

Personal, Social, Health and Economic Education

Stillness Infant School

What is it?

- ▶ Personal, social, health and economic (PSHE) education is the school subject that deals with real life issues affecting our children, families and communities. It's concerned with the social, health and economic realities of their lives, experiences and attitudes. It supports pupils to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers.

Why is it so important?

- ▶ PSHE education:
- ▶ Contributes to physical and mental health and wellbeing, encouraging individual responsibility for health.
- ▶ Contributes to the safety and protection of our children and young people, from staying safe online to understanding risks associated with drugs and alcohol.
- ▶ Promotes independence, resilience and responsibility – preparing children and young people for future roles as parents, employees and leaders.
- ▶ Supports employability by developing the personal and social skills demanded by commerce and industry.
- ▶ Supports pupils to be critical consumers of information, and develops the skills to identify misleading news or views on social media and elsewhere.

What do children gain from learning PSHE?

- ▶ In summary, PSHE education provides opportunities to learn about :
- ▶ Relationships: including developing and maintaining positive relationships and dealing with negative relationships. This may include learning about bullying, consent, how to communicate effectively, inappropriate behaviour in relationships and, at a later stage, topics such as sexual coercion and grooming.
- ▶ Developing independence, resilience and responsibility: including preparing children and young people to face life's challenges and make the most of life's opportunities.
- ▶ Health: including healthy lifestyles, healthy eating and exercise; mental and emotional health; drug, alcohol and tobacco education; emergency life-saving skills.
- ▶ Managing risk: including understanding personal safety and online safety; financial choices and risks; appreciating the value of taking risks in certain situations (e.g. entrepreneurial risks).
- ▶ Economic wellbeing: including the role of money, influences on our use of money, gambling, careers education
- ▶ Employability skills: including learning about enterprise, business and finance. Developing the skills and attributes to succeed at work, including communication skills and confidence.
- ▶ The knowledge, skills and attributes developed through PSHE education combine to equip pupils for numerous challenges. First aid provides a good example of this in practice. Pupils can learn the practical steps (e.g. CPR) in PSHE lessons, but also develop the confidence and awareness to put this knowledge into practice and step in when faced with a real-life medical emergency.

Is there evidence that it works?

- ▶ There is strong evidence that PSHE education:
- ▶ Supports children and young people's safety and protection – online and offline
- ▶ Supports mental and physical health and wellbeing, encouraging individual responsibility for staying fit and healthy and developing essential emergency life-saving skills
- ▶ Supports academic attainment by addressing barriers that prevent children and young people from learning
- ▶ Reduces the risks of drug and alcohol misuse and addictive behaviours
- ▶ Improves employability and chances of career success by developing the personal and social skills demanded by commerce and industry, such as communication skills, personal responsibility and confidence.

As a parent, how can I support my child's PSHE education?

- ▶ The personal, social, health and economic development of our children is achieved through partnership between school and the family. To support your children, you could:
- ▶ Look at the weekly email and talk with your children about the issues explored in PSHE education that week. Use the resources/ links the teachers have suggested.
- ▶ Have a look at the programme of study for the year. An awareness of this will enable you to start a discussion with your child about relevant issues e.g. Keeping safe at the railway station, Anti- Bullying Week etc.
- ▶ If you have any concerns about PSHE education or are worried about your child, do speak to their teacher.

PSHE Intent and Implementation at Stillness Infant School

- ▶ <https://www.stillness-inf.lewisham.sch.uk/curriculum/pshe/>
- ▶ PHSE Association: <https://pshe-association.org.uk/>
- ▶ NSPCC PANTS campaign: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

PSHE- Early Years- Personal, Social and Emotional Development

Three and Four-Year-Olds
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.
<ul style="list-style-type: none">• Become more outgoing with unfamiliar people, in the safe context of their setting.• Show more confidence in new social situations.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Increasingly follow rules, understanding why they are important.• Remember rules without needing an adult to remind them.
<ul style="list-style-type: none">• Develop appropriate ways of being assertive.• Talk with others to solve conflicts.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
<ul style="list-style-type: none">• Understand gradually how others might be feeling.
<ul style="list-style-type: none">• 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.

Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Early Learning Goals

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.

PSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW

The school has six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

				Money	Safety and Risk	Rights and Responsibilities
				Health	Identity	Feelings and Friendships
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Rules and routines. Settling without parents. Selecting and sharing resources and taking turns with others.	Be independent in the setting, helping each other. Know who to ask for help. Talk about who helps them at home and in school.	Taking turns in games, following rules in games.	Looking after animals, care and concern for living things.	Explore being fair, sharing with others. Talk about events and people in own life.	Changes. What they are good at, what they can do now.
Reception	Class rules and routines. Golden rules. Understanding what is right and wrong.	Golden rules. Working together. Respect for each other. Understanding other faiths.	Being grateful. New Year targets. Skills and strengths needed to achieve goals	Morals and values. Caring for the ducklings. Learning about how things grow.	Caring for living things. Resolving issues.	Preparing for change. Reflecting on their achievements.
Year One	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help		How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	What can we do with money? Where money comes from; spending; saving; keeping money safe
Year Two	How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	What is a friend? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency	How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings
Values	Values: Learning, Equality	Values: Forgiveness, Kindness	Values: Perseverance, Empathy.	Values: Individuality, Patience	Values: Patience, Respect	Values: Independence, Pride

Example of some Year One Units



Year 1 PHSE Overview			
Term, key question, number of lessons	Ref	Learning opportunities covered	Y1 learning objectives
Autumn 1 How do we decide how to behave?	L1. L2. R2. R4. R6 R7. R11. R12	<ul style="list-style-type: none"> • how they can contribute to the life of the classroom and school • to help construct, and agree to follow, group, class and school rules and to understand how these rules help them • to recognise that their behaviour can affect other people • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	Pupils learn: <ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about different types of behaviour and how this can make others feel • about listening to others and playing cooperatively • that bodies and feelings can be hurt
Autumn 2 What makes us special?	R8 R9. L8. L9.	<ul style="list-style-type: none"> • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • ways in which they are all unique; understand that there has never been and will never be another 'them' • ways in which we are the same as all other people; what we have in common with everyone else 	Pupils learn: <ul style="list-style-type: none"> • about the importance for respect for the differences and similarities between people • to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another • that everybody is unique • about the ways we are the same as other people

Example of some Year Two units

Year 2 PHSE Overview			
Term, key question, number of lessons	Ref	Learning opportunities covered	Y2 learning objectives
Autumn 1 How can we help? 5-6 lessons	L1	<ul style="list-style-type: none"> how they can contribute to the life of the classroom and school 	Pupils learn: <ul style="list-style-type: none"> about group and class rules and why they are important about respecting the needs of ourselves and others about looking after the local environment about privacy in different contexts
	L2.	<ul style="list-style-type: none"> to help construct, and agree to follow, group, class and school rules and to understand how these rules help them 	
	L3.	<ul style="list-style-type: none"> that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies feelings; being able to take turns, share and understand the need to return things that have been borrowed) 	
	L5.	<ul style="list-style-type: none"> what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy 	
	H16.	<ul style="list-style-type: none"> what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy 	
Autumn 2 What is a Friend? 4-5 lessons	R3	<ul style="list-style-type: none"> the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid 	Pupils learn: <ul style="list-style-type: none"> about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid about appropriate and inappropriate touch that hurtful teasing and bullying is wrong what to do if teasing and bullying is happening
	R10.	<ul style="list-style-type: none"> 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) 	
	R13.	<ul style="list-style-type: none"> to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable 	
	R14.	<ul style="list-style-type: none"> strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	
	H13.	<ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention 	
	H14.	<ul style="list-style-type: none"> about the ways that pupils can help the people who look 	