PSHE = Personal, Social, Health and Economic Education RE = Relationships Education HE = Health Education

# Broomgrove Infant School PSHE Programme of Study

TBN: WALTs in blue show specific RE and HE coverage from the DfE (2019) RE, RSE, HE Guidance.

Code/Numbers in brackets (e.g. R24) show how the WALTs relate to the PSHE Association Guidance.

| Relationships<br>Autumn Term *(usually 15 weeks)* | |
|---|---|
| *Year One*<br>TBN: first week of the academic year to cover Living in the Wider World statement as a stand-alone:<br>• Play a full part in the life of my classroom, helping to agree class rules and follow these (L1) | *Year Two*<br>TBN: first week of the academic year to cover Living in the Wider World statement as a stand-alone:<br>• Play a full part in the life of my classroom, helping to agree class rules and follow these. I know why these rules help me and others. (L1) |
| a) Families and Friendships<br>*Cross-curricular opportunities for Religious Education (marriage)* | |
| • Identify different people who care for me, how this makes me feel and why it is important (R1, R2)<br>• Understand what it means to be a family and about different types of families (R3, R4)<br>• Know who to tell if I am lonely or worried about my family or friends (R5, R7, R9) | • Understand different ways that people meet and make friends, how to be a good friend and how this makes you feel (R6)<br>• Give strategies for positive play and understand what can cause arguments between friends (with possible ideas for how to resolve them) (R8)<br>• Identify when I am lonely or worried about my family or friends and how to tell someone about this (R5, R7, R9)<br>• Know that marriage represents a formal and legal commitment to each other |
| b) Safe Relationships<br>*Cross-curricular opportunities for Science (body parts)* | |
| • Recognise that my behaviour affects other people and that people's bodies and feelings can be hurt. (R10, R11, H13)<br>• Talk about what makes a good friend<br>• Understand what it means to keep something private, including parts of the body that are private (R13)<br>• Identify different types of touch (e.g. hugs, tickling, kisses and punches) and how they make people feel (R16, R17)<br>• Tell others when we give or do not give them permission to touch us. (R16, R17) | • Recognise hurtful behaviour, including online, know that this is not acceptable and how to report it (R10, R11, R12, H13)<br>• Talk about what a healthy friendship looks like and how it makes both friends feel<br>• Understand what it means to keep something private, including parts of the body that are private (R13)<br>• Identify situations when we give and seek permission and why this is important (R17)<br>• Know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes me feel uncomfortable, anxious, or afraid. (R18) |
| c) Respecting others and ourselves | |
| • Recognise what is fair and unfair, kind and unkind and how these makes people feel. (R21)<br>• Say how I am the same and different to my friends (R23, L6) | • Understand what respect means and how to respect myself and others, even if they are different from me (R22)<br>• Identify differences and similarities between people and discuss these with my peers (R24, L6) |

# Living in the Wider World

Spring Term *(usually 11 weeks)*

| *Year One* | *Year Two* |
|---|---|
| **a) Belonging to a community**<br>*Cross-curricular opportunities for Religious Education* | |
| • Understand that people have rights and say how I can respect other people's rights (L2)<br>• Identify ways in which we can look after the environment (L3)<br>• Know that I belong to different groups and communities e.g. school, family, religious, sports (L4) | • Know that people and living things have rights and I am equally responsible for protecting these rights (L2)<br>• Identify ways in which we can look after the environment and why this helps our planet (L3)<br>• Know about the different roles and responsibilities people have in my local community (L5) |
| **b) Media Literacy and Digital Resilience**<br>*Cross-curricular opportunities for Computing (E-safety)* | |
| • Identify digital devices and what they are used for (L7, L8)<br>• Talk to a trusted adult if I see something I do not like, makes me worried or scared on a digital device (L7)<br>• Know that there are games for children on the internet and games I need to be older to play<br>• Know that information can be shared online<br>• Know that I have to be kind on a digital device just like if I was seeing that person in front of me | • Identify digital devices, what they are used for and how to use them safely (L7, L8)<br>• Discuss scenarios when using digital devices might make me worried, scared or upset and what to do when this happens (L7, L8)<br>• Know why social media and some games are age restricted (H28)<br>• Know how information can be shared and how to keep my personal information private online (H34)<br>• Know that some people behave differently online and that I need to behave the same with my friends online as I would if they were in front of me |
| **c) Money and Work**<br>*Cross-curricular opportunities for Maths (Money) and Children in Need Day* | |
| • Name different jobs and say what job I might like to do when I am older (L16)<br>• Know what money is, looks like and that people go to work to earn money (L10)<br>• Know that people spend or save their money (L11)<br>• Explain the difference between needs and wants (L12) | • Discuss different jobs and what people might need to be good at to do them (L14, L16, L17)<br>• Know that people get paid different amounts for different jobs and what they might spend it on (L10, L15)<br>• Know that people spend or save their money and different ways of doing this (L13)<br>• Understand that it may not be possible to have everything you want, straight away (L12) |

# Health and Wellbeing

Summer Term *(usually 13 weeks)*

| *Year One* | *Year Two* |
|---|---|
| **a) Physical and mental health**<br>*Cross-curricular opportunities for Science (body parts), PE (healthy lifestyle) and DT (food nutrition and diet)* | |
| • Discuss what keeping healthy means and different ways to stay healthy (good diet, exercise, sleep, personal hygiene) (H1, H2, H3, H4, H5, H7)<br>• Name different feelings and when someone might feel that way (H11, H12, H14, H16)<br>• Know that mental health is about looking after our feelings and positive ways to help how we feel (play outside, do things you enjoy, spend time with family, get enough sleep) (H17)<br>• Know I can ask for help when I have 'big' feelings and need help calming down (H18) | • Discuss what keeping healthy means and different ways to stay healthy (good diet including risks of eating too much sugar, exercise, sleep and relaxation, personal hygiene, sun protection) (H1, H2, H3, H4, H5, H7, H8)<br>• Name a range of different feelings, when we might feel that way and know that not everyone feels the same way at the same time (H11, H12, H13, H14, H15, H16)<br>• Know that mental health is about looking after our feelings and how you feel is okay as well as positive ways to help how we feel (play outside, do things you enjoy, not too long on digital devices, spend time with family, get enough sleep) (H17, H9)<br>• Recognise when I need to ask for help to calm down when I have 'big' feelings and some strategies to help with this (counting to 10, deep breaths, time away/outside, token card etc.) (H18) |
| **b) Growing and Changing**<br>*Cross-curricular opportunities for Science (Body parts) and History (Changes within own lifetime)* | |
| • Say what I am good at and what I find difficult (H21, H22, H23)<br>• Name parts of the body and say how boys and girls are different (H25)<br>• Talk about differences between how I am now and how I was when I was a baby (H26) | • Discuss my strengths and what makes me special (H21, H22, H23)<br>• Discuss things I find difficult and how I can help manage these (H24)<br>• Name parts of the body (including vulva, vagina, penis, testicles) and say how boys and girls are different (H25)<br>• Talk about how and why people change from young to old (baby, toddler, child, teenager, adult, elderly) (H26) |
| **c) Keeping Safe** | |
| • I can name things that might be dangerous in the classroom and how to stay safe (e.g. scissors and how to hold them properly) (H29)<br>• Name people whose job it is to keep us safe (H33)<br>• Know what to do if there is an accident and someone is hurt (at a classroom level – seeking out adult, cold compress etc.) (H35)<br>• Know where I live and when I should and should not tell someone this | • I can name things that might be dangerous outside of school and how to stay safe (e.g. kettle at home, crossing the road etc.) (H30, H32)<br>• Know that products around the house help us (e.g. cleaning products and medicines) but can be harmful if not used correctly (H31)<br>• Know what to do if someone is hurt in different scenarios, including how to dial 999 and what to say in an emergency (H35, H36)<br>• Know my address for where I live and explain situations when I can and should not share this information |

Statements which are covered through weekly pedagogy and within whole-school behaviour approach:

- Share my opinions on things that matter to me (e.g. show and tell / Star of the Week bear) (R25)
- Supporting friendships and play in context on a 1:1, small group and whole class basis. (R5, R6, R7, R8, R9)
- Be polite and courteous and the importance of manners (R22)
- How to listen to other people and play and work cooperatively (R24)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (R20)
- Know who to talk to if I am worried, lonely or upset
- Whole school transition strategies and move up mornings during the Summer term to prepare children for their new class/year group/teacher (H27)
- Preparation for school trips for each year group - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely (H32)
- On a 1:1, small group basis as appropriate - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better (H20)