Middlestown Primary Academy

PSHE: Key Stage 1



Objectives linked to Pol-Ed resources:

Relationships

Keeping Safe

Understanding the law

Objectives linked to PSHE resources:

Economic Wellbeing

Progression of Learning Objectives

PSHE: Key Stage 1

National Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

HT1: Self-Awareness

In this unit, pupils should be taught:

Mental Fitness:

- To know that they are unique human beings
- To know that they are not their thoughts
- To know that self-awareness needs to be practiced and helps us to show up as our best self

Social Fitness:

- To know that families are built on love
- To know that friends are important in our one life

Physical Fitness:

- To know that their bodies need good fuel to work well
- To begin to understand that they need to build all three fitness components to live their one life well

HT2: Response System

In this unit, pupils should be taught:

Mental Fitness:

- To know that we must try to respond and not react
- Our mind wants to protect us
- To know that all emotions are OK, as long as we manage them well
- That we must pay attention to our thoughts and feelings so they don't get too big or strong

Social Fitness:

- To keep safe, we must have boundaries and remember that no means no
- We all have private parts and they are private for a reason

Physical Fitness:

- We only get one body so we should love it, respect it and not compare ourselves to others

HT3: Bouncing Back

In this unit, pupils should be taught:

Mental Fitness:

- To know that we have to learn to bounce back when things wrong or get hard
- We have to use our inner cheerleader to help us

Social Fitness:

- That we must forgive ourselves and others if we want to bounce back in our friendships
- All friendships have ups and downs
- Know about the different types of bullying and the impact it may have

Physical Fitness:

- To know that self-care is important so we can bounce back physically, too

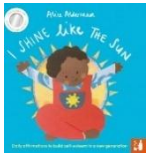
HT4: Compassion	HT5: Power of Now	HT6: Doing & Being
In this unit, pupils should be taught: **Mental Fitness:** • To know that I must be kind to myself and others to be mentally fit • To begin to know how to say sorry and forgive and forgive others **Social Fitness:** • Know about stereotypes and how to challenge them • Use their SENSES to show up compassionately in their relationships **Physical Fitness:** • Know how to be compassionate in an emergency and basic first aid • To know how to call 999 and what to say in an emergency	In this unit, pupils should be taught: **Mental Fitness:** • To know our mind is powerful and we need to build the power of now to live our one life really well • Know how to breathe to calm our bodies and minds **Social Fitness:** • Know and use please, thank you, excuse me and pardon and show respect to all adults • Know practical ways to develop respectful relationships • Know how to be respectful with face-to-face and online relationships, including cyberbullying **Physical Fitness:** • Know some basic facts about addiction and hormones so they can make better decisions in the future	In this unit, pupils should be taught: **Mental Fitness:** • To know that I can't always be doing • Know that we need to make time to be • Know that this balance is important in our one life **Social Fitness:** • Know about personal safety on roads, railways and in the water, including the water safety code • Know about risk-taking behaviours and peer influences **Physical Fitness:** • Know how to keep their bodies healthy and safe through self-care, exercise and prevention methods (teeth, skin and hygiene)

PSHE Coverage: Birth to Three

Little Hands

As one of the three prime areas, children focus on PSHE through a circle time and book led approach using One Life links including the morning routine where appropriate.









Personal, Social and Emotional Development

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Learn to use the toilet with help, and then independently.

Communication and Language

- Make connections between the features of their family and other families.
- Notice differences between people

Physical Development

- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Being supported to brush teeth.

Understanding the World

- Make connections between the features of their family and other families.
- Notice differences between people.

PSHE Coverage: EYFS

Lower Foundation

In order to achieve these objectives, EYFS follow their POLO grid and incorporate the One Life scheme of work into their planning.

Personal, Social and Emotional Development

- 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.

Communication and Language

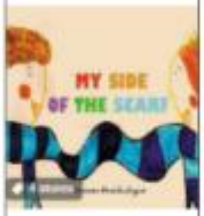
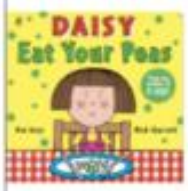
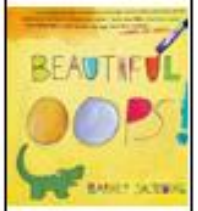
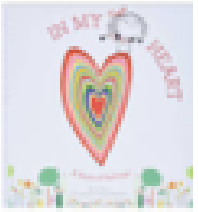
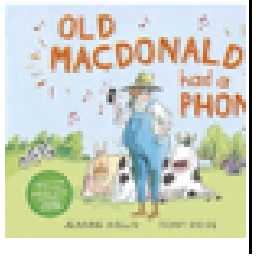
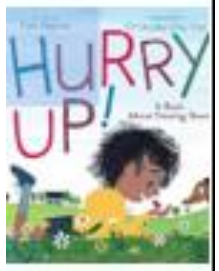
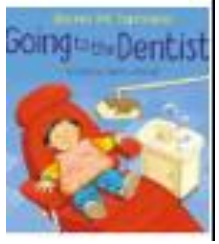
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.

Physical Development

- Starting to eat independently and learning how to use a knife and fork.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Understanding the World

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

 you matter  We ALL belong  LOVE  MY SIDE OF THE SCARF  DAISY Eat Your Peas	  It's OK to Worry   RESPECT  ALL Bodies GOOD Bodies  HEAD TOES GOES	 BEAUTIFUL OOPS!  MABEL and the MOUNTAIN  STICK AND STONE	 It's OK  Kindness Grows  We Are One  OUR SKIN	 IN MY HEART  I AM PEACE  OLD MACDONALD had a PHON	 ONLY ONE YOU  HURRY UP!  My Underpants RULE!  Going to the Dentist

Upper Foundation

In order to achieve these objectives, EYFS follow their POLO grid and incorporate the One Life scheme of work into their planning.

Personal, Social and Emotional Development

- 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.

ELG: PSED: 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.

ELG: PSED: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of a 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.

ELG: PSED: 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.

Communication and Language

- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Develop social phrases.

ELG: C&L: Listening, attention and understanding

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

ELG: C&L: Speaking

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

- Know and talk about 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.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

ELG: PD: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.

Understanding the World

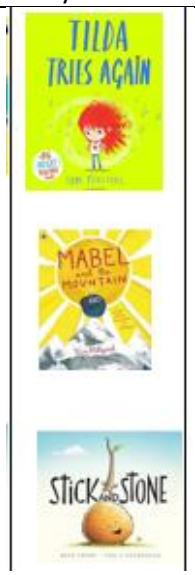
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.

ELG: UTW: Past and Present

Talk about the lives of people around them and their roles in society.













PSHE: Year 1

Self-Awareness	Response System (Fire safety)	Bouncing Back	Compassion	Power of Now (Road safety)	Doing & Being (Water safety)
• Know that we are all unique and born to shine • Know that we are not our thoughts and feelings • Know that we all have an inner cheerleader • Know that we all have an inner critic • Know that families are different, but are all built on love, care and protection • Friendships help us to feel happy and secure • How we can show care and kindness towards others and always be welcoming • know that eating healthy food is important for your overall wellbeing	• Know that we have a response system • Know that we must own our behavior • Know that we must not let emotions get too big. • Know that we must respond and not react • Know that our choices matter • Know how to use breath work to manage my emotions • Know about basic **manners and respect** • Know some practical ways to BE respectful • Know that we only get one body and we should show it love, care and respect • Know that self-love is important to live your one life happily and safely • Know about safe touch and contact • Know about boundaries • Know what consent is and how it keeps us safe	• Life is a series of ups and downs and you need to learn how to manage and accept this • We all mistakes in life. What matters is how we learn from them. • Know about big feelings and how you might manage these and bounce back slowly from them • Know that challenging things will happen in your life and it is okay • All friendships have ups and downs • How to show up as a caring friend • How to forgive and bounce back in our friendships (ADAPT) • That bullying has a negative and often lasting impact on mental wellbeing. • Know about cyber bullying and understand its impact. • Bouncing back when things go wrong physically Being aware of self-care habits to minimise risks	• Begin to know the definition of compassion • Begin to know what self-compassion is • Begin to know some compassionate phrases • Know that our choices and actions have a ripple effect • Know that love and compassion help to make the world a better place for everyone • Begin to know what stereotypes are • Know that they can affect our relationships • Begin to know about digital footprints and how to stay safe online. Know some practical ways to respond in an emergency • Begin to know how to make an emergency call • Know where I live	• Know what the **power of now** is and how it can help us to show up as our best selves • Know some key facts about the brain and how to use this to support being present in life • Know how breathing can help us to be more **tolerant** when the body is under stress • Know that we have boundaries, rules and responsibilities to build and maintain respectful relationships • Know some practical ways to maintain and build respectful relationships online. • Know about addictions such as drugs, alcohol and smoking • I know about rules and age restrictions that keep us safe	• Know that it is important to like ourselves (self-esteem) • Know that we all have different talents • Know that we must balance doing with time to just BE. It is important for our bodies and brains! • Know some ways to prevent illness (germs and healthy habits). • Know about self-respect and privacy. • Know that physical activity is important for our overall health and wellbeing • Know about hazards and risks and practical ways to stay safe, especially in the water. • Know the water safety code • I know how to respond safely to adults I don't know • I know that jobs help people earn money to pay for things • I know some of the strengths and interests someone might need to do different jobs
Key Definitions: Self-Awareness Self-esteem Personal Development Self-identity Love Kindness Self-Control Friendships Caring Friend Social Fitness Health	**Key Definitions:** Response System Wise Owl (upstairs brain), Guard Dog (amygdala) Emotion Elephant (Hippocampus/emotional downstairs brain) Emotions React Moral Compass Respect Boundary Self-respect Self-care Consent	**Key Definitions:**	**Key Definitions:**	**Key Definitions:** •	**Key Definitions:**


SHINE

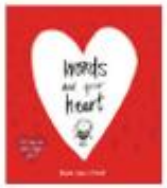

I am Light


LOVE


BE KIND


I AM HENRY FINCH
THE SOUR GRAPE
WHEN THINGS GET TOO LOUD
Respectful Ninja
EMBRACE YOUR BODY
YES! NO!

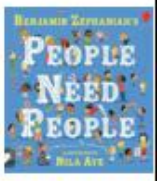

MAGICAL YET


Words in your heart


THIS ROCK IS MINE!


Rest is Best!


THE SMILE

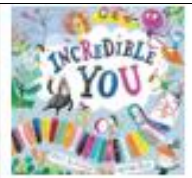

BENJAMIN ZEPHANIAH'S
PEOPLE NEED PEOPLE
BOLA AYE


DIFFERENT


WHEN THINGS GET TOO LOUD


I AM YOGA


Goldilocks


INCREDIBLE YOU


BODY SAFETY


Going to the Doctor

PSHE: Year 2

Self-Awareness	Response System (Fire safety)	Bouncing Back	Compassion	Power of Now (Road safety)	Doing & Being (Water safety)
• Know that we are all unique and different • Know that we are all born to shine • Know that we are not our thoughts and feelings • Know that we all have an inner cheerleader and inner critic • Know that families are different, but are all built on love, care and protection • Friendships help us to feel happy and secure • How we can show care and kindness towards others and always be welcoming • Know that eating healthy food is important for your overall wellbeing • Know the differences between healthy and unhealthy foods • Begin to know that we must limit our sugar intake	• Know what our response system is • Know that we must not let our emotions get too big • Knowing that what we think, is how we feel, is how we behave. • Know that we must calm our nervous system if we want to respond and not react. • Know that breathing can help to regulate our nervous system. • Know about basic **manners and respect** • Know some practical ways to BE respectful • Know that we only get one body and we should show it love, care and respect • Know that self-love is important to live your one life happily and safely • Know about safe touch and contact • Know about boundaries • Know what consent is and how it keeps us safe	• Life is a series of ups and downs, and you need to learn how to manage and accept this • We all make mistakes in life. What matters is how we learn from them • Know about big feelings and how you might manage these and bounce back slowly from them • Know that challenging things will happen in your life and it is okay • All friendships have ups and downs • How to show up as a caring friend • How to forgive and bounce back in our friendships (ADAPT) • That bullying has a negative and often lasting impact on mental wellbeing • Know about Cyber Bullying and understand its impact • Bouncing back when things go wrong physically • Being aware of self-care habits to minimise risks	• Begin to know the definition of compassion • Begin to know what self-compassion is • Begin to know some compassionate phrases • Know that our choices and actions have a ripple effect • Know that love and compassion help to make the world a better place for everyone • Begin to know what stereotypes are • Know that they can affect our relationships • Begin to know about digital footprints and how to stay safe online. • Know some practical ways to respond in an emergency • Begin to know how to make an emergency call • Know where I live	• Know what the power of now is and how it can help us to show up as our best selves • Know some key facts about the brain and how to use this to support being present in life • Know how breathing can help us to be more tolerant when the body is under stress • Know that we have boundaries, rules and responsibilities to build and maintain respectful relationships • Know some practical ways to maintain and build respectful relationships online. • Know about addictions such as drugs, alcohol and smoking • I can recognise the risks in simple, everyday situations and what action to take to minimise harm	• Know that it is important to like ourselves (self-esteem) • Know that we all have different talents • Know that we must balance doing with time to just BE. It is important for our bodies and brains! • Know some ways to prevent illness and disease in our one lives (skin, teeth, washing hands). • Know about self-respect and privacy. • Know that physical activity is important for our overall health and wellbeing • Know about hazards and risks and practical ways to stay safe, especially in the water. • Know the water safety code • I know that people make different choices about to spend and save money • I know that there are different ways of looking after money • I know that jobs help people to earn money to pay for things Sun safety talk from School Nursing Team
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