

PSHE (Personal, Social, Health and Economic Education)

Our curriculum is balanced and broadly based. It promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. PSHE is embedded into all of our teaching at Blue Coat Infant School, in addition we have isolated PSHE lessons and make links to our creative curriculum where appropriate (see our topic webs). We have developed a thematic approach so that different year groups will be working on similar themes at the same time where appropriate throughout the year, allowing for cross-phase collaboration and links to whole school and class assemblies.

Core Themes for our PSHE Curriculum :

- Core Theme 1: **Health and Wellbeing** - Healthy Lifestyles, Growing and Changing, Keeping Safe
- Core Theme 2: **Relationships** - Feelings and Emotions, Healthy Relationships, Valuing Difference
- Core Theme 3: **Living in the Wider World** - Rights and Responsibilities, Environment, Money

PSHE CURRICULM FRAMEWORK - WHOLE SCHOOL OVERVIEW									
Core Theme	Health and Wellbeing <i>Minimum of 10 lessons</i>			Relationships <i>Minimum of 10 lessons</i>			Living in the Wider World <i>Minimum of 10 lessons</i>		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
	Healthy Lifestyles H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. (Amazing Me - Autumn 1; Forest School)			Feelings and Emotions R2/R4/R12. For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them			Rights and Responsibilities L1/L2. To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them (Transition week - Autumn 1; Forest School)		

H4. To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (**WS assembly Spring 2**)

Growing and Changing

H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (**Amazing Me - Autumn 1; Forest School; RE UC 1.2 Creation Who made the World?**)

H8/H9. To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring (**Dinosaurs - Spring 1; Forest School**)

H10. To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (**Amazing Me - Autumn 1**)

Keeping Safe

H12. To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (**Fire - Autumn 2; Forest School**)

H13/H14/H15. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. (**Whole school assembly 'The Huge Bag of Worries' Aut 1. WS assembly 'Anti Bullying Week' with IBSS Aut 2. WS assembly and activities: Internet**

or others, how to respond, who to tell and what to say. (**Pirates - Summer 1**)

R11. To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
† (**Whole school assembly 'The Huge Bag of Worries' Aut 1. WS assembly 'Anti Bullying Week' with IBSS Aut 2. WS assembly and activities: Internet Safety Day Spring 1. NSPCC PANTS campaign Summer**)

Healthy Relationships

R6/R7. To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to offer constructive support and feedback to others (**RE WASY2c Beginning to learn about Islam; Forest School; WS Christian values assemblies**)

R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (**WS Anti bullying week, NSPCC PANTS campaign Summer 1, WS assembly and follow up discussion and circles of support activity**)

R13/R14. To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (**Pirates - Summer 1**)

Valuing Difference

R5. For pupils to share their opinions on things that matter to them and explain their

L3. To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (**Space - Spring 2; Forest School; RE WASY2d Questions that puzzle us**)

L4. For pupils to learn that they belong to various groups and communities such as family and school (**Blue Coat Festival - Spring 1**)

L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency (**Fire: visit from fire service - Autumn 2; RE WASY2C Beginning to Learn about Islam**)

Environment

L5. To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (**Fire - Autumn 2; Forest School; RE UC1.2 Creation Who made the World?**)

Money

L6/L7. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. (**Pirates - Summer 1**)

	<p>Safety Day Spring 1. NSPCC PANTS campaign Summer 1)</p> <p>H16. To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy. (Fire - Autumn 2)</p>	<p>views through discussions with one other person and the whole class (Space - Spring 2; RE WASY2A A World of Festivals)</p> <p>R8. To identify and respect the differences and similarities between people (RE WASY2D Questions that puzzle us) & (Amazing Me - Autumn 1)</p>	
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Cover other objectives in year group assemblies throughout the year.