



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS

NATIONAL CURRICULUM STATEMENT

Purpose of study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

OUR INTENT

By the time our children leave our school, our Personal, Social and Healthy Education provision aims to have prepared them with the knowledge and equipped them with tools needed as they progress onto Secondary school and beyond. This will involve discussing and covering essential topics such as healthy relationships, diversity and respect, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle, tailored to the children's year group and understanding. These will be taught in a safe, understanding environment where questions will be encouraged and answered sensitively and thoroughly.

The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

**Broad, relevant and balanced
Local, Mainland, Global**

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience

Lessons Topics Events/Trips Environment Enrichment/Inspire Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE
Positive relationships and interactions	Appropriate learning opportunities understood by pupils	Children understand how to be successful	Oral and written feedback that has impact	Dialogic talk and rich questioning	Developing meta-cognition	Moderation underpins standards	Effective use of assessment driving tailored learning	Target setting and review				

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners



PSHE/SMSC AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH



Federation Vision for PSHE/SMSC – Intention for Children
By the time our children leave our school, our PSHE provision will have offered our children opportunities to address both their current experiences and preparation for their future

Big Ideas

- CORE THEME 1: HEALTH AND WELLBEING**
CORE THEME 2: RELATIONSHIPS
CORE THEME 3: LIVING IN THE WIDER WORLD
- Self-Awareness
 - Self-care, Support and Safety
 - Managing Feelings
 - Changing and Growing
 - Healthy Lifestyles
 - The World I live in



Content and Sequencing (Broad, relevant and balanced)

- 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.
- 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.
- helping 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 in EYFS

- Self-Regulation:**
- Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.
 - Set and work towards simple goals, being able to wait for what they want
 - Give focused attention to what the teacher says, responding appropriately
- 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
- Building relationships:**
- Work and play cooperatively and take turns with others.
 - Form positive attachments to

Vision for the Federation Learning Principles in PSHE

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
PE – developing healthy life styles. Science – growth and change. Computing – keeping safe online. RE/values -as children will link concepts to their own lives and belief	Children to engage in debates and dialogue with each other in order to discuss deeper issues/meanings linked to the concept.	Children will have a deep understanding of themselves – their emotions, developing a healthy lifestyle, growing and changing how they live in the world.	All children will be able to access learning within PSHE through a focus on a variety of creative tasks encompassing a variety of skills (such as art and computing) to explore concepts.	Children are motivated to engage within religious concepts through tasks that reflect upon their reality and challenge them through tasks that require them to apply a range of skills from other foundation subjects.	Visits from and to outside agencies to discuss issues and different concepts. Raising aspirations.	Children are challenged to come to their own conclusions about issues not just about themselves but also within a wider world.	Children will be able to explore the British Values. Discussing and thinking how they relate to themselves and others.

Links with English and Maths



Progress



Support



- Speaking and listening skills
- Written responses/creative writing opportunities to respond to different scenarios.
- Reading comprehension to find information

Work can be evidenced in a variety of ways – through subject books particularly when work links to other subjects.
Video evidence –e.g. of drama activities.
Use baseline techniques and then revisit to add in the progress made.

Everyone has access to the PSHE curriculum
Activities are adapted to enable recording of work; not just written.
Safe positive learning environment is created

adults and friendships with peers.
-Show sensitivity to their own and to others' needs.

PROGRESSION OF SKILLS

These are the areas that will be covered each year (one each half term) throughout our children's time at the Federation.

1. New beginnings
2. Getting on and falling out
3. Going for goals
4. Good to be me
5. Relationships
6. Changes



Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
<p>Belonging I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I know how to make someone feel welcome.</p> <p>Self-awareness I can tell you how I am the same as and different from my friends. I feel good about my strengths.</p> <p>Managing my feelings I know some more ways to calm myself down when I feel scared or upset.</p> <p>Understanding others' feelings I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>Making choices I know some ways to solve a problem.</p> <p>Understanding rights and responsibilities I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can help to make the class a safe and fair place. I can help to make my class a good place to learn.</p>	<p>Friendship I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.</p> <p>Seeing things from another point of view I know that people don't always see things in the same way. I can see things from someone else's point of view.</p> <p>Working together I can work well in a group. I can decide with my group about how well we have worked together.</p> <p>Managing feelings: anger I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p> <p>Resolving conflict I know how to make up with a friend when we have fallen out. I can use peaceful problem solving to sort out problems so both people feel OK. I can use my ability to see things from the other point of view to make a conflict situation better.</p>	<p>Knowing myself I know we learn in different ways. I can tell you some of my strengths as a learner.</p> <p>Setting a realistic goal I can say what I want to happen when there is a problem (set a goal). I can predict and understand the consequences of reaching my goal. I can choose a realistic goal.</p> <p>Planning to reach a goal I can break a goal down into small steps. I can choose a realistic goal.</p> <p>Persistence I can resist distractions. I can work towards a reward or for the satisfaction of finishing a task. I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration.</p> <p>Making choices I can think of lots of different ideas or solutions to problems. I can predict and understand the consequences of my solutions or ideas. I can choose between my ideas and give reasons.</p> <p>Evaluation and review I can learn from my successes. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again.</p>	<p>Knowing myself I can tell you about my gifts and talents. I can tell you something that makes me feel proud. I know when I learn best. I can tell you what I have learnt. I can tell you the things that I am good at and those that I find more difficult. I can tell when I am being impulsive and when I am thinking things through. I can tell when a feeling is weak and when it is strong.</p> <p>Understanding my Feelings I know more names for feelings than I did before. I can use more words to express my feelings. I can tell when I am feeling worried or anxious. I can tell you some things that make me feel anxious. I can tell when I am feeling proud. I can tell you something that makes me feel proud. I can help another person feel proud.</p> <p>Managing my Feelings I can be still and quiet and relax my body. I know what it feels like to be relaxed. I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I can tell you what places help me to relax. I can explain some things that help me stop worrying. I can change my behaviour if I stop and think about what I am doing.</p> <p>Standing up for Myself I can tell when it is right to stand up for myself. I know how to stand up for myself.</p>	<p>Knowing myself I know the people who are important to me. I can tell when I feel cared for. I can tell when I love or care for someone.</p> <p>Understanding my Feelings I can tell you something that has made me jealous. I can tell when I feel jealous. I understand that being unkind and hurting someone doesn't make me feel better. I can tell you how I feel when I lose someone or something I care about.</p> <p>Managing my Feelings I can feel proud on behalf of my friends when they have done something well. I can think of ways to make me feel better when I feel hurt. I can make myself feel better without hurting others. I can share people I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.</p> <p>Understanding the feelings of others I understand that if someone leaves me they might still love me. I understand that people have to make hard choices and sometimes they have no choice.</p> <p>Social skills <i>Nothing for Y1&2</i></p> <p>Making choices <i>Nothing for Y1&2</i></p>	<p>Knowing myself I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault.</p> <p>Understanding my Feelings <i>Nothing for Y1&2</i></p> <p>Understanding the feelings of others <i>Nothing for Y1&2</i></p> <p>Managing my Feelings <i>Nothing for Y1&2</i></p> <p>Planning to reach a goal I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles.</p> <p>Belonging to a community <i>Nothing for Y1&2</i></p> <p>Making choices I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time. I know that I make my own choices about my behaviour.</p>

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<p>Key Vocabulary: Happy, sad, scared, excited, nervous/worried, comfortable, uncomfortable, solve a problem, set a goal, calm down, welcome, belong, fair YR: angry/cross</p>	<p>Key Vocabulary: compliment, friend, fall out, get on, trigger, angry, peaceful, cooperation, Conflict, point of view, make up, problem solving, apologise, solution YR: sorry, calm down, taking turns, listening, sharing, friendly, smile</p>	<p>Key Vocabulary: goal, consequences, achieve, achievement, steps, impulsive, distracted, distractions, persistent, persistence, frustrated, frustration, bored, boredom YR: Learn, finish, before, after, now, today, tomorrow, future, goal, target, succeed, proud.</p>	<p>Key Vocabulary: relax, relaxed, relaxation, problem solving, tense, anxious, worried, proud YR: calm, still, sad, happy, excited, proud, angry, cross</p>	<p>Key Vocabulary: important people, cared for, love, jealous, unkind, hurt, loss, share, leave, proud, choice, lonely, miss, envy/jealous YR: angry, happy, sad, fair, unfair, dead, alive, lonely, worried, comfortable, uncomfortable</p>	<p>Key Vocabulary: changes, frustrated, obstacles, determined, habit, fault – my fault and not my fault, responsibility YR: before, after, grow, getting used to, by accident, on purpose, disappointment, thinking, planning, celebrate, happy thoughts</p>
<p><i>Federation mission statement, ethos and values, JLT and LL roles and elections, democracy and the rule of law, internet safety</i></p>	<p>Say no to bullying <i>finance, loans/debt, profit, saving and raising money, mutual respect & tolerance of those with different faiths and beliefs</i></p>	<p><i>aspirations and careers, personal responsibility and choices, growth mindset, individual liberty</i></p>	<p><i>Healthy lifestyle with balanced diet, exercise and rest, sun safety</i></p>	<p><i>Global issues, (including 'send my friend to school' campaign) diversity, equality, rights and responsibilities (including fairness and justice).</i></p>	<p><i>Sex and relationship education, personal hygiene (drug education?), environmental issues</i></p>

Regularly occurring experiences that support PSHE: Assembly, celebrations, festivals, circle time, wake up shake up active lessons, Dojos, Gold book, JLT, 'out and about', cooking, trips and visits, visitors, charity fundraising, competitions, sports events, clubs... Check cultural calendar.

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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<p>Belonging I know that I belong to a community. I feel safe and content within my class. I feel good about the ways we are similar in the group and the ways I am different. I know how to make someone feel welcome.</p> <p>Self-awareness I can tell you how I am the same as and different from my friends. I feel good about my strengths.</p> <p>Managing my feelings I know some more ways to calm myself down when I feel scared or upset.</p> <p>Understanding others' feelings I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>Making choices I know some ways to solve a problem.</p> <p>Understanding rights and responsibilities I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair. I can help to make the class a safe and fair place. I can help to make my class a good place to learn.</p>	<p>Friendship I can tell you what being a good friend means to me. I can listen well to other people when they are talking. I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.</p> <p>Seeing things from another point of view I know that people don't always see things in the same way. I can see things from someone else's point of view.</p> <p>Working together I can work well in a group. I can decide with my group about how well we have worked together.</p> <p>Managing feelings: anger I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p> <p>Resolving conflict I know how to make up with a friend when we have fallen out. I can use peaceful problem solving to sort out problems so both people feel OK. I can use my ability to see things from the other point of view to make a conflict situation better.</p>	<p>Knowing myself I know we learn in different ways. I can tell you some of my strengths as a learner.</p> <p>Setting a realistic goal I can say what I want to happen when there is a problem (set a goal). I can predict and understand the consequences of reaching my goal. I can choose a realistic goal.</p> <p>Planning to reach a goal I can break a goal down into small steps. I can choose a realistic goal.</p> <p>Persistence I can resist distractions. I can work towards a reward or for the satisfaction of finishing a task. I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration.</p> <p>Making choices I can think of lots of different ideas or solutions to problems. I can predict and understand the consequences of my solutions or ideas. I can choose between my ideas and give reasons.</p> <p>Evaluation and review I can learn from my successes. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful. I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again.</p>	<p>Knowing myself I can tell you about my gifts and talents. I can tell you something that makes me feel proud. I know when I learn best. I can tell you what I have learnt. I can tell you the things that I am good at and those that I find more difficult. I can tell when I am being impulsive and when I am thinking things through. I can tell when a feeling is weak and when it is strong.</p> <p>Understanding my Feelings I know more names for feelings than I did before. I can use more words to express my feelings. I can tell when I am feeling worried or anxious. I can tell you some things that make me feel anxious. I can tell when I am feeling proud. I can tell you something that makes me feel proud. I can help another person feel proud.</p> <p>Managing my Feelings I can be still and quiet and relax my body. I know what it feels like to be relaxed. I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I can tell you what places help me to relax. I can explain some things that help me stop worrying. I can change my behaviour if I stop and think about what I am doing.</p> <p>Standing up for Myself I can tell when it is right to stand up for myself. I know how to stand up for myself.</p>	<p>Knowing myself I know the people who are important to me. I can tell when I feel cared for. I can tell when I love or care for someone.</p> <p>Understanding my Feelings I can tell you something that has made me jealous. I can tell when I feel jealous. I understand that being unkind and hurting someone doesn't make me feel better. I can tell you how I feel when I lose someone or something I care about.</p> <p>Managing my Feelings I can feel proud on behalf of my friends when they have done something well. I can think of ways to make me feel better when I feel hurt. I can make myself feel better without hurting others. I can share people I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.</p> <p>Understanding the feelings of others I understand that if someone leaves they might still love me. I understand that people have to make hard choices and sometimes they have no choice.</p> <p>Social skills <i>Nothing for Y1&2</i></p> <p>Making choices <i>Nothing for Y1&2</i></p>	<p>Knowing myself I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen 'by themselves'. I know different ways that help me to learn to do things. I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault.</p> <p>Understanding my Feelings <i>Nothing for Y1&2</i></p> <p>Understanding the feelings of others <i>Nothing for Y1&2</i></p> <p>Managing my Feelings <i>Nothing for Y1&2</i></p> <p>Planning to reach a goal I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles.</p> <p>Belonging to a community <i>Nothing for Y1&2</i></p> <p>Making choices I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time. I know that I make my own choices about my behaviour.</p>

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<p><i>Federation mission statement, ethos and values, JLT and LL roles and elections, democracy and the rule of law, internet safety.</i></p>	<p>Say no to bullying <i>finance, loans/debt, profit, saving and raising money, mutual respect & tolerance of those with different faiths and beliefs</i></p>	<p><i>aspirations and careers, personal responsibility and choices, growth mindset, individual liberty</i></p>	<p><i>Healthy lifestyle with balanced diet, exercise and rest, sun safety</i></p>	<p><i>Global issues, diversity, equality, rights and responsibilities (including fairness and justice).</i></p>	<p><i>Sex and relationship education, personal hygiene (drug education?), environmental issues</i></p>

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	Say no to bullying				
<p>Belonging I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group.</p> <p>Self-awareness I can tell you one special thing about me.</p> <p>Understanding my feelings I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people.</p> <p>Understanding the feelings of others I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions.</p> <p>Managing my feelings I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary.</p> <p>Social skills I can give and accept a compliment.</p> <p>Making choices I know some more ways to solve a problem.</p> <p>Understanding rights and responsibilities I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school.</p>	<p>Friendship I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. I can tell you lots of ways to give 'friendship tokens' to other people.</p> <p>Seeing things from another point of view I know how to see things from someone else's point of view.</p> <p>Working together I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together.</p> <p>Managing feelings: anger I know: what my triggers for anger are; how our bodies change when we start to get angry, some ways to calm down when I start feeling angry. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some of the ways I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger.</p> <p>Resolving conflict I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p>	<p>Knowing myself I can tell you about myself as a learner. I can use my strengths as a learner. I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning.</p> <p>Setting a realistic goal I can foresee obstacles and plan to overcome them when I am setting goals.</p> <p>Planning to reach a goal I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others.</p> <p>Persistence I can recognise when I find learning difficult and persevere when I need to. I can manage frustration by using a number of strategies. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can identify some barriers to my learning. I can think of ways to overcome my barriers to learning. I can understand that some thoughts help me reach my goal and some are a barrier.</p> <p>Making choices I can identify advantages and disadvantages of the solutions or goals I set myself. I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can make a choice about what to do, based upon my predictions of the likely consequences.</p> <p>Evaluation and review I can tell you how I am going to apply what I have learned. I am able to take responsibility for my actions and learning when the</p>	<p>Knowing myself I know about myself and how I learn. I can extend my learning. I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel.</p> <p>Understanding my Feelings I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same. I can explain what hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. I can stop and think before I act.</p> <p>Managing my Feelings I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can stop and think before I act. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings. I can tell when it is good to relax. I can relax when I want to.</p> <p>Standing up for Myself I can choose to act assertively. I know how to be assertive. I can express myself assertively in a variety of ways.</p> <p>Making choices Nothing for Year 3&4</p>	<p>Knowing myself I can tell when something is my fault and when something is not my fault. I can take responsibility for my behaviour. I can tell you the things that hurt my feelings.</p> <p>Understanding my Feelings I can express feelings of guilt. I can say when I might feel guilty. I know when I will feel guilty and use this when I make a choice.</p> <p>Managing my Feelings I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty.</p> <p>Understanding the feelings of others I can understand how I might hurt others. I know how most people feel when they lose something or someone they love.</p> <p>Social skills I can tell you how I can make someone who is important to me happy. I can tell you some ways to make amends if I have done something cruel or unkind. I can tell you how I feel about the important people or animals in my life. I know some ways to celebrate the life of someone I care about. I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them.</p> <p>Making choices I know how to make a good choice. I can take responsibility for what I choose to do.</p>	<p>Knowing myself I know that change can be really good and can tell you about some changes that have made our lives much better. I can tell you the things that hurt my feelings. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult.</p> <p>Understanding my Feelings I know that even changes we want to happen can sometimes feel uncomfortable. I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary.</p> <p>Understanding the feelings of others I can sometimes understand why other people are behaving as they are when they are finding a change difficult.</p> <p>Managing my Feelings I know some ways of dealing with the feelings that sometimes arise from changes.</p> <p>Planning to reach a goal Nothing for Y3&4</p> <p>Belonging to a community I can tell you how it feels to belong to a group, and know it's important for everyone.</p> <p>Making choices Nothing for Y3&4</p>

Key Vocabulary: gifts, talents, rights, responsibilities, helpful/hopeful thoughts, scared, frightened, excited, nervous	Key Vocabulary: resolve a conflict, leader, reporter, scribe, timekeeper, cooperation, win-win, solution, anger, 'losing it'	Key Vocabulary: goal, target, obstacle, barrier, responsibility, responsible, perseverance, boredom, frustration, respect, encouragement	Key Vocabulary: surprised, worried, anxious, angry, disappointed, relax, routine, threat, threatened, hopeful, hopeless, novelty, assertive, aggressive, passive, risk	Key Vocabulary: fault, blame, guilty, choice, love, proud, cruel, kind, ashamed, celebrate, funeral, amends, conscience, regret, remorse, apologise, death, miss, alone	Key Vocabulary: boredom, adapt, anticipation, resentment, excitement, frightened, anxious, nervous, making a plan, belonging, accepted, rejected, left out
<i>Federation mission statement, ethos and values, JLT and LL roles and elections, democracy and the rule of law, internet safety.</i>	Say no to bullying <i>finance, loans/debt, profit, saving and raising money, mutual respect & tolerance of those with different faiths and beliefs</i>	<i>aspirations and careers, personal responsibility and choices, growth mindset, individual liberty</i>	<i>Healthy lifestyle with balanced diet, exercise and rest, sun safety</i>	<i>Global issues, diversity, equality, rights and responsibilities (including fairness and justice).</i>	<i>Sex and relationship education, personal hygiene (drug education?), environmental issues</i>
<i>Regularly occurring experiences that support PSHE: Assembly, celebrations, festivals, circle time, wake up shake up active lessons, Dojos, Gold book, JLT and LL, 'out and about', cooking, trips and visits, visitors, charity fundraising, competitions, sports events, clubs... Check cultural calendar.</i>					

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
	Say no to bullying				
<p>Belonging I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group.</p> <p>Self-awareness I can tell you one special thing about me.</p> <p>Understanding my feelings I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people.</p> <p>Understanding the feelings of others I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions.</p> <p>Managing my feelings I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary.</p> <p>Social skills I can give and accept a compliment.</p> <p>Making choices I know some more ways to solve a problem.</p> <p>Understanding rights and responsibilities I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school.</p>	<p>Friendship I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. I can tell you lots of ways to give 'friendship tokens' to other people.</p> <p>Seeing things from another point of view I know how to see things from someone else's point of view.</p> <p>Working together I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together.</p> <p>Managing feelings: anger I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some of the ways I can stop myself being overwhelmed by feelings of anger.</p> <p>Resolving conflict I can use peaceful problem solving to sort out difficulties. I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p>	<p>Knowing myself I can tell you about myself as a learner. I can use my strengths as a learner. I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning.</p> <p>Setting a realistic goal I can foresee obstacles and plan to overcome them when I am setting goals.</p> <p>Planning to reach a goal I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others.</p> <p>Persistence I can recognise when I find learning difficult and persevere when I need to. I can manage frustration by using a number of strategies. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can identify some barriers to my learning. I can think of ways to overcome my barriers to learning. I can understand that some thoughts help me reach my goal and some are a barrier.</p> <p>Making choices I can identify advantages and disadvantages of the solutions or goals I set myself. I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can make a choice about what to do, based upon my predictions of the likely consequences.</p> <p>Evaluation and review I can tell you how I am going to apply what I have learned. I am able to take responsibility for</p>	<p>Knowing myself I know about myself and how I learn. I can extend my learning. I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel.</p> <p>Understanding my Feelings I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same. I can explain what hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. I can stop and think before I act.</p> <p>Managing my Feelings I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can stop and think before I act. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings. I can tell when it is good to relax. I can relax when I want to.</p> <p>Standing up for Myself I can choose to act assertively. I know how to be assertive. I can express myself assertively in a variety of ways.</p> <p>Making choices Nothing for Year 3&4</p>	<p>Knowing myself I can tell when something is my fault and when something is not my fault. I can take responsibility for my behaviour. I can tell you the things that hurt my feelings.</p> <p>Understanding my Feelings I can express feelings of guilt. I can say when I might feel guilty. I know when I will feel guilty and use this when I make a choice.</p> <p>Managing my Feelings I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty.</p> <p>Understanding the feelings of others I can understand how I might hurt others. I know how most people feel when they lose something or someone they love.</p> <p>Social skills I can tell you how I can make someone who is important to me happy. I can tell you some ways to make amends if I have done something cruel or unkind. I can tell you how I feel about the important people or animals in my life. I know some ways to celebrate the life of someone I care about. I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them.</p> <p>Making choices I know how to make a good choice. I can take responsibility for what I choose to do.</p>	<p>Knowing myself I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult.</p> <p>Understanding my Feelings I know that even changes we want to happen can sometimes feel uncomfortable. I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary.</p> <p>Understanding the feelings of others I can sometimes understand why other people are behaving as they are when they are finding a change difficult.</p> <p>Managing my Feelings I know some ways of dealing with the feelings that sometimes arise from changes.</p> <p>Planning to reach a goal Nothing for Y3&4</p> <p>Belonging to a community I can tell you how it feels to belong to a group, and know it's important for everyone.</p> <p>Making choices Nothing for Y3&4</p>

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<i>Regularly occurring experiences that support PSHE: Assembly, celebrations, festivals, circle time, wake up shake up active lessons, Dojos, Gold book, JLT and LL, 'out and about', cooking, trips and visits, visitors, charity fundraising, competitions, sports events, clubs... Check cultural calendar.</i>					



Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
	Say no to bullying				
<p>Belonging I have worked with and talked to everyone in my class. I know that I am valued at school.</p> <p>Understanding my feelings I understand how it feels to do or start something new, and why.</p> <p>Managing my feelings I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>Understanding the feelings of others I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>Social skills I work well in a group and can tell you what helps my group to work well together.</p> <p>Making choices I can explain how I go about solving a problem and can give you an example of a problem I have solved.</p> <p>Understanding rights and responsibilities I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.</p>	<p>Friendship I know that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able to or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people and I make an effort to overcome my own assumptions.</p> <p>Seeing things from another point of view I am able to see a situation from another person's perspective. I know how it might feel to be excluded or treated badly because of being different in some way.</p> <p>Working together I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</p> <p>Managing feelings: anger I know: what my triggers for anger are; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down. I can consider the short- and long-term consequences of my behaviour so as to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act.</p> <p>Resolving conflict I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict. I can tell you things that I or other</p>	<p>Knowing myself I know the skills and attributes to be an effective learner. I can try to develop these skills. I know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements.</p> <p>Setting a realistic goal I can set myself a goal or challenge.</p> <p>Planning to reach a goal I can make a personal or learning long-term plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step.</p> <p>Persistence I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful.</p> <p>Making choices I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.</p> <p>Evaluation and review I can apply what I have learned. I can tell you what I need to learn next. I can be a critical friend to others and myself.</p>	<p>Knowing myself I accept myself for who and what I am.</p> <p>Understanding my Feelings I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.</p> <p>Managing my Feelings I can use some strategies to help me when I feel useless or inadequate. I can feel positive even when things are going wrong. I can avoid situations that are likely to hurt my feelings or make me angry. I can recognise when I am feeling worried. I know how to do something about my worry. I know when and how to stop and think before I act.</p> <p>Standing up for Myself I can disagree with someone without falling out. I can cope when someone disagrees with me. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice.</p> <p>Making choices I can make a judgement about</p>	<p>Knowing myself I can think about what embarrasses me and learn something about me that I didn't know before.</p> <p>Understanding my Feelings I can tell you about a time that I felt embarrassed and what it felt like. I understand that there is not just one way to grieve.</p> <p>Managing my Feelings I know some things to do when I feel embarrassed that will not make things worse. I can use some strategies to manage feelings associated with loss. I can tell when I am hiding a feeling and then choose to share it with someone.</p> <p>Understanding the feelings of others I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways.</p> <p>Social skills I can break friends with someone without hurting their feelings. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can think about when to forgive someone. I can forgive someone.</p> <p>Making choices I understand when breaking friends might be the best thing to do. I can use a problem-solving approach to sorting out an embarrassing situation.</p>	<p>Knowing myself I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you some of the good things about me that my classmates like and value.</p> <p>Understanding my Feelings I understand how it might feel when a change takes you away from familiar people and places. I can tell you my 'sore spots'. I can recognise when I might overreact because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones, have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable.</p> <p>Understanding the feelings of others I can try to understand why people might behave the way they do when they are facing a difficult change. I know that people respond differently to changes and challenges. I know that many children have mixed feelings about going to secondary school. I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school.</p> <p>Managing my Feelings I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might have when I change schools. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p>Planning to reach a goal Nothing for Y5&6</p>

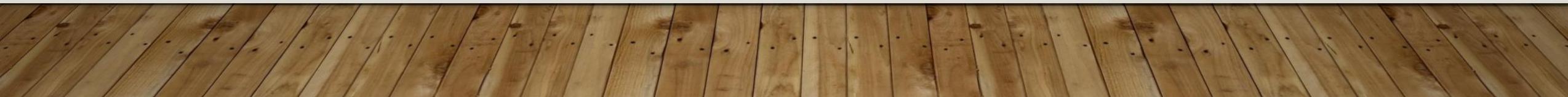
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Regularly occurring experiences that support PSHE: Assembly, celebrations, festivals, circle time, wake up shake up active lessons, Dojos, Gold book, JLT and LL, 'out and about', cooking, trips and visits, visitors, charity fundraising, competitions, sports events, clubs... Check cultural calendar.

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
	Say no to bullying				
<p>Belonging I have worked with and talked to everyone in my class. I know that I am valued at school.</p> <p>Understanding my feelings I understand how it feels to do or start something new, and why.</p> <p>Managing my feelings I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>Understanding the feelings of others I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>Social skills I work well in a group and can tell you what helps my group to work well together.</p> <p>Making choices I can explain how I go about solving a problem and can give you an example of a problem I have solved.</p> <p>Understanding rights and responsibilities I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.</p>	<p>Friendship I know that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able to or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people and I make an effort to overcome my own assumptions.</p> <p>Seeing things from another point of view I am able to see a situation from another person's perspective. I know how it might feel to be excluded or treated badly because of being different in some way.</p> <p>Working together I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</p> <p>Managing feelings: anger I know what my triggers for anger are; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down. I can consider the short- and long-term consequences of my behaviour so as to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act.</p> <p>Resolving conflict I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict.</p>	<p>Knowing myself I know the skills and attributes to be an effective learner. I can try to develop these skills. I know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements.</p> <p>Setting a realistic goal I can set myself a goal or challenge.</p> <p>Planning to reach a goal I can make a personal or learning long-term plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step.</p> <p>Persistence I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful.</p> <p>Making choices I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.</p> <p>Evaluation and review I can apply what I have learned. I can tell you what I need to learn next. I can be a critical friend to others and myself.</p>	<p>Knowing myself I accept myself for who and what I am.</p> <p>Understanding my Feelings I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.</p> <p>Managing my Feelings I can use some strategies to help me when I feel useless or inadequate. I can feel positive even when things are going wrong. I can avoid situations that are likely to hurt my feelings or make me angry. I can recognise when I am feeling worried. I know how to do something about my worry. I know when and how to stop and think before I act.</p> <p>Standing up for Myself I can disagree with someone without falling out. I can cope when someone disagrees with me. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice.</p> <p>Making choices</p>	<p>Knowing myself I can think about what embarrasses me and learn something about me that I didn't know before.</p> <p>Understanding my Feelings I can tell you about a time that I felt embarrassed and what it felt like. I understand that there is not just one way to grieve.</p> <p>Managing my Feelings I know some things to do when I feel embarrassed that will not make things worse. I can use some strategies to manage feelings associated with loss. I can tell when I am hiding a feeling and then choose to share it with someone.</p> <p>Understanding the feelings of others I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways.</p> <p>Social skills I can break friends with someone without hurting their feelings. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can think about when to forgive someone. I can forgive someone.</p> <p>Making choices I understand when breaking friends might be the best thing to do. I can use a problem-solving approach to sorting out an embarrassing situation.</p>	<p>Knowing myself I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you some of the good things about me that my classmates like and value.</p> <p>Understanding my Feelings I understand how it might feel when a change takes you away from familiar people and places. I can tell you my 'sore spots'. I can recognise when I might overreact because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones, have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable.</p> <p>Understanding the feelings of others I can try to understand why people might behave the way they do when they are facing a difficult change. I know that people respond differently to changes and challenges. I know that many children have mixed feelings about going to secondary school. I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school.</p> <p>Managing my Feelings I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might have when I change schools. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p>Planning to reach a goal</p>

Key Vocabulary: teamwork, motivation enthusiasm, bravery, respect, anticipation, excitement, nervous, nervousness, worried, anxiety, anxious, petrified, frightened, terrified	Key Vocabulary: short-term/long-term, consequences, 'I message', prejudice, 'reframing a situation', responsibility	Key Vocabulary: goal, target, perseverance, admiration, achievements, obstacle, excuses, consequences	Key Vocabulary: proud, boastful, jealous, risk, assertive, aggressive, passive, worry, worried, anxiety, anxious, scared, inadequate, useless, useful, stressed	Key Vocabulary: embarrassed, humiliation, forgive, make amends, stereotype, breaking friends, grief/grieve, shock, denial, anger, disbelief, depression, despair, sadness, acceptance	Key Vocabulary: insecure/secure, fault, sore spot, over-reaction, gossip/rumour, mixed feelings, empathy/empathise
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<i>Regularly occurring experiences that support PSHE: Assembly, celebrations, festivals, circle time, wake up shake up active lessons, Dojos, Gold book, JLT and LL, 'out and about', cooking, trips and visits, visitors, charity fundraising, competitions, sports events, clubs... Check cultural calendar.</i>					

Shalfleet	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Running through EYFS strands	New beginnings					
Autumn 2		Getting on and falling out					
Spring 1		Going for goals					
Spring 2		Good to be me					
Summer 1		Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
Summer 2		Changes	Changes	Changes	Changes	Changes	Changes



Yarmouth	EYFS	Y1 and 2	Y3 and 4	Y5 and 6
Autumn 1	Running through EYFS areas	New beginnings	New beginnings	New beginnings
Autumn 2		Getting on and falling out	Getting on and falling out	Getting on and falling out
Spring 1		Going for goals	Going for goals	Going for goals
Spring 2		Good to be me	Good to be me	Good to be me
Summer 1		Relationships	Relationships	Relationships
Summer 2		Changes	Changes	Changes

From
Sept
2021

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	Relationships			Living in the wider world		Health and wellbeing				
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	<p>Changed to diversity and respect due to this column containing largely what is taught in e-safety sessions.</p> <p>Will include aspects such as racism, icons, diversity, stereotypes etc.</p> <p>is used; assessing information online</p>	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment		Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community		What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities		Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities		How data is shared and used	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others		How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes		Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the PSHE subsections. This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

Key PSHE targets for each sequence of lessons and children should be assessed against these.

The assessment model is designed to support all pupils to access the PSHE curriculum and also challenge higher attaining pupils.

The assessment of PSHE is supported by the targets from the PSHE progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

RE		Art		DT	
COMMUNICATE		KNOWLEDGE		KNOWLEDGE	
Explain my own response to laws.		Give detailed observations about notable artists', artisans' and designers' work;		DESIGN	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
Explain in my own response to the concept of prophecy.		Offer facts about notable artists', artisans' and designers' lives;			Describe the purpose of their products
Explain my own response to rituals.			SKILLS		Indicate the design features of their products that will appeal to intended



Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

DT		Music		French	
KNOWLEDGE		KNOWLEDGE		LISTENING	
	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment		To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		Understand and respond to spoken and written language from a variety of authentic sources
	Describe the purpose of their products		To improvise and compose music for a range of purposes using the inter-related dimensions of music	<u>SPEAKING</u>	
DESIGN	Indicate the design features of their products that will appeal to intended users		To listen with attention to detail and recall sounds with increasing aural memory		Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
	Explain how particular parts of their products work		To use and understand staff and other musical notations		Give a short prepared talk, on a topic of choice, including expressing opinions - e.g.talking on a familiar subject; describing a picture or part of a story; making a presentation to the class



MONITORING AND EVALUATING

Impact of the implementation of the PSHE curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)



PSHE IN EYFS

- **Self Regulation:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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:

- **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.

- **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 to others' needs.



AUTUMN TERM

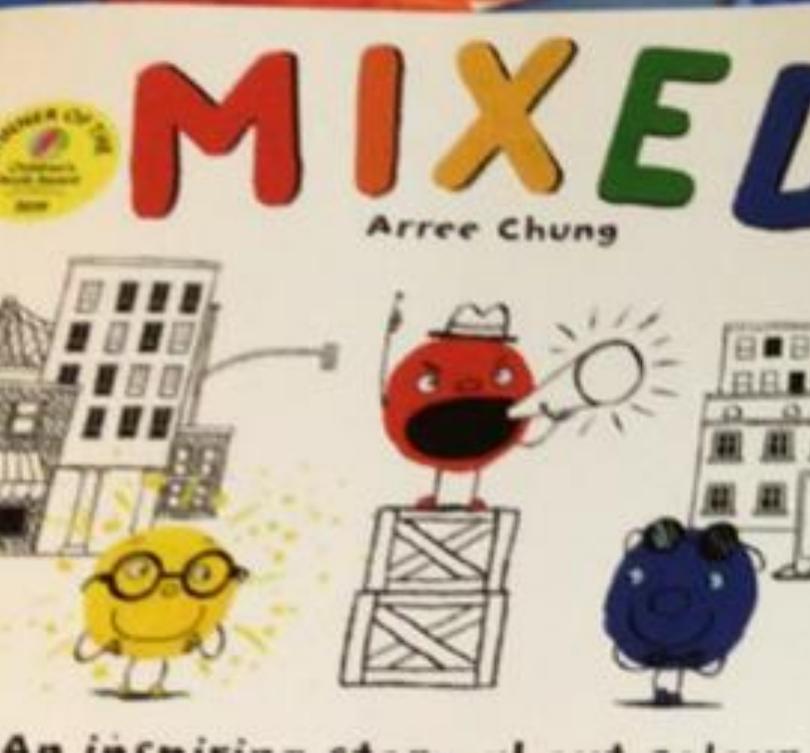
- PSHE is cemented into everything that EYFS do - it is one of the prime areas and features heavily in their daily practise.
- As the children settle into school life, they have been learning about settling in and developing positive relationships. They have thought about special relationships, kindness and friendships within their classes.
- Alongside this, they have looked at safety and handwashing and discussed how to protect themselves and each other from germs. This involved role play and writing a sentence about what they should do to keep safe.



SPRING TERM

- We constantly explore PSHE issues that arise within the classroom setting. Regular themes include:
 - **understanding emotions – recognising them and dealing with different emotions positively with our toolkit.**
 - We share the BBC videos of Ben and Bregha to help us to learn more about what emotions are and how to recognise them. We use this to start our discussions and share our own experiences in a circle time.
 - **celebrating diversity – what makes us unique and special.**

We used art and one of our favourite stories to discuss and celebrate diversity: We made characters from the story and wrote speech bubbles to celebrate what made our characters unique and beautiful: e.g. some children said 'he has one leg, she can't see, she's different colours to the other characters.'





SUMMER TERM

- When Captain Tom died, we held a memories service for him. We were inspired by his story book, '100 steps,' which one of our class members had brought in to share with us.
- **showing determination to succeed.**
- We have been enjoying the Mojo Dojo videos linked to growth mindset: These have helped us to explore, growing our brain as a muscle, the power of mistakes, the power of yet, the magic of neurons.

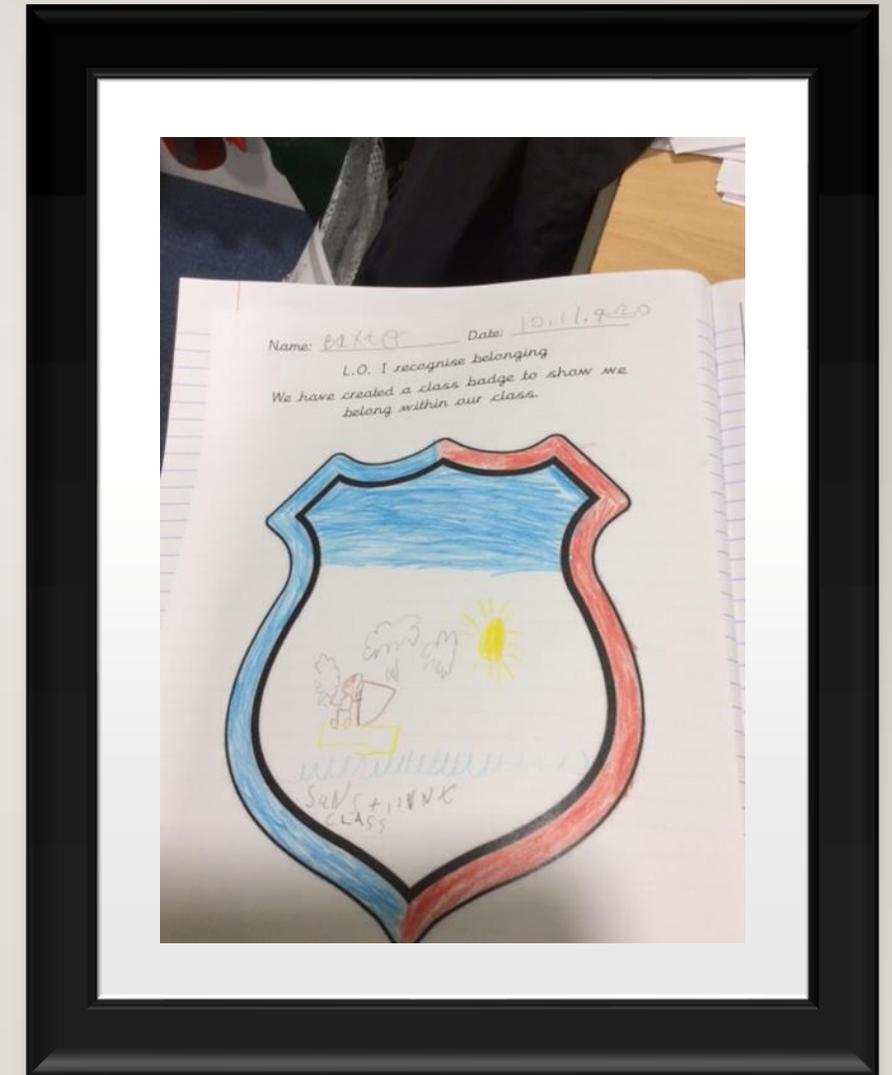


PSHE IN YEAR 1

1. New beginnings
2. Getting on and falling out
3. Going for goals
4. Good to be me
5. Relationships
6. Changes

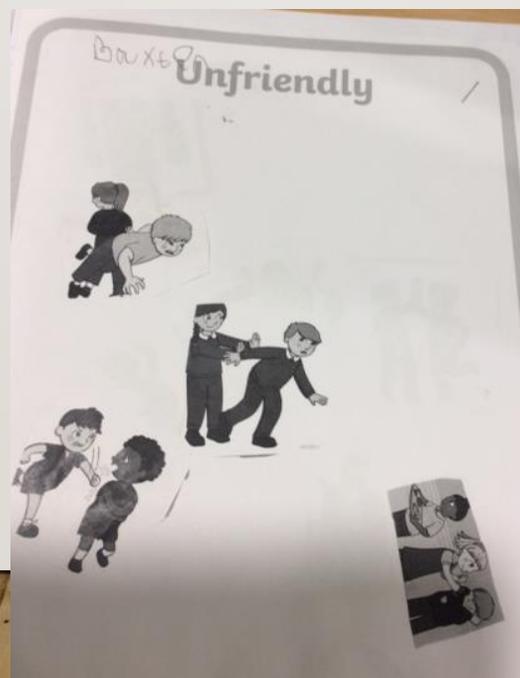
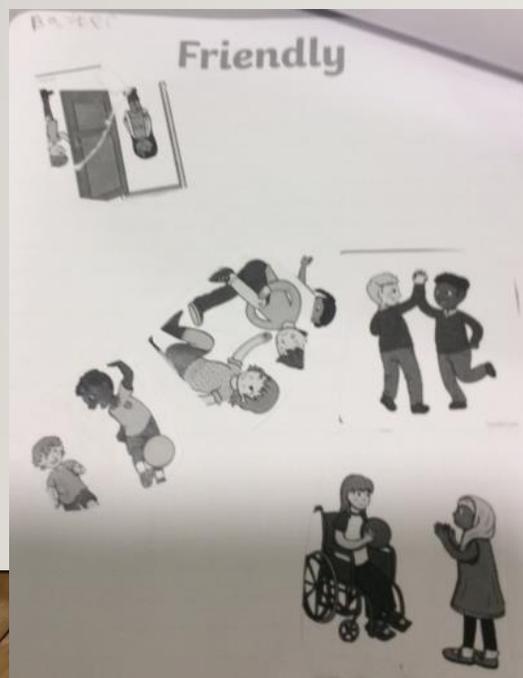
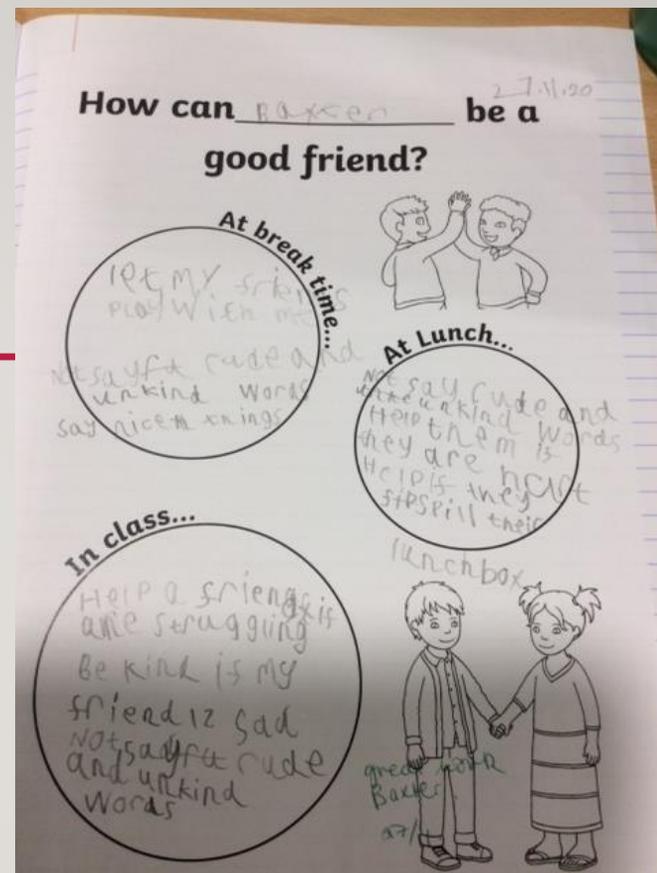
NEW BEGINNINGS

At the beginning of the new school year, year one at Shalfleet shared ideas about belonging and what this meant. They thought about what they belonged to and where they belonged. One idea was about belonging within their class and so they created a class badge to show their belonging within the class.



GETTING ON AND FALLING OUT

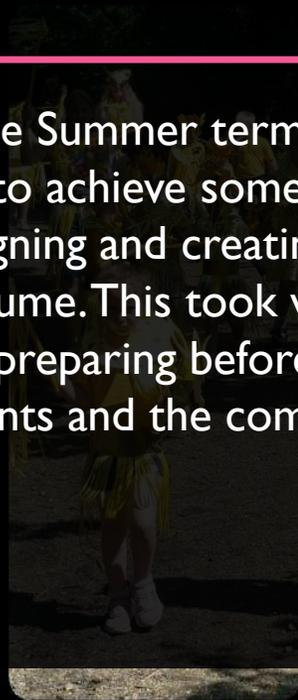
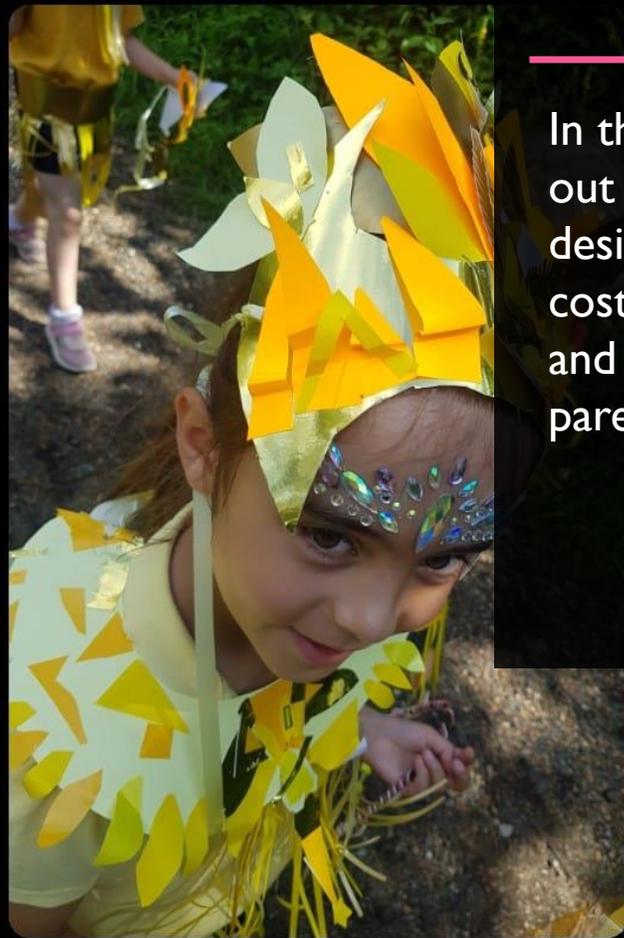
In Year one at Shalfleet, the children discussed different behaviours and sorted which were kind and friendly and which were unkind and unfriendly. They also thought about how they could be a good friend at break time, lunchtime and within class. As a class, they generated lots of ideas before filling in their own bubbles.





GOING FOR GOALS

In the Summer term, the children set out to achieve something new by designing and creating a carnival costume. This took weeks of designing and preparing before showcasing this to parents and the community!



PSHE IN YEAR 2

1. New beginnings
2. Getting on and falling out
3. Going for goals
4. Good to be me
5. Relationships
6. Changes

NEW BEGINNINGS



In Year 2 at Shalfleet, the children focused on rights and responsibilities at the start of their new beginning as Year twos. They discussed their responsibility to make positive choices and how they would like their classroom to be this year.

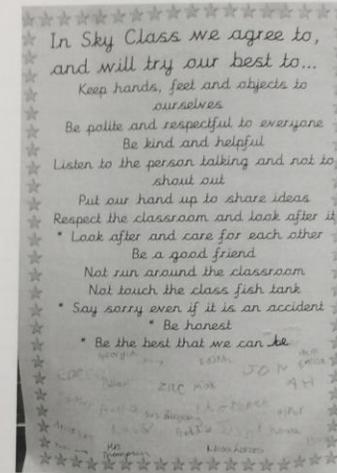
They created a class charter and signed it to agree to follow these rights and responsibilities.

PSHE- Understanding rights and responsibilities

I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.

I can help to make the class a safe and fair place.

I can help to make my class a good place to learn.



We had a circle time about why it is important to come to school and that we all have the right to learn. We thought about things we can do to make sure that Sky Class is a safe and fair place for everyone to learn and discussed that it is our responsibility to make sure that we are learning and letting others learn. We came up with these rules for our class contract which everyone including the teachers signed.

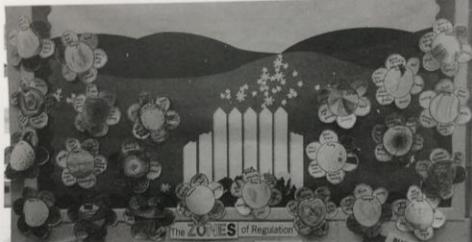
GETTING ON AND FALLING OUT



In Year 2 at Shalfleet, the children have been discussing friendship and how to resolve conflicts. They discussed what made a good friend and told each other what they were good at.

PSHE- Friendship

I can tell you what being a good friend means to me.
I can listen well to other people when they are talking.
I can make someone else feel good by giving them a compliment.
I know what to say when someone gives me a compliment.



The ZONES of Regulation

We had a circle time about friendships and how we can be good friends to each other. We listened carefully to everyone's ideas by taking it in turns to talk and share our ideas.

We then thought of things our friends were good at and wrote them on the flower petals to create our friendship garden.

Lo: To think about a goal I have.

My goal is to be an equine vet.



I will reach my goal by going to

have to
and I will ~~have to~~
change ~~working~~ very hard
A great goal Panda!

Lo: To think about a goal I have.

My goal is to be a
a scientist

working hard and learning all about dinosaurs

to change.
will grow up and go to university.

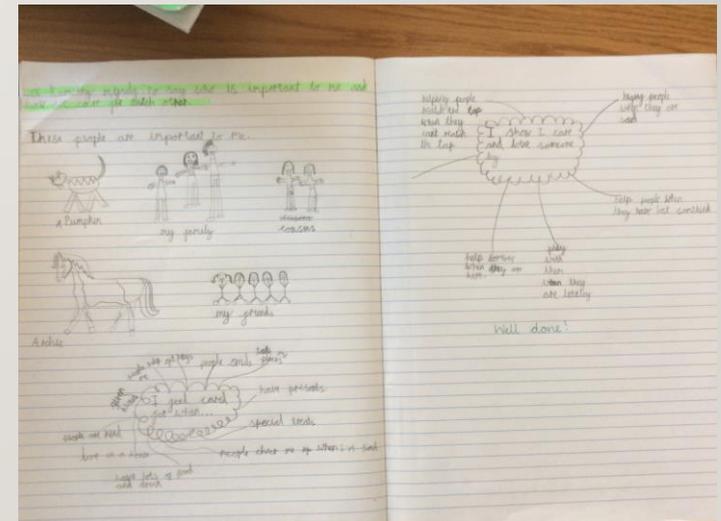
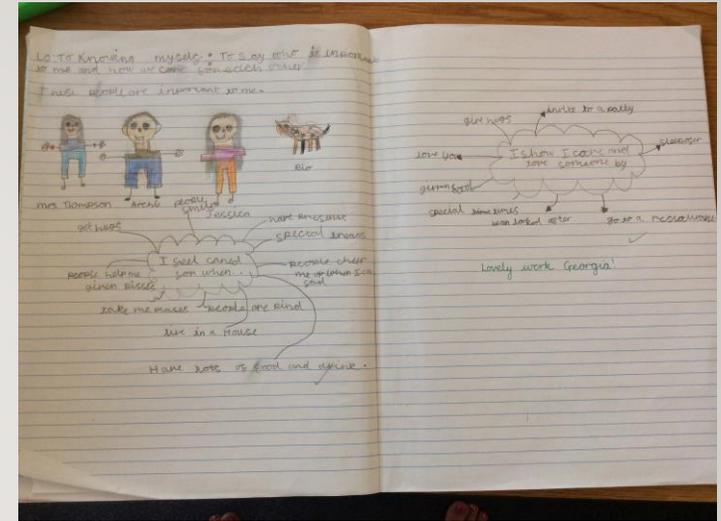
Well done Jonah!

GOING FOR GOALS

Year 2 have been looking to the future and thinking about goals they have for their life as they grow up. They shared these and what they may need to do to reach their goal!

GOOD TO BE ME

The children have been reflecting on what makes them special to their friends and family and how they have a sportive impact on those around them.

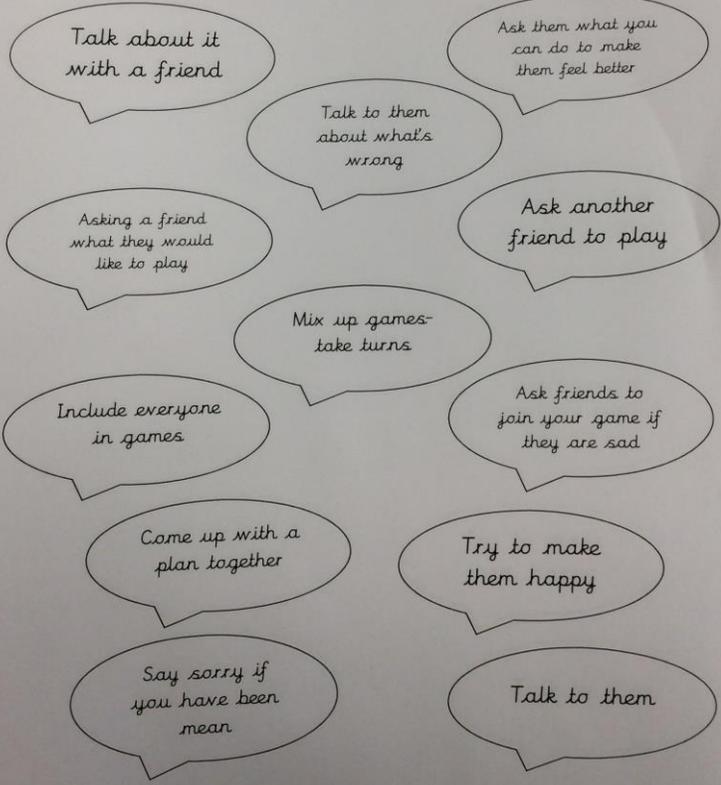


PSHE- Resolving conflict

I know how to make up with a friend when we have fallen out
I can use peaceful problem solving to sort out problems so both people feel OK.

I can use my ability to see things from the other point of view to make a conflict situation better.

We did a circle time on what we can do to help when we fall out with each other and how we can make things better. This is what we said.



PSHE Understanding other's feelings

I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.

Understanding other's feelings

How can you tell if someone is feeling scared or sad?

they might hide might run away
they might cry
their face might look different
heads in their hands / down on the table
they might be huddled up
they might be on their own
they might be shaking
they might talk to themselves to help them feel braver.
they might be angry
might speak quietly
they might put themselves in the zones of regulation the red zone.

How could you make that person feel better?

talk to them share
ask if they want to play
ask them if they are ok.
smile at them
do something they like to do
invite them to your house
hold their hand whilst they do something
reassure them - say it's ok.
Do it with them
Give them a hug
Give them support
Make them laugh
Help solve the problem

We discussed what sort of things make us sad or scared.

We then talked about how we

know if someone is scared or sad and how we can help.

These are our ideas

Good discussions

The children have focused on understanding others feelings and how to tell how someone was feeling. They shared ideas on how they could help and practical ideas to be a good friend.

PSHE IN YEAR 3

1. New beginnings
2. Getting on and falling out
3. Going for goals
4. Good to be me
5. Relationships
6. Changes

NEW BEGINNINGS

My new friends favourite things to do at school:
Spelling

They would describe themselves as (3 words):
Sunny friendly kind

Their favourite place on the Isle of Wight:
hill farm riding stables

Getting to know someone new
Name: Severu
Age: 7

When they grow up, they want to be:
in horse competitions

Being a good friend means:
being kind and caring sharing

They look like this:



Friendship Profile

My new friends favourite things to do at school:
scarlet's favorite thing to do at school is p.e

They would describe themselves as (3 words):
Sunny kind helpful

Their favourite place on the Isle of Wight:
scarlet's favorite place is school

Getting to know someone new
Name: Scarlet
Age: 7

When they grow up, they want to be:
Scarlet wants to be a gymnast and teach people gymnastics

Being a good friend means:
helping each other

They look like this:



Friendship Profile

In Year 3 at Yarmouth, we had lots of new children join and a new mix of year groups. We all sat with someone new that we hadn't spoken to much before and interviewed them to find out about our new friend!

GETTING ON AND FALLING OUT

In Year 3 at Yarmouth, we used to drama to act out scenarios that involved conflict. We thought about a negative way to solve this conflict and then a positive way to resolve the situation. We had some very rich discussions about how we could independently sort situations and how to take care of each other.



GOING FOR GOALS

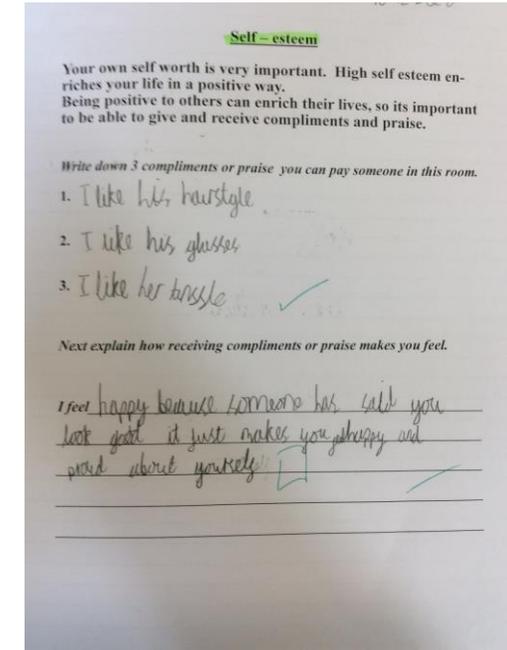
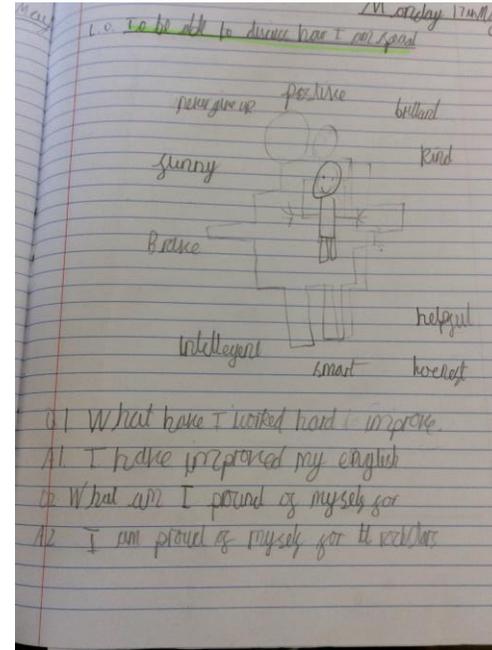
In Year 3 at Shalfleet, the children have been thinking about what they can say when things get tough! They have been thinking about creating a growth mindset and challenging negative thoughts to help them reach their goals.

Thursday 27th May

Instead of..	I could say...
I'm going to stop trying.	I won't give up
I can't do this.	I will try my best
That'll do, I don't need to do any more.	I'll keep trying.
This is too hard and I'll never be able to do it.	I'll practise
She is far better than me at this.	Keep trying.
I made a mistake so that's it, I've failed.	Try and try again.

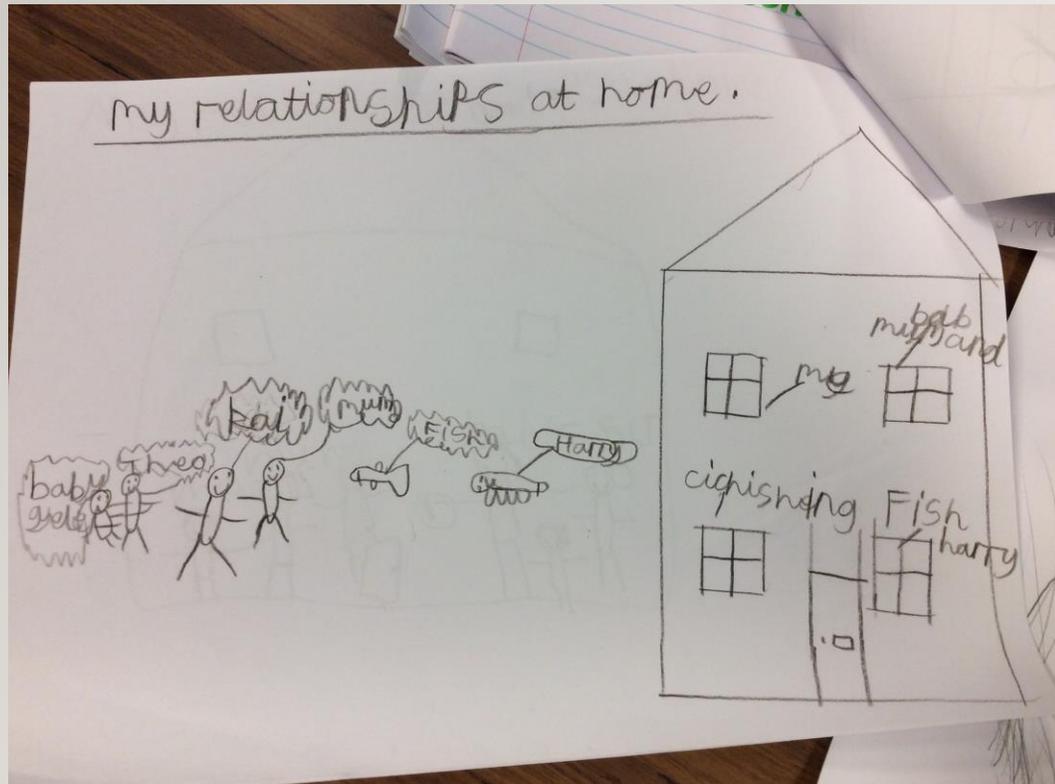
GOOD TO BE ME

During the topic of 'Good to be me' the children considered what makes them special and unique and how these are good things. They also thought about the concept of self esteem and how to build their own and others self esteems, particularly through compliments or praise. We made a compliments chain in the class, passing on compliments to each other which made us all smile!



RELATIONSHIPS

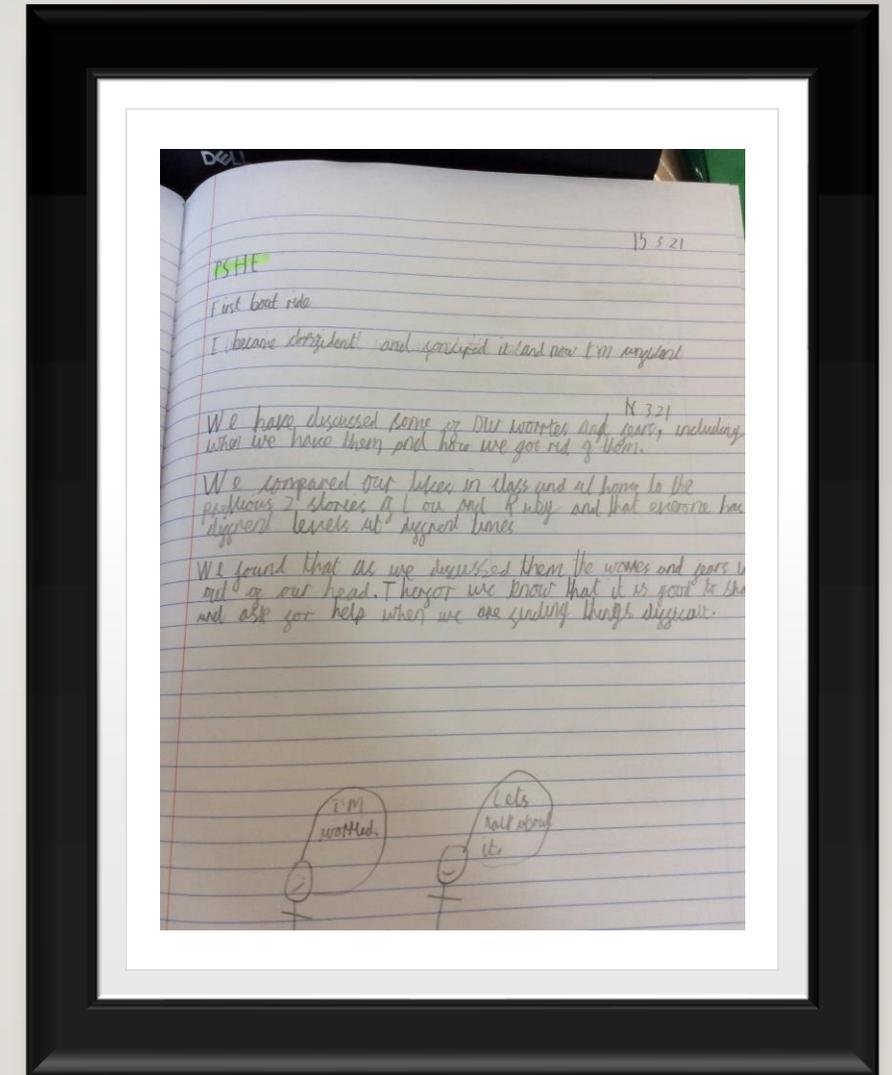
In year 3 at the Freshwater site, the children discussed different relationships and focused on those in their own home. They looked at what made good relationships and what they could do to improve their relationships even more.



CHANGES

In year 3, the children have been considering fears and worries and how these can be challenged and overcome. They linked these to real life examples and where they has managed to overcome things they were worried about.

We talked about a growth mindset and how this can help us to overcome our fears!



PSHE IN YEAR 4

1. New beginnings
2. Getting on and falling out
3. Going for goals
4. Good to be me
5. Relationships
6. Changes

NEW BEGINNINGS

Recipe for a Good Friend

Ingredients

- A spoonful of love
- A pot of goodness
- A liter of happiness
- A packet of loyalty
- A cup of forgiveness
- A jar of joyfulness
- A liter of laughter

Method

1. first you add the ingredients, in the right order!
2. Mix with love and care.
3. Bake in the oven, for exactly 10 minutes!
4. Then you have your friend! Good luck! ♥ X

Draw a picture of what you think this friend would look like.



In Year 4 at Yarmouth, we discussed our new beginning as a new class. We thought about friendship and how important it is to take care of our classmates this year. As a result, we created our own recipes for a good friend. This allowed us to consider which of these qualities we are already showing and any that we can improve on this year.

Recipe for a Good Friend

Ingredients

- A spoonful of sympathy
- A jar of loyalty
- A liter of laughter
- A cupful of care
- Three ings of joy
- Ten thousand cups of kindness
- A pinch of goodness
- Two liters of love and a sprinkle of happiness

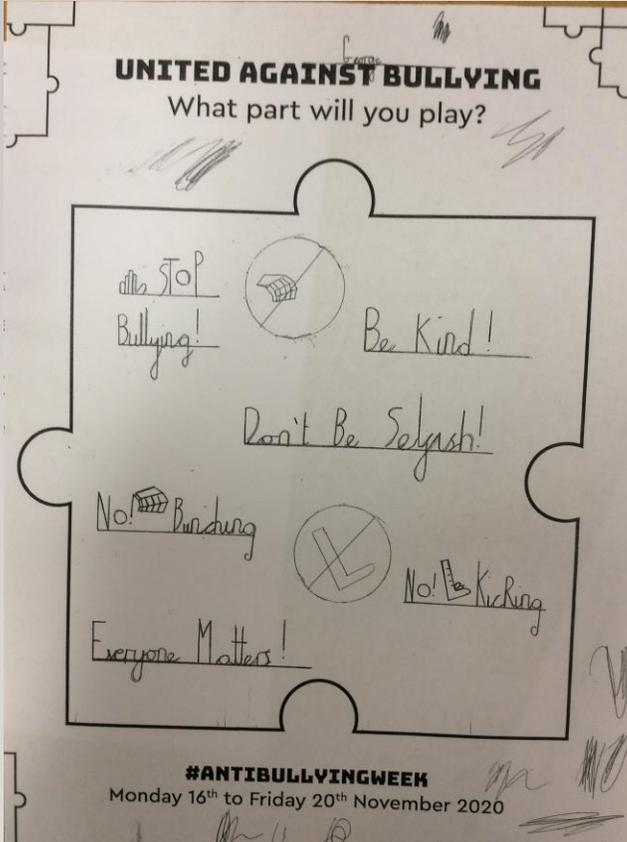
Method

1. mix peacefully.
2. add a quarter of courage.
3. bake well in a warm heart.
4. finally enjoy a perfect friendship.

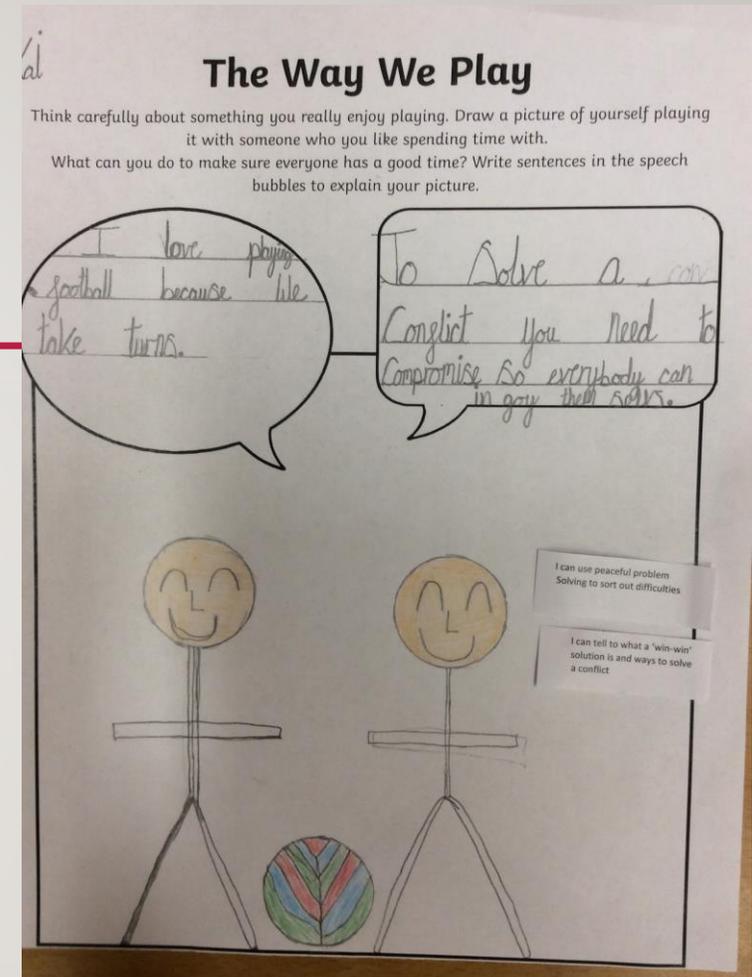
Draw a picture of what you think this friend would look like.



GETTING ON AND FALLING OUT

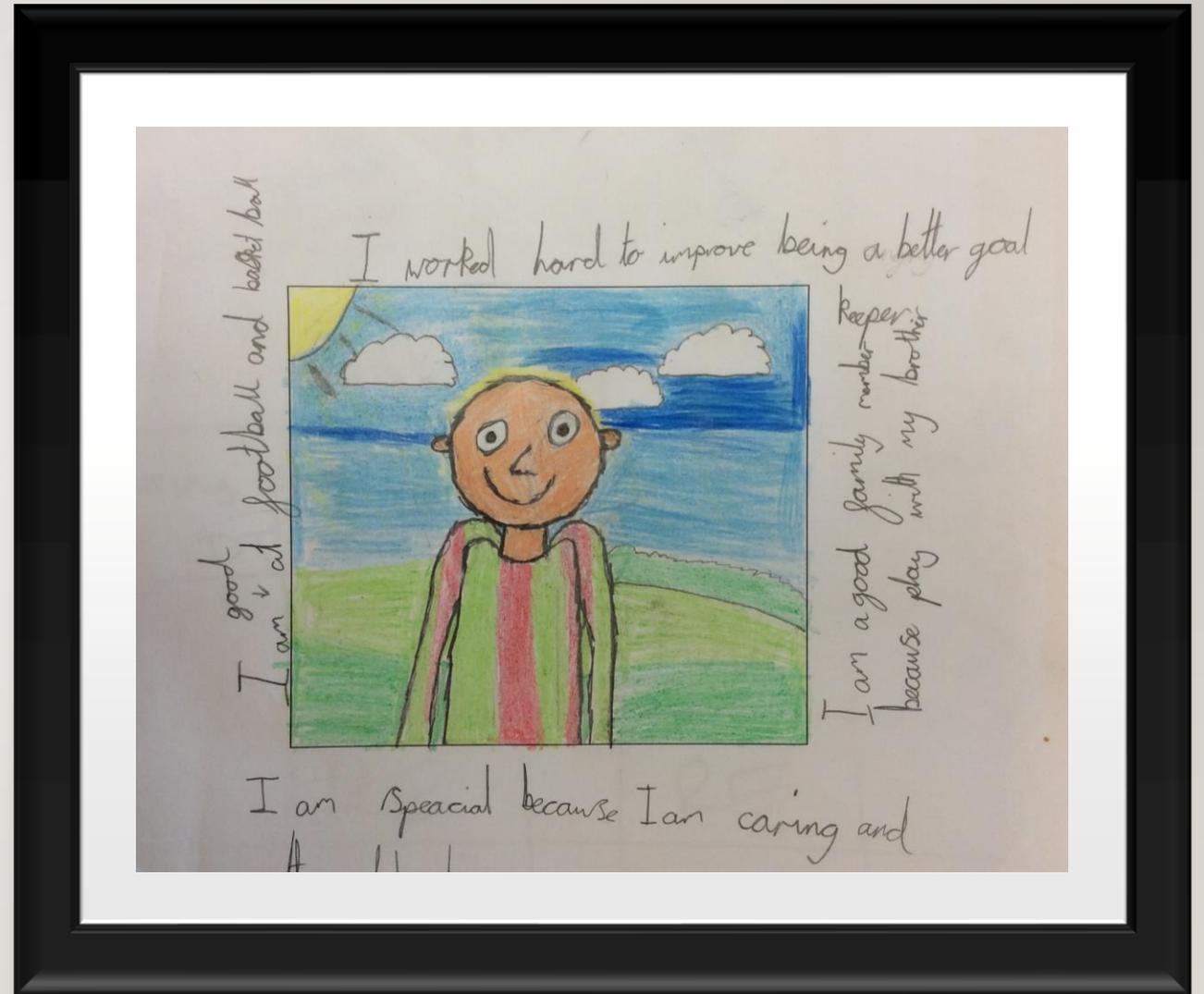


In Year 4 at Shalfleet, the children have been learning about friendships and resolving conflicts. They have discussed playground behaviour in particular and about how to prevent bullying. This involved learning how to define bullying and what we can do to make sure that this doesn't occur at our schools.



GOING FOR GOALS

In year 4 at Shalfleet, the children thought about their goals and what they have achieved and improved in. They also considered their goals moving forward and what they are aiming for.



GOOD TO BE ME

In the Spring term, the children considered what makes them unique and different to their peers. They also shared what they think makes their peers special. Through going on to discuss diversity, we looked at the fact that we don't have to be the same or similar to our friends and that differences are a positive.

jumping
on the
trampoline

like doing
my hair

I am on yellow
green stripe

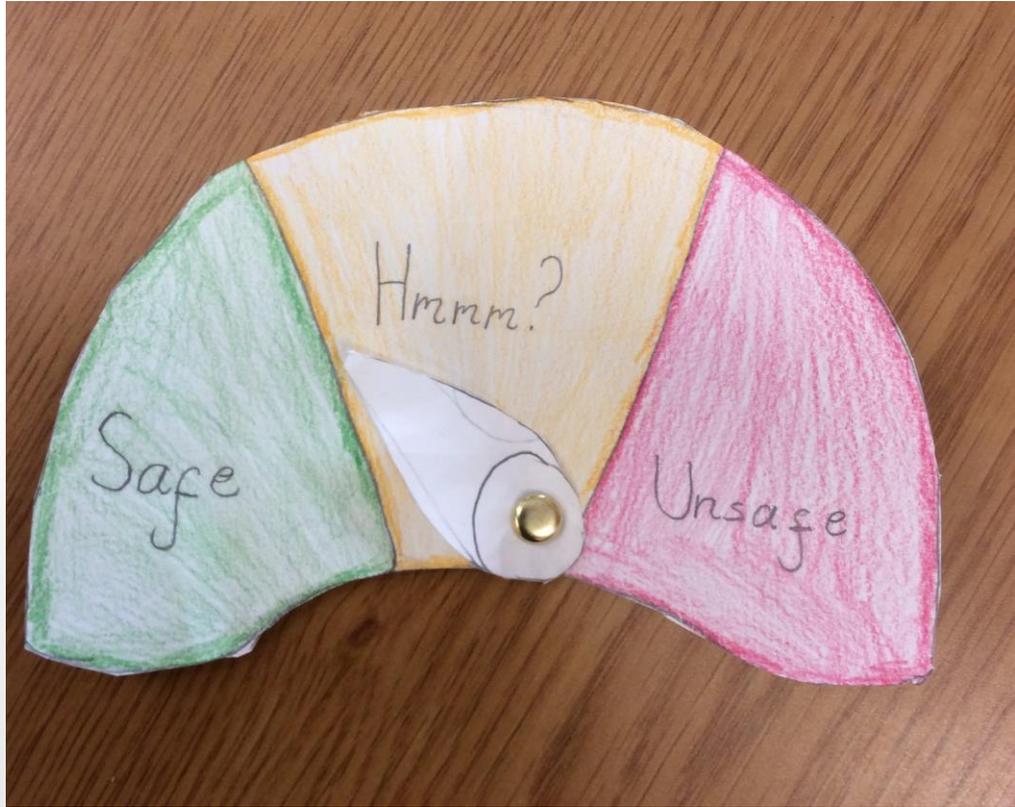
I like feeding
my chickens

RELATIONSHIPS

The children have been involved in lots of drama activities thinking about scenarios involving relationships and making choices. They had to come up with their own resolution to the scenario and act out what they thought they should do. When sharing these with the class, we discussed different options that they could have taken to resolve the situation and whether they acted in the best way.



CHANGES



In year 4, the children thought about becoming increasingly independent as they grow up. They shared situations that they could be placed in and whether they would be safe or unsafe. They discussed what they should do and who they can ask for help.

PSHE IN YEAR 5

1. New beginnings
2. Getting on and falling out
3. Going for goals
4. Good to be me
5. Relationships
6. Changes

NEW BEGINNINGS

In Year 5, the children began the year by focusing on one of our school values, respect. They considered this in relation to both themselves and others. They discussed the importance of respecting themselves and what this looks like. In addition, they considered respect in relation to spirituality and the wider world.

L.O. To be able to recognise 'respect' in connection to spirituality. Monday 21st September

RESPECT

To yourself The Mirror	<ul style="list-style-type: none"> • Take care of yourself mentally like not blaming yourself • Take care of yourself physically like not hurting yourself • Love yourself
To your friends & family The Door	<ul style="list-style-type: none"> • Help them • Love them • Don't use good bad words • Don't hurt them • Don't throw throw litter • Don't poach poach • Don't abuse it. ← Love this thought allie best!
To the world/environment The Window	
To religion The Candle	<ul style="list-style-type: none"> • Respect other religions • Pray to your god • have only one god

As a follow up, we looked at respect in connection to our spirituality.

Every person deserves to be treated with dignity and respect. ✓sm 21/9 Well done Owie

Children, let us not love in word or talk but in deed and truth. John 3:18

L.O. To be able to show 'respect' for myself.

Treat others as you want to be treated. (Miss Lake 6/1)

I am unique because when I was born I had a head of black hair. I love my school, family, friends and myself. And hair.

People think I am kind, friendly, caring and a good BFF and friend.

I am great at picking out an outfit.

At school I work hard to accomplish my goals.

At school I am confident at maths, english and science.

My favourite part of me is my hair.

I am proud of myself when I perform on stage and get all questions right in a test.

We thought hard about how it is important to have 'respect' for ourselves.

My special talents are dancing, singing, acting, being fashionable, putting on makeup, taking selfies and performing on stage.

I am a good citizen because I recycle, I always say hi, wave or talk to my neighbors.

Great respect for yourself Izzy

GETTING ON AND FALLING OUT

Teacher Carl find a group! How about Amy's group?
 (Carl sits on Amy's table)
 & Amy and Shimeema avoid Carl!
 John Miss told us to so we have to.
 Amy Why are we stuck? with Carl it's not fair!
 Teacher What are you doing?
 Amy Miss Carl through are books on the floor.
 Teacher Are you sure as I never heard the thump?
 Carl Miss I didn't do it. They're lying.
 Teacher Carl, Amy and Shimeema come outside and we'll have a little chat.

Amy: spiteful, sharp, bossy, snappy, vane
 Carl: isolated, alone, forgotten, lonely, wimpy
 Shimeema: unkind, mean, threatening, shabby
 John: weak, poor, small, sorry, left out, hopeless

Character Teacher, Amy, Shimeema, Carl, John
 Scene In the classroom

Teacher Good morning everyone and today I want you to get into groups of four two girls and two boys.

Shimeema John, Amy in my group now!

John Can Carl join as we need one more boy?

Amy We don't want him he's hopeless.
 (Amy rolls her eyes)

Carl (hopelessly) says) John is there any room for me?

John Erm if it's OK with the girls then yes.

Carl Clear off wimp, you don't deserve to be with people as perfect as us.

Carl (tearfully) Why John? Why?

John Sorry but it's not up to me.

Monday 12th October 2020

We talked about how words can affect us, in both a good or bad way.

L.O. To understand how words can affect our emotions.

horrible, silly, stupid

Scardy cat. I Hate you! uhhhh.

strawberry, longy, crybaby, uhhhhh

Stupid, idiot, tall girl, uhhhhh

Stupid, ~~stupid~~ idiot, silly, cry baby, uhhhh

Sorry, thank you, please, best friend, lonely, happy, lonely, weird, nice, Unique, Chummy.

FEAR

#6 Don't Hurt Others

SADNESS

JOY

Fill the thought bubble with words that would you feel like the character.

✓ Sm 2/10

As a part of their Getting on and Falling out unit, the children in year 5 focused on how words can affect our emotions. They considered their own feelings and then how their words can have an affect on those around them.

As a part of Anti Bullying week, the children at Shalfleet also created their own playscripts showing falling out and resolving conflict.

GOOD TO BE ME

In year 5, the children discussed stereotyping and how they could challenge these. They looked at specific examples, identified the stereotype and then thought about how they could counteract it.

Yarmouth 1

Name: Tilly Year 5 Date:

L.o. I can challenge stereotyping

Men are strong and do all the work.
Women are strong as well. Some women wrestle. ✓

The elderly have health issues and are always grumpy.
Not all elders are grumpy, some of them have health issues. ✓

Girls are only concerned about physical appearance.
Boys are allowed to care about their appearance. ✓

Girls are not good at sports.
There are female athletes. ✓

Only girls like to play with dolls and dressing up.
Boys are allowed to play dress up and play with dolls. ✓

Boys should only engage in sports and refrain from more creative pursuits.
Lots of girls do sports and creative pursuits. ✓

Women are natural nurturers; men are natural leaders.
Our head is a woman so is our queen. ✓ Yes!

All boys like to play with Lego, guns and shooting games.
Females also like guns and lego. ✓

Ext: Can you think of anymore stereotypical phrases.
Girls are only allowed long hair. ✓
Boys can only be a wrestler and Baker. ✓

Well done Tilly

✓ sm 13/5/21

RELATIONSHIPS

L.O. To consider who I would have as my 'disciples' and why.

- Bree who is my dog
- James my brother good at sport
- My Mum always protects me!
- My Dad Always helps me. Is a carpenter
- My Nannie Very nice good cook
- Molly my best friend very entertaining

These are great choices Freya!

Evie + Molly ♡

L.O. To be able to recognise what embarrasses me and how it makes me feel.

Watching a love scene movie with your parents.

Shouting in public.

Footing in public.

Parents shouting at other people.

You start singing a song quiet, but it's really loud.

When you do something wrong and then someone comes over to help you, but they treat you like a little child.

Getting a question wrong in class.

Because it feels bad from doing it.

overthinking it.

ashamed

humiliated

hide away

stupid

beating your side up

misunderstood

clueless

incompetent

confused

WHY?

We care what people think.

Evie Molly Year 5
Yarmouth PSHE

Yarmouth Year 5

Name: BROOKE MACKETT

Date: 14/5/21

L.O. I can recall a time when I was embarrassed and how it made me feel.

Once I was horse riding and it was show jumping and everyone was watching and I said that I was a good rider and I fell off the horse and shouted Dad and every one was watching.

CHANGES

Name: Freya O Date: 25/6/2021

L.O. To be able to recognise that change can cause different response and reactions.

<p>When I was 5 I got my dog Bree. She is now 6 and turning 7 on September 5th. Shes a mixed breed with her dad Derek who has 5 different terriers in her and her mum Pagan who is a lasolagso. My job is to feed her and give her water, usually give to. she made me happy! A positive, happy change Freya ☺</p> 	<p>My Grandad Robert died last year during the first lock down. He ended up getting cremated. So my dad made a special box/urn and he let me decorate it. He did a lot of things in his life:</p> <ul style="list-style-type: none">• Served in war• Part of Covid• Raised 4 children• Became a builder <p>I really miss him soooo much. I'm sure you do Freya. A sad change, but lovely memories.</p> 
--	---

√sm 17

In Year 5, the children discussed how change can cause different feelings and reactions in us. They thought about a change that made them feel happy and positive and a change that upset them. They discussed these and shared their feelings with each other.

PSHE IN YEAR 6

1. New beginnings
2. Getting on and falling out
3. Going for goals
4. Good to be me
5. Relationships
6. Changes

NEW BEGINNINGS

At the beginning of the new school year, the year six children spent time focusing on our school value of respect. They considered respect in relation to everyday life and discussed various scenarios and who was showing respect within these and how.

RESPECT

L.O. To be able to recognise what 'respect' looks like in our surroundings.

In the classroom	Be polite, show consideration and keep it clean and show consideration.
In the playground	do not be so physical, be polite and don't litter, don't shout.
At home	Doing my house work, Doing what my parents say and Keeping it neat, don't shout
In the community	Being polite, do not litter and keeping my distance and show consid

Lilly

Next we thought about Respect in everyday situations

28th September 2020

able to recognise 'Respect' in everyday life.

Walking down the school corridor, Sam says hello to Mr Jones, making eye contact and smiling. Mr Jones says hello back and asks how Sam is.

Who is showing respect OR disrespect and how?

They are both showing respect because Sam says hello but Mr Jones says hello and ask how Sam is.

A lady is struggling out of the shop door with a pram and bags of shopping. Peter holds the door for her. The lady doesn't say thank you to Peter, she just walks away, ignoring him.

Who is showing respect OR disrespect and how?

peter is showing respect because he goes to help the lady but the lady is showing disrespect because she ignores ~~her~~ him.

Alice and James ask to join the football game, Sophie ignores them and carries on playing. Tom stops and comes over to talk to them and asks them to join in.

Who is showing respect OR disrespect and how?

Sophie is showing disrespect by ignoring them but Tom is showing respect by asking them to play.

Scardy cat. I Hate you!
uhhhh.

Strawberry. Stupid.
~~longy baby~~ idiot.
longy. crybaby. tall girl.
uhhhhh.

Sorry. thank you.
please. best friend.
lonley. happy. lonley
Wait. ~~isn't~~ nice.

GETTING ON AND FALLING OUT

In year six, the children have been discussing how words can affect our emotions in both a positive and negative way. They considered the words which may have been spoken for a character to feel a certain emotion.

GOOD TO BE ME

In year 6, the children have been identifying and recognising stereotyping and explaining what they stereotype is trying to tell us. They have then been challenging them and discussing how stereotypes may affect us when growing up.

This shows
that only
girls can
do dresses.

Only girls
can do the
cleaning. ✓



MECCANO

the toy
that grows with
the boy!

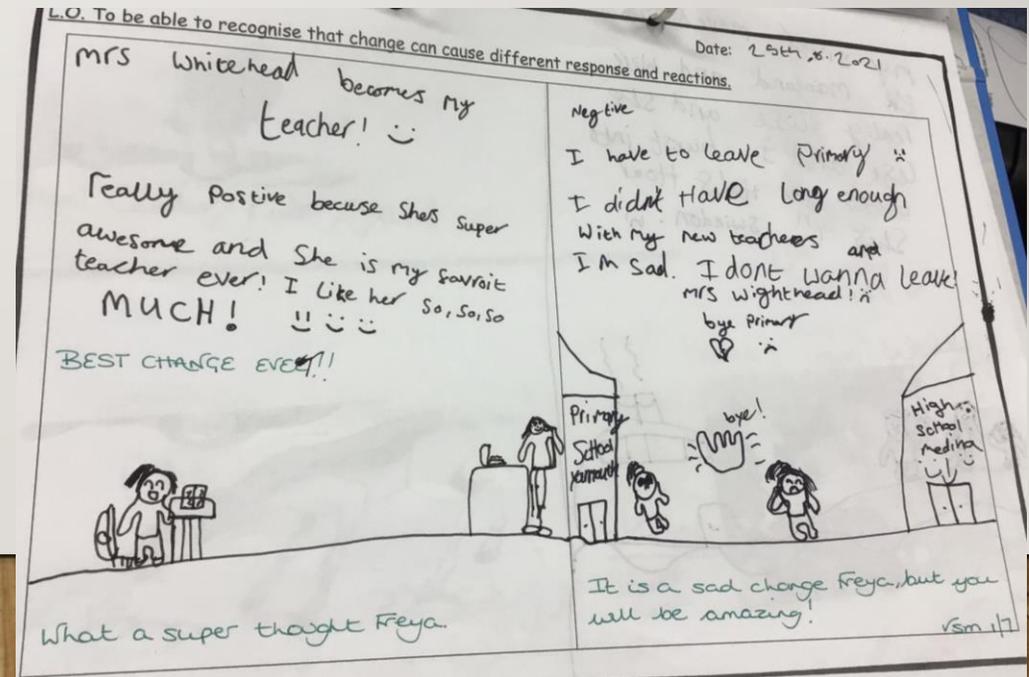
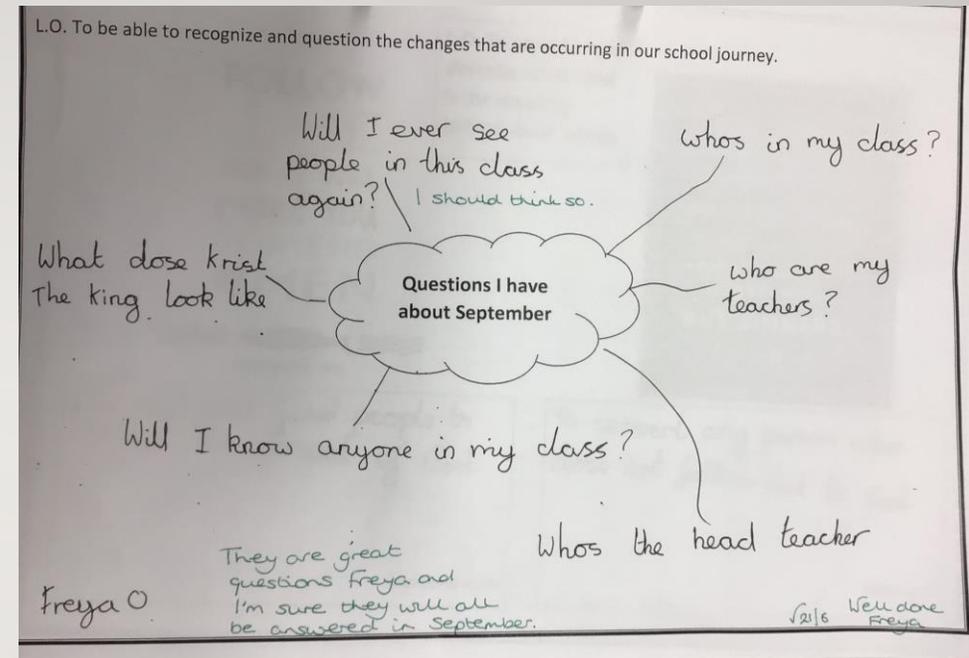
MECCANO
a hundred toys in one!



only boys
can use
this when
growing up. ✓

CHANGES

- The Year 6 children have been preparing for the change that is ahead of moving on to a new school. They were given the chance to think about questions they had and their feelings linked to this change.
- They also reflected on positive and negative changes and were encouraged to see this change as an exciting new step in their learning journey.





ACTION PLAN

PSHE



The Church Schools of Shalfleet and Yarmouth Planning Overview
September 2021 onwards

From September 2021 onwards, we have a major change to the way that PSHE is now taught across our schools. The teaching of PSHE is now largely delivered by one member of staff who teaches nearly every class across the Federation. This allows us to ensure that both schools are being delivered the same sessions, adapted for the needs of their own class. This also allows for good progression as the teacher gets to teach each year group and ensure that the lessons are designed specifically for that year group, to build on what has been taught in previous years.

We have also changed from the SEAL approach used previously to a new progression map that we feel covers a broader range of areas and reflects our ever-changing world. Here is how our overview will look over the three terms of a school year. The new progression map follows on the next slide.

Autumn term – Relationships

Spring Term – Living in the wider world

Summer Term – Health and wellbeing (includes SRE)



Relationships				Living in the wider world		Health and wellbeing				
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community		Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	<p>Changed to diversity and respect due to this column containing largely what is taught in e-safety sessions.</p> <p>Will include aspects such as racism, icons, diversity, stereotypes etc.</p> <p>is used; assessing information online</p>	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community		What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities		Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities		How data is shared and used	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others		How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes		Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

EYFS FROM 2021 BASED ON NEW FRAMEWORK...

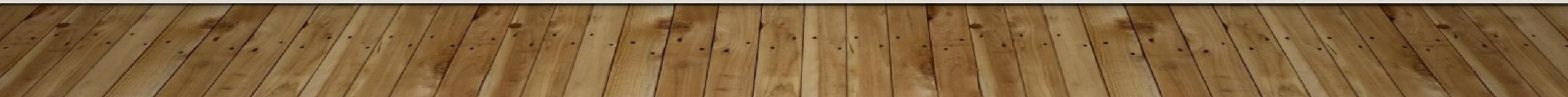
Self Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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:

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.

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 to others' needs.
- 

ADAPTATION FOR YARMOUTH – AUTUMN ONE

At Yarmouth, due to the new children joining our site, we took the first half term as an opportunity to do team building and 'getting to know you' activities.

As all of the classes had quite a few new members, we felt that it would be valuable to take these opportunities to spend on allowing the class to bond and the children to form positive relationships and to encourage this.



Autumn One EYFS

EYFS Curriculum Areas: Building Relationships, Managing Self and Building Relationships.

The Story of The Colour Monster:

Developing our understanding of different emotions we feel – naming them. Unpicking what makes us feel happy / sad. Things we can do when we are feeling sad. We had many circle times about how our behaviour impacts those around us and unpicked what we can do to help people have a happy play time and things that may cause someone to have a sad playtime.



Expressing ourselves in a kind way – kind words / unkind words.

Observations in class showed that children needed further support to develop positive ways to speak to each other in order to build positive relationships with peers. As a follow up to the story Pumpkin Soup (which we explored in line with our interest in pumpkins and harvest), we thought about cross words the characters said and better ways to say them.

Personal Space

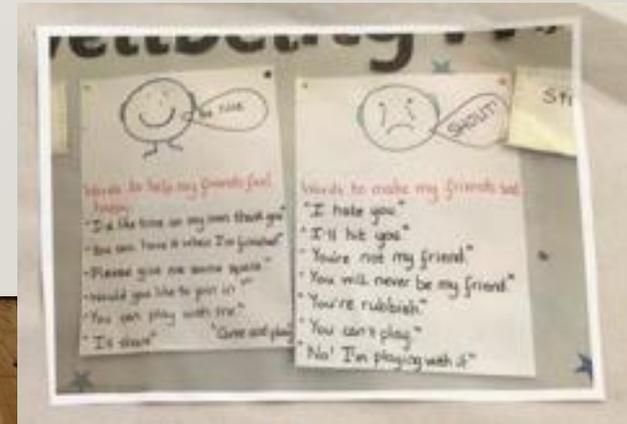
We used the visual prompt of hoops to help children to understand the concept of personal space. We went to the hall and role played different scenarios with and without hoops, thinking about how the situations made us feel. We explored how it felt when we were too close to someone or someone was in our hoop. We looked at positive ways to help us get our space, modelling language, "Please can you give me some space?" "Please can you move out of my hoop?"

Stuck and Flexible Thinking

We introduced the children to the concept of stuck and flexible thinking, encouraging children to consider new ideas e.g. trying new friendships, foods. Doing things that we may not have been open to e.g. playing someone else's game if they don't want to play ours.

Mojo Dojo

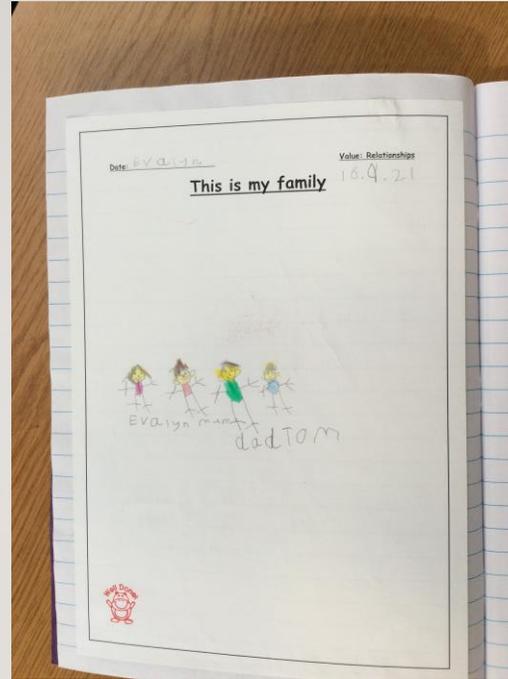
We explored the Big Idea of Empathy, linked to developing our understanding of how our behaviour can impact those around us and putting ourselves in others' shoes.



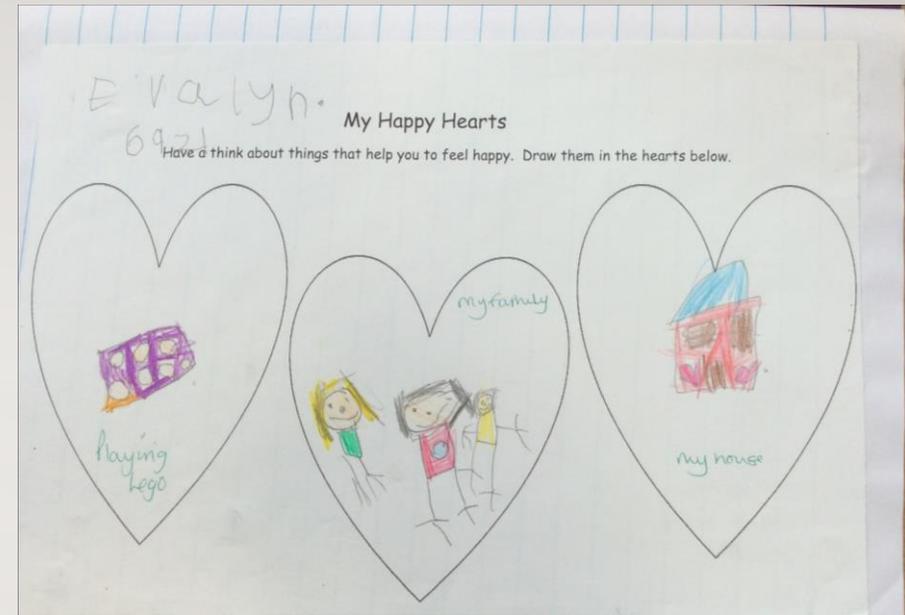
Autumn One Year One



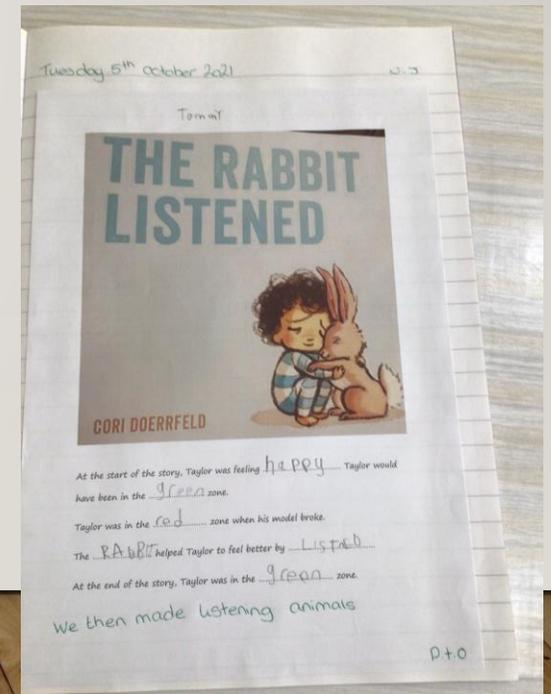
Year One have been using the story of The Colour Monster to think about their feelings and examples of what makes them feel that way.



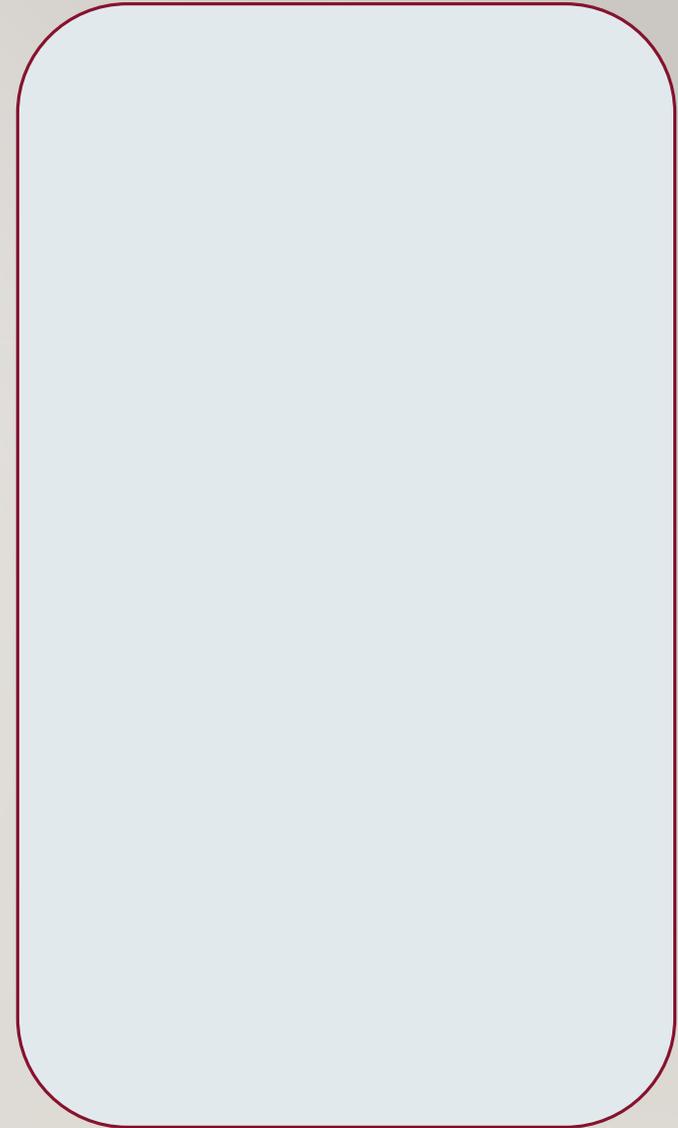
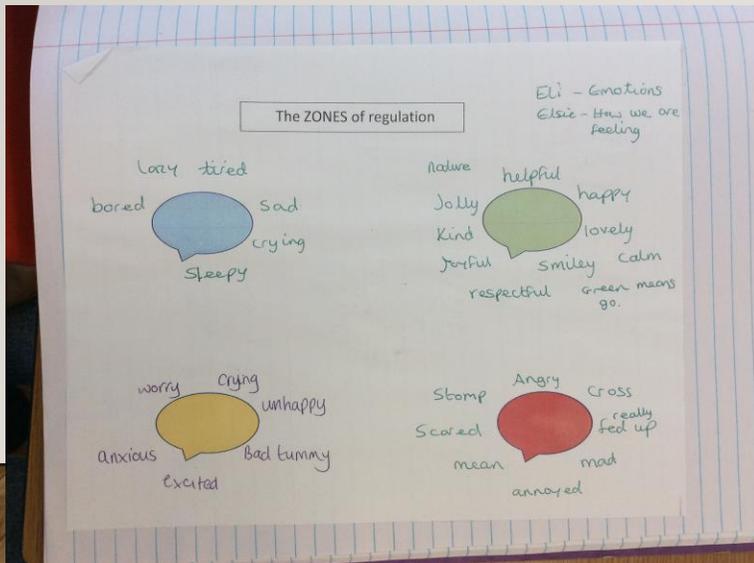
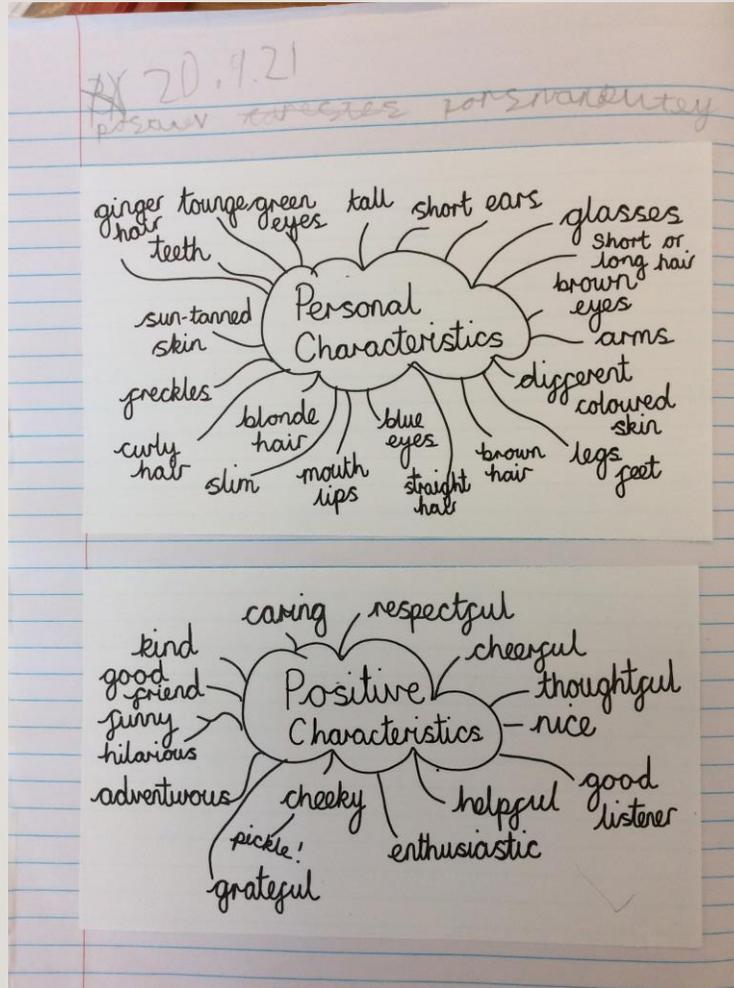
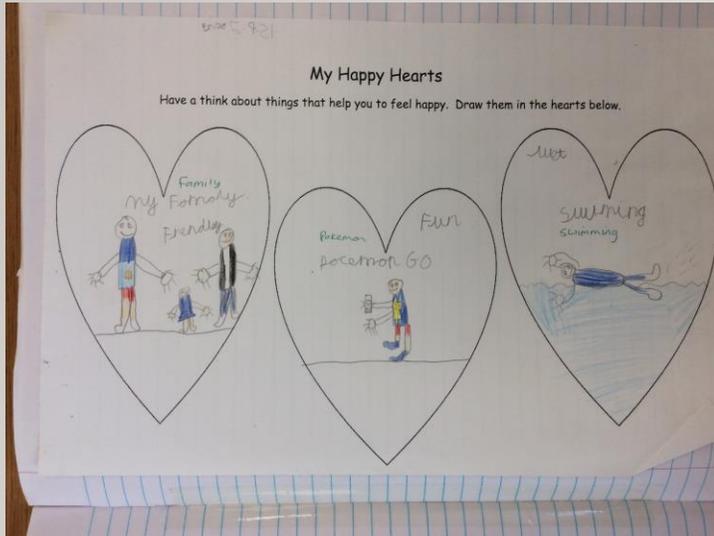
The children have been thinking about different relationships, and special people in their lives, including their family.



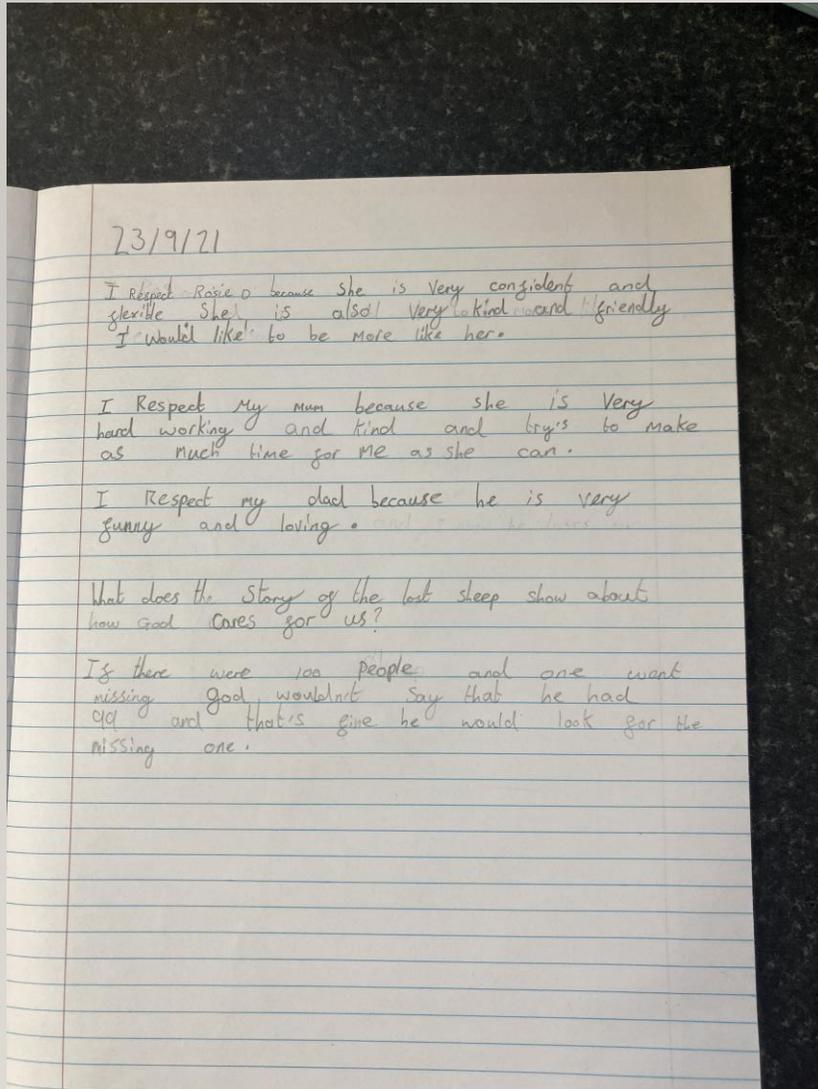
They have also been learning the Zones of Regulation and how they can use these both in school and at home. They thought about the zones that characters felt within this story.



Autumn One Year Two

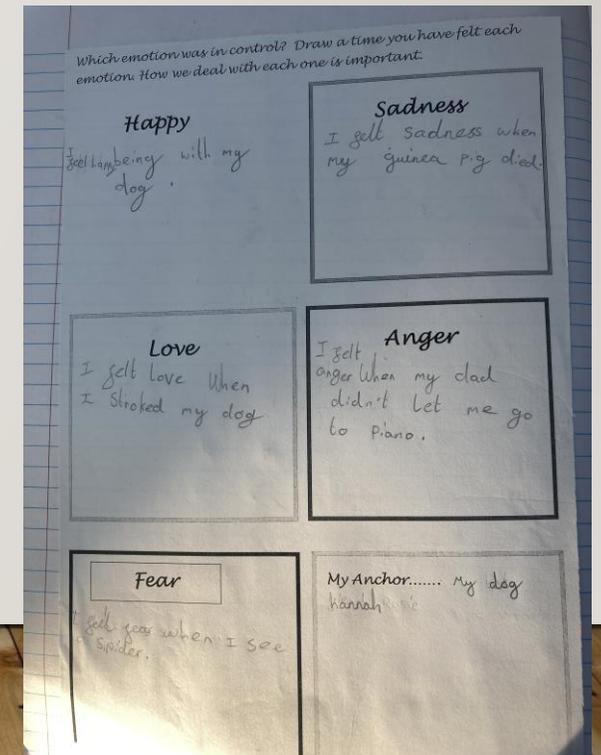
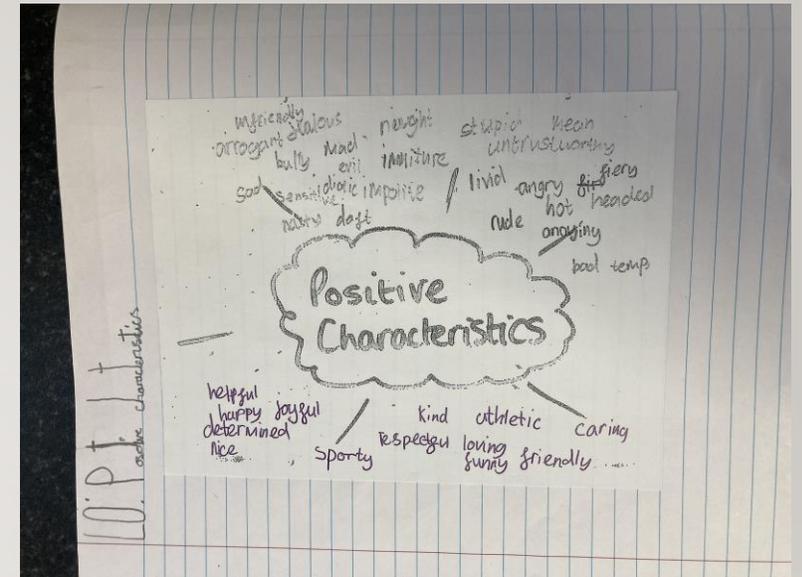


Autumn One Year Five



The children in year 5 have been busy thinking about positive relationships and respecting others. They have thought of reasons why they respect others and what aspects of their character they would like to be more like. They have also been looking at positive characteristics and widening their vocabulary on ways that they can describe themselves and others.

In addition, as part of Inspire Day, they looked at finding a need in society, creating their own charity and planning an event! They have enjoyed learning about our class charity for this year.



Wednesday 13th October 2021

To be able to recognise what is important to and why?

ME or Friends
Why? Friends because friends are forever fame does not last forever.

beauty or intelligence
Why? intelligence because you can be successful and that is more important

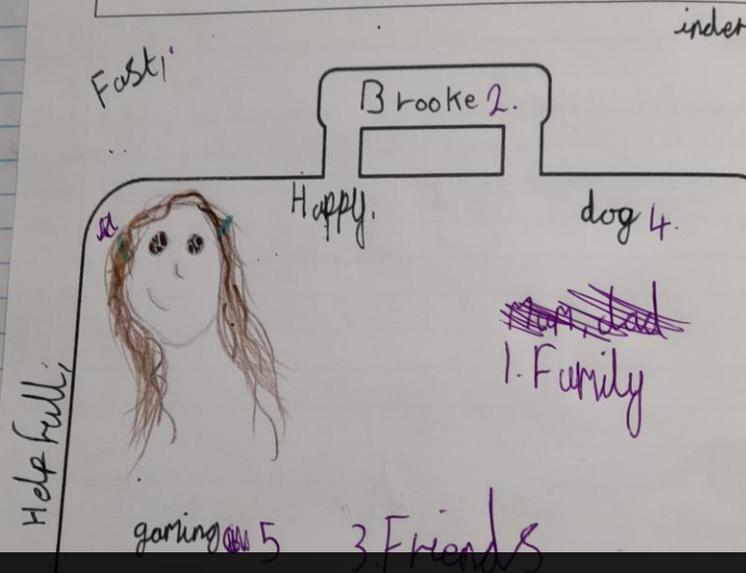
Strength or speed
Why? strength because you could be mentally strong and physical - Physical

- Yarmouth

Wednesday 22nd September 2021

To recognise what is important to me.

My Suitcase
Have a think about things you like and are important to you. Draw them in the suitcase



Wednesday 6th October 2021

To be able to recognise my personality and character traits.

imaginative Trustworthy intelligent

likeable



Unique protective confident Thoughtful energetic

Willow

AUTUMN ONE YEAR SIX

During year six PSHE lessons, the children have been reflecting on their personality and what makes them unique. They have then gone on to consider and discuss what is important to them and why this matters. They have compared different concepts and which matters the most to them. They discussed differing opinions and weighed up both options.

DURING THE SPRING TERM, WE MOVE ONTO THE UNIT 'LIVING IN THE WIDER WORLD'. THESE INCLUDE BELONGING AND WORK, DIVERSITY AND RESPECT AND MONEY AND WORK.

Governor report on **PSHE/ SMSC** in the Federation of Shalfleet and Yarmouth C of E Primary Schools part one

PSHE and SMSC are of huge importance in our federation and are embedded in all that we do.

This academic year, the way that PSHE in particular is delivered has changed to enable one key member of staff to deliver a one-hour weekly PSHE lesson to nearly every class across our schools. This allows her to ensure consistency across both schools and to make sure that there is clear progression as the children move on to the next year. We have also changed our progression map to cover a wider range of important topics that are then clearly built upon year to year. During the Autumn term, the focus is primarily on relationships, families and respecting others. We have also used this first half term at Yarmouth to encourage the classes to bond as a new class, welcoming in the changes and new children to our school. As we move onto the Spring term, the children will look at living in the wider world, which includes areas such as belonging to a community, money and work. During the summer term, the overarching theme is health and wellbeing which includes mental health, keeping safe and SRE. Every class across the federation has one hour a week dedicated to PSHE and evidence is documented through written work, photographs and notes.

SMSC is woven into all that we do throughout the federation. This focus on spiritual, moral, social and cultural education runs throughout PSHE provision through looking at relationships, different communities and respecting others. However, it is also rooted in the Christian ethos of our schools and through our values of respect, determination and relationships. Through RE lessons, Christian values sessions and Collective Worship, the children have the opportunity to develop their spirituality, explore other faiths and have regular times for reflection. During all of these times, the children discuss moral issues and are encouraged to think deeper, to challenge and to relate what we are discussing to their own life. In each classroom, there is a prayer table with a prayer book and a worry box that the children can use to express themselves and share concerns that they may have. These expectations have been reminded to all staff to make sure that we are all prepared for the upcoming SIAMS inspection. Our strong links with the local churches and visits from Reverend Leisa and Jackie allow the children further opportunity to reflect on their own and others' beliefs. Through RE lessons, the children learn about faiths other than Christianity which is important, particularly for the area that they are growing up in.



There are numerous elements of school life that also help with this area of the children's education. Our recent Inspire Day with Reverend Jackie encouraged the children to think about different paths that they could take in their life and where in the world this might take them. Through the 'Where are they now?' videos, the children are encouraged to aspire and have goals and aims and think about what they could contribute to society, from those that started in the same place as them. As a federation, we have a lot of links with the local community, allowing the children to be put in different social situations from joining in community events to the regular visitors that we have in school. The children also have the opportunity to be part of the Junior Leadership Team, Learning Leaders or a part of the Spirituality group and can contribute their ideas to the wider life of the school this way, promoting independence and a number of social skills.

Our increased focus on Cultural capital this year in school has provided the staff with the chance to think about what individuals in their class would really benefit from culturally and how, as schools, we can best fill these gaps. We met together as a whole staff team to hear this new approach towards cultural capital and were given time to think specifically about the children in our own classes and make notes on what we had noticed. We will look back at these notes at a later point and reflect on what we have achieved and what else we can do as we move forwards.

This year has also seen the introduction of our new 'conscious community', which the children have had introduced to them during worship. They understand how it links to our Christian values and are beginning to understand what it would look like in our schools and homes. There are plans to make this easier to understand for the children to ensure that even the youngest fully grasp what this means for our federation and the importance of this.

In conclusion, the hourly PSHE lessons using our updated progression map are enabling each class to have a high-quality lesson covering a wide curriculum and Christian Values lessons compliment this, with the children often making links between the two. We will continue to monitor and reflect on this new way of delivering PSHE and adapt where needed. The way that our Christian Values are used so consistently encourage spiritual and moral education and even with changes due to the pandemic, we have kept collective worships running to allow us to have this reflection time in our day. The more that the conscious community is woven into school life over this year and the more that the children understand it, this will also have a big impact on SMSC.

