

Work hard. Aim high. Have fun.



Folly Hill Infant School

SCHEME OF LEARNING

Personal, Social and Emotional Development (PSE) - EYFS

**Personal, Social, Health and Emotional Education (PSHE) - KS1
also Sex and Relationships, Drug and Alcohol Education**

Early Years Foundation Stage and Key Stage 1

Useful Links :

Sex and Relationships education guidance - government guidelines

PSHE Association

mentor-adepis.org - drug and alcohol education

Expectations in PSE / PSHE

At the end of Early Years Foundation Stage most children will :

Making relationships

- play co-operatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to others' needs and feelings
- form positive relationships with adults and other children.

Self-confidence and self-awareness

- be confident to try new activities and say why they like some activities more than others
- be confident to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities
- say when they do or don't need help.

Managing feelings and behaviour

- talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable
- work as part of a group or class, and understand and follow the rules
- adjust their behaviour to different situations and take changes of routine in their stride.

Developing a healthy, safer lifestyle

- understand about the choice of foods made on need or culture
- understand that eating is a sociable activity
- know table manners
- know parts of the body
- recognise the importance of keeping healthy and the things that contribute to this
- know what goes on my body? / what goes in my body?
- know who helps me when I am ill.

Developing good relationships and respecting the differences between people

- seek out others to share experiences
- relate and make attachment to members of their group
- demonstrate flexibility and adapt their behaviour to different events, social situations and changes to routine
- value and contribute to their own well-being and self-control
- have an awareness of the boundaries set and behavioural expectation within the setting
- have a developing respect for their own cultures and beliefs and those of other people
- have a sense of self and being a members of different communities
- initiate interactions with other people.

At the end of Key Stage 1 most children will :

- **Develop confidence and responsibility and making the most of their abilities**
 - recognise what they like and dislike, what is fair and unfair and what is right and wrong
 - share their opinions on things that matter to them and explain their views
 - recognise, name and deal with their feelings in a positive way
 - think about themselves, learn from their experiences and recognise what they are good at
 - set simple goals.

- **Prepare to play an active role as citizens**
 - take part in discussions with one other person and the whole class
 - take part in simple debates about topical issues
 - recognise choices they can make, and recognise the difference between right and wrong
 - agree and follow rules for their group and classroom, and understand how rules help them
 - realise that people and other living things have needs, and that they have responsibilities to meet them
 - realise that they belong to various groups and communities, such as family and school
 - know what improves and harms their local, natural and built environments and about some of the ways people look after them
 - contribute to the life of the class and school
 - realise that money comes from different sources and can be used for different purposes.

- **Develop a healthy, safer lifestyle**
 - make simple choices that improve their health and well-being
 - maintain personal hygiene
 - know how some diseases spread and can be controlled
 - know about the process of growing from young to old and how people's needs change
 - know the names of the main parts of the body
 - know that all household products, including medicines, can be harmful if not used properly
 - know rules for, and ways of, keeping safe, including basic road safety, and about people who can keep them to stay safe.

- **Develop good relationships and respect the differences between people**
 - recognise how their behaviour affects other people
 - listen to other people, and play and work co-operatively
 - identify and respect the difference and similarities between people
 - know that family and friends should care for each other
 - know that there are different types of teasing and bullying, that bullying is wrong, and how to

deal with bullying.

Sex and Relationships

At the end of Key Stage 1 :

Most pupils will be able to :

- recognise and compare the main external parts of the bodies of humans
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feeling with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand :

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these may grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered :

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

Drugs and Alcohol

At the end of Key Stage 1 most pupils will :

- agree and follow rules for their group and classroom and understand how rules help them
- know about the role of drugs as medicines
- know that all household products, including medicines, can be harmful if not used properly
- know rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe
- share their opinions on things that matter to them and explain their views, eg about illness and taking medicines
- recognise, name and deal with their feelings in a positive way
- recognise choices they can make, and recognise the difference between right and wrong
- know how to make simple choices that improve their health and well-being
- take and share responsibility
- make real choices
- meet and talk with people
- ask for help
- take part in discussions with one other person and the whole class
- take part in a simple debate about topical issues
- feel positive about themselves
- consider social and moral dilemmas that they come across in everyday life
- take and share responsibility by helping to make classroom rules and following them.

P S H E Aims - Key Stage 1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught :

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with their feeling in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at
- how to set simple goals.

Preparing to play an active role as citizens

Pupils should be taught

- to take part in discussions with one other person and the whole class
- to take part in simple debates about topical issues
- to recognise choices they can make, and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help them
- to realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

Pupils should be taught :

- how to make simple choices that improve their health and well-being
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

Pupils should be taught :

- to recognise how their behaviour affects other people
- to listen to other people, and play and work co-operatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to deal with bullying.

BREADTH OF STUDY

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to :

- Take and share responsibility (for example, for their own behaviour by helping to make classroom rules and following them; by looking after pets well)
- Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)
- Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as where our food and raw materials for industry come from)
- Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)
- Meet and talk with people (for example, with outside visitors such as religious leaders, police officers and the school nurse)
- Develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)
- Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)
- Ask for help (for example, from family and friends, midday supervisors, older pupils, the police).

Drug and Alcohol Aims - Key Stage 1

Knowledge and understanding

Pupils should be taught :

- to agree and follow rules for their group and classroom and understand how rules help them
- about the role of drugs as medicines
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.

Skills

Pupils should be taught :

- to share their opinions on things that matter to them and explain their views, eg about illness and taking medicines
- to recognise, name and deal with their feelings in a positive way
- to recognise choices they can make, and recognise the difference between right and wrong
- how to make simple choices that improve their health and well-being.

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to :

- take and share responsibility
- make real choices
- meet and talk with people
- ask for help.

Attitudes

Pupils should be taught :

- to take part in discussions with one other person and the whole class
- to take part in a simple debate about topical issues.

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to :

- feel positive about themselves
- take part in discussions
- consider social and moral dilemmas that they come across in everyday life.

By the end of Key Stage 1, most children :

- agree and follow rules for their group and classroom and understand how rules help them
- know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them stay safe
- take and share responsibility by helping to make classroom rules and following them.

For weekly plans please ask the class teacher

PSHE Whole School Values (TEAM)

<i>Thoughtful</i>		<i>Explore</i>	<i>Awesome</i>	<i>Motivated</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being a team player	Safe and sound	Reach for the Stars!	Count on me!	Healthy and happy!	Flourish
<ul style="list-style-type: none"> • Golden rules and making the right choices • Respect and co-operation • Be a good listener • Caring and sharing • Problem Solving • Thoughtfulness • Caring for animals 	<ul style="list-style-type: none"> • Friendships • Emotions • Keeping safe • Stranger Danger • Online safety • Medicines/ Diseases/ household/ drugs • Anti-bullying week 	<ul style="list-style-type: none"> • Perseverance • Risk taking • Being brave • Ambition • Aspirations and goals • Resilience 	<ul style="list-style-type: none"> • Self confidence • Personal challenges • Working as a team • Tolerance and acceptance • Resolving conflicts • Democracy 	<ul style="list-style-type: none"> • Feeling positive about self • Belonging • Equality • My body • Keeping myself healthy • Caring for the environment • Fair trade 	<ul style="list-style-type: none"> • Personal achievements • Motivation • Play and work collaboratively • Sharing memories • Changes/Growing up • Transition

SONGS- I'll walk a mile in your shoes (Comeback story) Kings of Leon	You've got a friend in me- Toy story	Reach for the stars!	Count on me- Bruno Mars	Can't stop the feeling- Justin Timberlake	We are the champions
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