relationships  Friendships and falling out. | Changing Me  Identifying body parts, changes from being a baby. Memories and thoughts about Y1. |
| **Year 1** | Being Me In My World  Rewards and consequences. | Celebrating Difference  Identifying similarities and differences of people in class; understanding bullying and who to ask for help. | Dreams And Goals  Setting simple goals and planning how to achieve them. | Healthy Me  The difference between healthy and unhealthy; germs, medicine and road safety. | Relationships  Identifying who is special to me and how to be a good friend. | Outdoor Learning |
| **Year 2** | Being Me In My World  Contributing own ideas on rewards and consequences. | Healthy Me  Understanding feelings of being relaxed and stressed; a healthy and balanced diet. | Dreams And Goals  Working well with a group to achieve a goal. | Celebrating Difference  Exploring gender stereotypes. Bullying is sometimes about difference. | Outdoor Learning | Relationships  Physical touch- good and bad. Secrets – good and bad. |
| **Year 3** | Being Me In My World  Taking responsibility for my reactions and make responsible choices. | Celebrating Difference  Differences in families, managing conflict in families and witnessing bullying. | Dreams And Goals  Remaining positive when obstacles might hinder progress towards a goal. | Outdoor Learning | Healthy Me  Keeping safe. Impact of exercise and diet on the body and exploring attitudes to drugs. | Relationships  Roles of people within my family and the wider world. |
| **Year 4** | Being Me In My World  Understanding being a citizen in school and an introduction to democracy. | Celebrating Difference  Making assumptions based on appearance. Bullying-it can be hard to spot and what to do if unsure. | Outdoor Learning | Dreams And Goals  Hopes and dreams and dealing with disappointment. | Healthy Me  Understanding the effects of smoking, alcohol and dealing with peer pressure. | Relationships  Understanding how relationships may change over time and why. |
| **Year 5** | Being Me In My World  Understand responsibilities as a citizen of my country and school. | Outdoor Learning | Celebrating Difference  Understanding cultural differences and racism. Direct and indirect bullying. | Dreams And Goals  Understanding possible future career aspirations and how to work towards them. | Healthy Me  Impact of smoking and drinking on key organs. Social media and the impact on body image. | Relationships + Changing Me  Using technology and being online responsibly and safely.  Puberty. |
| **Year 6** | Youth Parliament  Working in teams to explore four realm life issues they may experience before voting as a democracy. | Celebrating Difference  Understanding disabilities, how this can cause inequality and overcoming barriers. | Dreams And Goals  Setting challenging and realistic goals; how people make the world a better place. | Healthy Me  Understanding exploitation, gangs and how to stay emotionally well. | Relationships  Taking care of own mental health, grief and understanding when people are trying to gain power / control (including online). | Changing Me  RSE- conception to birth and positive relationships. |

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| **Purpose and Aims**  We use Personal, social, health and economic education (PSHE) to promote pupils’ personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. We believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. Aims Our whole school, mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children’s needs and to enjoy building the relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation with all year groups working on the same theme at the same time.  At Lunt’s Heath Primary School PHSE lessons aim to ensure that all pupils:   * understand how they are developing personally and socially * consider many of the moral, social and cultural issues that are part of growing up * understand the rights and responsibilities that are part of being a good citizen * know what it means to be a positive member of a diverse and multicultural society.   **Statutory Relationship and Health Education**  Lunt’s Heath Primary School aims to provide a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. The Relationships and Health units cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the whole school curriculum. Our philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.  Health Education embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and we aim to empower children to be aware of their own thoughts and feelings and know how to manage and regulate these. |

**EYFS**

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| **PSHEE Knowledge and Skills** | |
| **Communication and Language – Reception**   * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Develop social phrases. | **Personal, Social and Emotional Development – Reception**   * 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 |
| **Personal, Social and Emotional Development – ELG**  **Self-Regulation**   * 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. | **Personal, Social and Emotional Development – ELG**  **Managing Self**   * 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. |
| **Personal, Social and Emotional Development – ELG**  **Building Relationships**   * Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Show sensitivity to their own and others’ needs. |  |
| **Physical Development – ELG**  **Gross Motor Skills**   * Negotiate space and obstacles safely, with consideration for themselves and others. | **Understanding the World – ELG**  **Past and Present**   * Talk about the lives of people around them and their roles in society. |

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| **Thematic Approach** | **Being Me In My World** | **Celebrating Difference** | **Dreams And Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **EYFS** | Self-identity  Understanding feelings  Being in a classroom  Being Gentle  Rights and responsibilities | Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Achieving goals | Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | Bodies  Respecting my body  Growing up  Growth and change  Fun and fears  Celebrations |
| **Year 1** | Feeling special and safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences  Owning the Learning Charter | Similarities and differences  Understanding bullying and knowing how to deal with it  Making new friends  Celebrating the differences in everyone | Setting goals  Identifying successes and achievement  Learning styles  Working well and celebrating achievement with a partner  Tackling new challenges  Identifying and overcoming obstacles  Feelings of success | Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety with household items  Road safety  Linking health and happiness | Belonging to a family  Making friends/being a good friend  Physical contact preferences  People who help us  Qualities as a friend and person  Self-acknowledgement  Being a good friend to myself  Celebrating special relationships | Life cycles – animal and human  Changes in me  Changes since being a baby  Linking growing and learning  Coping with change  Transition to a new class |
| **Year 2** | Hopes and fears for the year  Rights and responsibilities  Rewards and consequences  Safe and fair learning environment  Valuing contributions  Choices  Recognising feelings | Assumptions and stereotypes about gender  Understanding bullying  Standing up for self and others  Making new friends  Gender diversity  Celebrating difference and remaining friends | Achieving realistic goals  Perseverance  Learning strengths  Learning with others  Group co-operation  Contributing to and sharing success | Motivation  Healthier choices  Relaxation  Healthy eating and nutrition  Healthier snacks and sharing food | Different types of family  Physical contact boundaries  Friendship and conflict  Secrets  Trust and appreciation  Expressing appreciation for special relationships | Life cycles in nature  Growing from old to young  Increasing independence  Assertiveness  Preparing for transition to a new class |

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| **Thematic Approach** | **Being Me In My World** | **Celebrating Difference** | **Dreams And Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Year 3** | Setting personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others perspectives | Families and their differences  Family conflict and how to manage it (child-centred)  Witnessing bullying and how to solve it  Recognising how words can be hurtful  Giving and receiving compliments | Difficult challenges and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings  Simple budgeting | Exercise  Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it’s important online and off line scenarios  Respect for myself and others  Healthy and safe choices | Family roles and responsibilities  Friendship and negotiation  Keeping safe online and who to go for help  Being a global citizen  Being aware of how my choices affect others  Awareness of how other children have different lives  Expressing appreciation for family and friends | How babies grow  Understanding a babies needs  Family stereotypes  Challenging my ideas  Preparing for transition to a new class |
| **Year 4** | Being part of a class team  Being a school citizen  Rights, responsibilities and democracy (school council)  Rewards and consequences  Group decision-making  Having a voice  What motivates behaviour | Challenging assumptions  Judging by appearance  Accepting self and others  Understanding influences  Understanding bullying  Problem-solving  Identifying how special and unique everyone is  First impressions | Hopes and dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes | Healthier friendships  Groups dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength | Jealousy  Love and loss  Memories of loved ones  Getting on and falling out  Girlfriends and boyfriends  Showing appreciation to people and animals | Being unique  Having a baby  Confidence in change  Accepting change  Preparing for transition  Environmental change |

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| **Thematic Approach** | **Being Me In My World** | **Celebrating Difference** | **Dreams And Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Year 5** | Planning the forthcoming year  Being a citizen  Rights and responsibilities  Rewards and consequences  How behaviour affects groups  Democracy, having a voice, participating | Cultural differences and how they cause conflict  Racism  Rumours and name calling  Types of bullying  Material wealth and happiness  Enjoying and respecting other cultures | Future dreams  The importance of money  Jobs and careers  Dreams job and how to get there  Goals in different culture  Supporting others (charity)  Motivation | Smoking, including vaping  Alcohol  Alcohol and anti-social behaviour  Emergency aid  Body image  Relationships with food  Helathy choices  Motivation and behaviour | Self-recognition and self-worth  Building slef esteem  Safer online communities  Rights and responsibilities online  Online gaming and gambling  Reducing screen time  Dangers of online grooming  SMARRT internet safety rules | Self and body image  Influence of online and media on body image  Puberty for girls  Puberty for boys  Conception  Growing responsibility  Coping with change  Preparing for transition |
| **Year 6** | YOUTH PARLIAMENT  Year 6 consider 4 four real issues that they will be faced with as they move into their teenage and adult years. They research each topic in groups before presenting their information to the class. The class then vote as a democracy, finally submitting their results to the Youth Parliament vote. | Perceptions of normality  Understanding disability  Power struggles  Understanding bullying  Inclusion/exclusion  Differences as conflict  Differences as celebration  Empathy | Personal learning goals in and out of school  Success criteria  Emotions in success  Making a difference in the world  Motivation  Recognising achievement  Compliments | Taking personal responsibility  How substances affect the body  Exploitation, including county lines and gang culture  Emotional and mental health  Managing stress | Mental health  Identifying mental health worries and sources of support  Love and loss  Managing feelings  Power and control  Assertiveness  Technology safety  Take responsibility with technology use | Self-image  Body image  Puberty and feelings  Conception to birth  Reflections about change  Physical attraction  Respect and consent  Boyfriends and girlfriends  Sexting  Transition |