

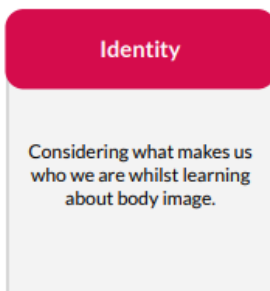
Long Term PSHE Curriculum at Richard Durning's Endowed Primary School

We use the Kapow scheme of work as model for progression through our PSHE lessons. This is also enhanced with content based around our Curriculum Drivers and School Values. Our PSHE curriculum has additional flexibility so that we can meet the needs of our children and react / adapt where needed. Each week children take part in Question of the Week assemblies where they will discuss and debate a particular question based on recent events or issues. This is also linked to British Values and Protected Characteristics. We also link our PSHE curriculum with national events such as Anti-Bullying Week, Odd Socks Day and Parliament Week.

There are 5 key areas which are returned to each year, making pupil's prior and future learning clear.



Year 6 have a further key area: identity.



Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Additional extras which are linked to the PSHE curriculum include: Run a Mile x 3 each week with individual challenges and fitness improvement; Peer Massage; Circle Time and class/group discussions; curriculum based on developing children's positive mental health and wellbeing through additional workshops such as yoga, Confident Me, Health and Fitness Workshops, Forest School activities; wellbeing activities; reading/wellbeing areas in each classroom, star, mood and yogi cards. Y2 and Y5/6 annual visits and workshops from Lancashire Fire Safety team. Water Safety workshop linked to swimming lessons by WLSP.

Personal, social and emotional development and the EYFS

PSED is one of the three prime areas within the **Early Years Foundation Stage (EYFS)**. Each prime area is divided into early learning goals, for PSED these are:

- **Self-Regulation** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **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.

PSED in nursery

PSED doesn't happen in isolation and is part of every day and its activities and learning across the whole curriculum.

Learning opportunities are modelled throughout the day and are planned into all aspects of classroom practice. Links are made between the topic and most importantly from the children's development needs.

Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood.

Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.

Give children appropriate tasks to carry out.

Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.

Invite trusted people into the setting to talk about and show the work they do.

Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children's fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group.

Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide items that reflect different ethnicities, such as combs and brushes etc. to stimulate pretend play around their interests.

Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation.

Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.

Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.

Understand gradually how others might be feeling.

Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"



3 and 4-year-olds will be learning to:

Examples of how to support this:

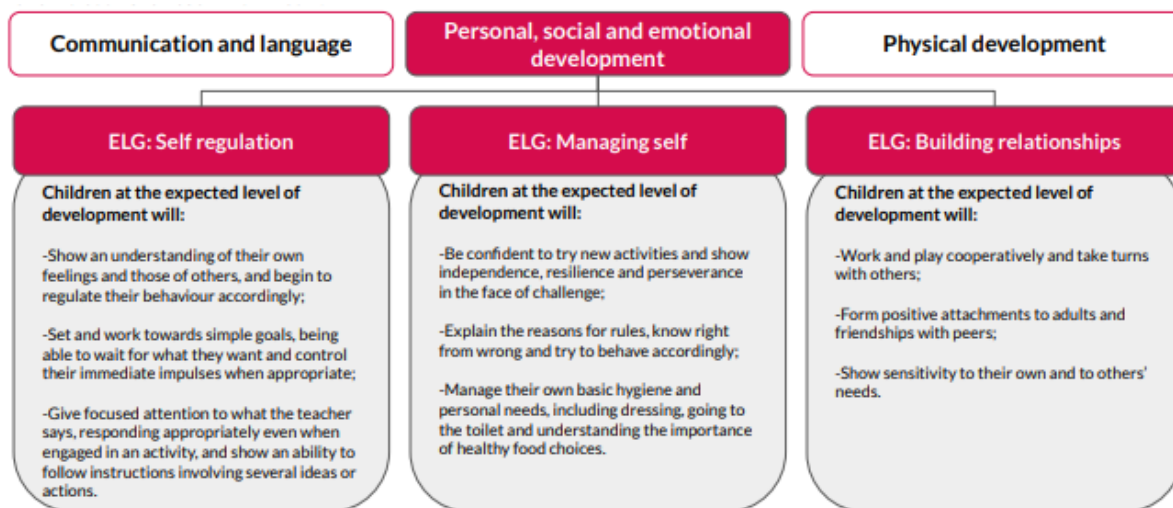
Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and toothbrushing.

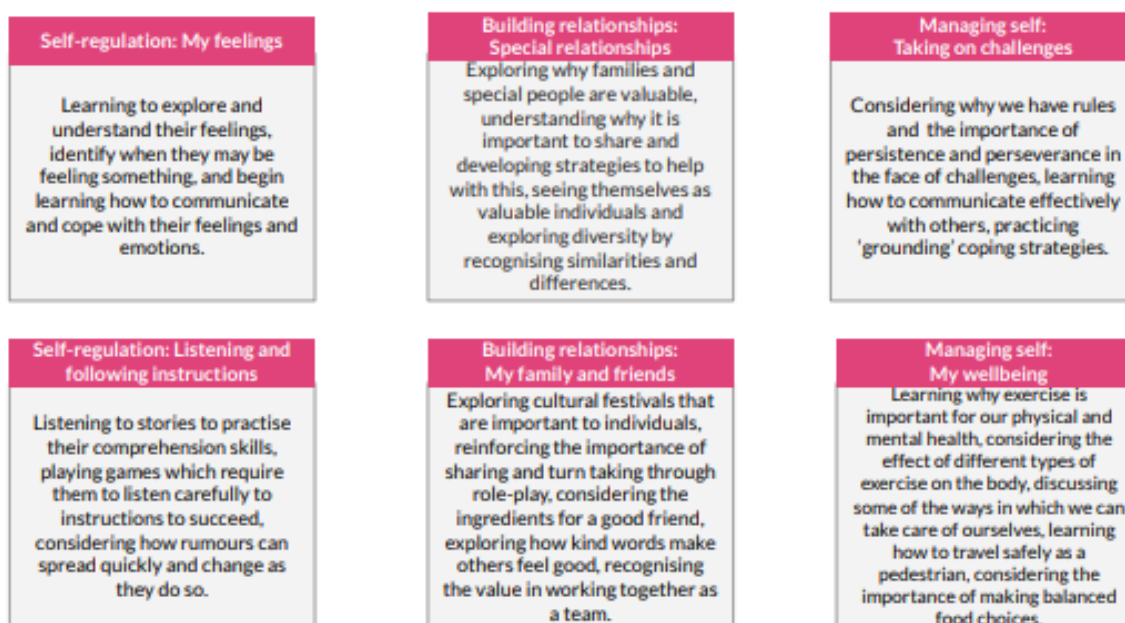
Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme.

Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.

Early Years – Reception



Unit Summary



Overview

Week	Autumn	Spring	Summer
Week 1	Self-regulation: My feelings (6 lessons) Lesson 1: Identifying my feelings	Managing self: Taking on challenges (6 lessons) Lesson 1: Why do we have rules?	Building relationships: My family and friends (6 lessons) Lesson 1: Festivals
Week 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
Week 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
Week 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
Week 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
Week 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
Week 7	Building relationships: Special relationships (6 lessons) Lesson 1: My family	Self-regulation: Listening and following instructions (6 lessons) Lesson 1: Simon says	Managing self: My wellbeing (6 lessons) Lesson 1: What is exercise?
Week 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Week 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Week 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Week 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Week 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

Year 1 and 2

Autumn Term

	Cycle 1 2024-25	Cycle 2 2025-26
Autumn Term	Setting Ground rules for PSHE Y1 unit – 1 lesson	Setting Ground rules for PSHE Y2 unit – 1 lesson
	Families and Relationships Y1 unit – 7 lessons	Families and Relationships Y2 unit – 7 lessons
	Economic Wellbeing Y1 unit – 6 lessons	Economic Wellbeing Y2 unit – 6 lessons
Spring Term	Health and Wellbeing Y1 unit – 8 lessons	Health and Wellbeing Y2 unit – 8 lessons
	Safety and the Changing Body Y1 unit - 8 lessons	Safety and the Changing Body Y2 unit - 9 lessons
Summer Term	Citizenship Y1 unit – 6 lessons	Citizenship Y2 unit – 7 lessons
	Transition lesson	Transition lesson

Year 3 and 4

	Cycle 1 2024-25	Cycle 2 2025-26
Autumn Term	Setting Ground rules for PSHE Y3 unit – 1 lesson	Setting Ground rules for PSHE Y4 unit – 1 lesson
	Families and Relationships Y3 unit – 8 lessons	Families and Relationships Y4 unit – 8 lessons
	Economic Wellbeing Y3 unit – 6 lessons	Economic Wellbeing Y4 unit – 6 lessons
Spring Term	Health and Wellbeing Y3 unit – 8 lessons	Health and Wellbeing Y4 unit – 8 lessons
	Safety and the Changing Body Y3 unit - 8 lessons	Safety and the Changing Body Y4 unit - 8 lessons
Summer Term	Citizenship Y3 unit – 7 lessons	Citizenship Y4 unit – 6 lessons
	Transition lesson	Transition lesson

Year 5 and 6

	Cycle 1 2024-25	Cycle 2 2025-26
Autumn Term	Setting Ground rules for PSHE Y5 unit – 1 lesson	Setting Ground rules for PSHE Y6 unit – 1 lesson
	Families and Relationships Y5 unit – 8 lessons	Families and Relationships Y6 unit – 6 lessons
	Economic Wellbeing Y5 unit – 6 lessons	Economic Wellbeing Y6 unit – 6 lessons
Spring Term	Health and Wellbeing Y5 unit – 7 lessons	Health and Wellbeing Y6 unit – 8 lessons

	Safety and the Changing Body Y5 unit - 7 lessons	Safety and the Changing Body Y6 unit - 9 lessons
Summer Term	Citizenship Y5 unit – 6 lessons	Citizenship Y6 unit – 6 lessons
	Transition lesson	Transition lesson