



## **PSHE/RSE at New Hartley First School**

### **Intent Statement:**

PSHCE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. To create a holistic learning approach to PSHCE through consistently embedding curriculum links to wellbeing and mental health through the teaching of Character Education.

The curriculum comprises not just of PSHCE but also includes resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including Relationships.

### **Early Years links to PSHE/RSE**

**PSED - is a Prime Area in EYFS and underpins everything we do.**

<b>Nursery 3-4 year old</b>	<b>Reception</b>	<b>End of Reception assessment ELG</b>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs. <ul style="list-style-type: none"> <li>personal hygiene</li> </ul> </li> <li>Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> </ul> </li> </ul>	<p><b>Communication and Language - Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>Communication and Language Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>PSED - Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>

<ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <p><b>Understanding of the world</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• being a safe pedestrian</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul> </li> </ul> <p><b>Understanding of the world</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> </ul> <p><b>Physical Development - Gross Motor</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b>Understanding of the World - Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society</li> </ul>
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### PSHE/RSE in EYFS at New Hartley

<p><b>Autumn 1</b> Caring Hands Who Helps you? Working together - The Little Red Hen</p>	<p><b>Autumn 2</b> Trying new things The alphabet of kindness Virtue Shields</p>	<p><b>Spring 1</b> Washing hands/toys It's not fair! Saying hello in the classroom</p>	<p><b>Spring 2</b> Service Project - Growing in the community (fundraising) Patience in my class Respect in the classroom</p>	<p><b>Summer 1</b> Good manners, careful listening. Forgiving words The strength of a superhero</p>	<p><b>Summer 2</b> Speaking and listening Gratitude picture journals Telling the truth</p>
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**PSHE/RSE in Year 1 to Year 4 at New Hartley**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	Caring for ourselves Who do you help? Many hands make light work	Emotional Literacy – worry The book of kindness Virtue shields	Cleanliness & Orderliness Fair shares for other Recipes for a good friends	Service Project - Growing in the community (fundraising) The pencil of patience How does the ugly ducking feel?	Courtesy at lunch/playtime Forgiveness You can do it!	Anger – regulating our emotions Thank you cards Stealing/cheating
<b>Year 2</b>	Caring for others and family People who help us Conflict resolution	Emotional Literacy – saying hello to new people The cup of kindness	Food hygiene Fair shares for others Making a new friend	Service Project - Growing in the community (fundraising) Busy adults Classroom & playground rules	Courtesy in the classroom Mending a friendship Dream on, aim high!	Active listening Thanking a classroom visitor Telling the whole truth
<b>Year 3</b>	Caring for our school People who need our help Bury the hatchet	Growth mind-set Secret agents of kindness Aristotle's Bottles	Looking after your teeth Two sides to every story What do our friends need from us?	Service Project - Growing in the community (fundraising) Patient hands Respect at home & community	Courtesy to others Why should I forgive? If at first you don't succeed	Emotional regulation Thanking a classroom visitor Honesty
<b>Year 4</b>	Caring for the environment Helpfulness in our class community Team building skills	Sportsmanship Kindness poetry Aristotle's Bottles	Clean words School rules Flexible friends	Service Project - Growing in the community (fundraising) 'A patient survivor' Powerful respect	Courtesy on school trips Feelings of forgiveness Never give up!	Emotional regulation Thank you letter Being honest with yourself