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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 WorldUnderstanding feelings, being kind and gentle in the classroom.  | Celebrating DifferenceUnderstanding what makes me unique – talents, homes, families. | Dreams And GoalsRecognising goals that have been achieved and how it made me feel. | Healthy MeUnderstanding the importance of healthy food, sleep and exercise. | RelationshipsFriendships and falling out. | Changing MeIdentifying body parts, changes from being a baby. Memories and thoughts about Y1. |
| **Year 1** | Being Me In My WorldRewards and consequences. | Celebrating DifferenceIdentifying similarities and differences of people in class; understanding bullying and who to ask for help. | Dreams And GoalsSetting simple goals and planning how to achieve them. | Healthy MeThe difference between healthy and unhealthy; germs, medicine and road safety. | RelationshipsIdentifying who is special to me and how to be a good friend. | Outdoor Learning |
| **Year 2** | Being Me In My WorldContributing own ideas on rewards and consequences. | Healthy MeUnderstanding feelings of being relaxed and stressed; a healthy and balanced diet. | Dreams And GoalsWorking well with a group to achieve a goal. | Celebrating DifferenceExploring gender stereotypes. Bullying is sometimes about difference. | Outdoor Learning | RelationshipsPhysical touch- good and bad. Secrets – good and bad. |
| **Year 3** | Being Me In My WorldTaking responsibility for my reactions and make responsible choices. | Celebrating DifferenceDifferences in families, managing conflict in families and witnessing bullying. | Dreams And GoalsRemaining positive when obstacles might hinder progress towards a goal. | Outdoor Learning | Healthy MeKeeping safe. Impact of exercise and diet on the body and exploring attitudes to drugs. | RelationshipsRoles of people within my family and the wider world. |
| **Year 4** | Being Me In My WorldUnderstanding being a citizen in school and an introduction to democracy. | Celebrating DifferenceMaking assumptions based on appearance. Bullying-it can be hard to spot and what to do if unsure. | Outdoor Learning | Dreams And GoalsHopes and dreams and dealing with disappointment. | Healthy MeUnderstanding the effects of smoking, alcohol and dealing with peer pressure. | RelationshipsUnderstanding how relationships may change over time and why. |
| **Year 5** | Being Me In My WorldUnderstand responsibilities as a citizen of my country and school. | Outdoor Learning | Celebrating DifferenceUnderstanding cultural differences and racism. Direct and indirect bullying. | Dreams And GoalsUnderstanding possible future career aspirations and how to work towards them. | Healthy MeImpact of smoking and drinking on key organs. Social media and the impact on body image. | Relationships + Changing MeUsing technology and being online responsibly and safely.Puberty. |
| **Year 6** | Youth ParliamentWorking in teams to explore four realm life issues they may experience before voting as a democracy. | Celebrating DifferenceUnderstanding 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 MeUnderstanding exploitation, gangs and how to stay emotionally well. | RelationshipsTaking care of own mental health, grief and understanding when people are trying to gain power / control (including online). | Changing MeRSE- 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.AimsOur 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
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| **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.
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| **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.
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| **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-identityUnderstanding feelingsBeing in a classroomBeing GentleRights and responsibilities | Identifying talentsBeing specialFamiliesWhere we liveMaking friendsStanding up for yourself | ChallengesPerseveranceGoal-settingOvercoming obstaclesSeeking helpAchieving goals | Exercising bodiesPhysical activityHealthy foodSleepKeeping cleanSafety | Family lifeFriendshipsBreaking friendshipsFalling outDealing with bullyingBeing a good friend | BodiesRespecting my bodyGrowing upGrowth and changeFun and fearsCelebrations |
| **Year 1** | Feeling special and safeBeing part of a classRights and responsibilitiesRewards and feeling proudConsequencesOwning the Learning Charter | Similarities and differencesUnderstanding bullying and knowing how to deal with itMaking new friendsCelebrating the differences in everyone | Setting goalsIdentifying successes and achievementLearning stylesWorking well and celebrating achievement with a partnerTackling new challengesIdentifying and overcoming obstaclesFeelings of success | Keeping myself healthyHealthier lifestyle choicesKeeping cleanBeing safeMedicine safety/safety with household itemsRoad safetyLinking health and happiness | Belonging to a familyMaking friends/being a good friendPhysical contact preferencesPeople who help usQualities as a friend and personSelf-acknowledgementBeing a good friend to myselfCelebrating special relationships | Life cycles – animal and humanChanges in meChanges since being a babyLinking growing and learningCoping with changeTransition to a new class |
| **Year 2** | Hopes and fears for the yearRights and responsibilitiesRewards and consequencesSafe and fair learning environmentValuing contributionsChoicesRecognising feelings | Assumptions and stereotypes about genderUnderstanding bullyingStanding up for self and othersMaking new friendsGender diversityCelebrating difference and remaining friends | Achieving realistic goalsPerseveranceLearning strengthsLearning with othersGroup co-operationContributing to and sharing success | MotivationHealthier choicesRelaxationHealthy eating and nutritionHealthier snacks and sharing food | Different types of familyPhysical contact boundariesFriendship and conflictSecretsTrust and appreciationExpressing appreciation for special relationships | Life cycles in natureGrowing from old to youngIncreasing independenceAssertivenessPreparing 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 goalsSelf-identity and worthPositivity in challengesRules, rights and responsibilitiesRewards and consequencesResponsible choicesSeeing things from others perspectives | Families and their differencesFamily conflict and how to manage it (child-centred)Witnessing bullying and how to solve itRecognising how words can be hurtfulGiving and receiving compliments | Difficult challenges and achieving successDreams and ambitionsNew challengesMotivation and enthusiasm Recognising and trying to overcome obstaclesEvaluating learning processesManaging feelingsSimple budgeting | ExerciseFitness challengesFood labelling and healthy swapsAttitudes towards drugsKeeping safe and why it’s important online and off line scenariosRespect for myself and othersHealthy and safe choices | Family roles and responsibilitiesFriendship and negotiationKeeping safe online and who to go for helpBeing a global citizenBeing aware of how my choices affect othersAwareness of how other children have different livesExpressing appreciation for family and friends | How babies growUnderstanding a babies needsFamily stereotypesChallenging my ideasPreparing for transition to a new class |
| **Year 4** | Being part of a class teamBeing a school citizenRights, responsibilities and democracy (school council)Rewards and consequencesGroup decision-makingHaving a voiceWhat motivates behaviour | Challenging assumptionsJudging by appearanceAccepting self and othersUnderstanding influencesUnderstanding bullyingProblem-solvingIdentifying how special and unique everyone isFirst impressions | Hopes and dreamsOvercoming disappointmentCreating new, realistic dreamsAchieving goalsWorking in a groupCelebrating contributionsResiliencePositive attitudes | Healthier friendshipsGroups dynamicsSmokingAlcoholAssertivenessPeer pressureCelebrating inner strength | JealousyLove and lossMemories of loved onesGetting on and falling outGirlfriends and boyfriendsShowing appreciation to people and animals | Being uniqueHaving a babyConfidence in changeAccepting changePreparing for transitionEnvironmental 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 yearBeing a citizenRights and responsibilitiesRewards and consequencesHow behaviour affects groupsDemocracy, having a voice, participating | Cultural differences and how they cause conflictRacismRumours and name callingTypes of bullyingMaterial wealth and happinessEnjoying and respecting other cultures | Future dreamsThe importance of moneyJobs and careersDreams job and how to get thereGoals in different cultureSupporting others (charity)Motivation | Smoking, including vaping AlcoholAlcohol and anti-social behaviourEmergency aidBody imageRelationships with foodHelathy choicesMotivation and behaviour | Self-recognition and self-worthBuilding slef esteemSafer online communitiesRights and responsibilities onlineOnline gaming and gamblingReducing screen timeDangers of online groomingSMARRT internet safety rules | Self and body imageInfluence of online and media on body imagePuberty for girlsPuberty for boysConceptionGrowing responsibilityCoping with changePreparing for transition |
| **Year 6** | YOUTH PARLIAMENTYear 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 normalityUnderstanding disabilityPower strugglesUnderstanding bullyingInclusion/exclusionDifferences as conflictDifferences as celebrationEmpathy | Personal learning goals in and out of schoolSuccess criteriaEmotions in successMaking a difference in the worldMotivationRecognising achievementCompliments | Taking personal responsibilityHow substances affect the bodyExploitation, including county lines and gang cultureEmotional and mental healthManaging stress | Mental healthIdentifying mental health worries and sources of supportLove and lossManaging feelingsPower and controlAssertivenessTechnology safetyTake responsibility with technology use | Self-imageBody imagePuberty and feelingsConception to birthReflections about changePhysical attractionRespect and consentBoyfriends and girlfriendsSextingTransition |