

Overview of PSHRE Curriculum EYFS and KS1

	EYFS Three areas of PSED	KS1	Skills taught
Summary of coverage	<p>Self-confidence and self-awareness</p> <hr/> <p>This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. We know that although many children have several people who care deeply about them all children need to have at least one person who is 'on their side' for them to really thrive. This helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.</p> <p>Managing Feelings and Behaviour</p> <hr/> <p>This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet. It also links to how they learn and can follow simple rules which operate in different places such as home and a setting or a play area. Children need the support of adults to help them to understand these</p>	<p>Throughout the year we focus on a number of different strands, so more active than others. Each term begins with a safety topic which is taught across the week. It follows on from a lot of the themes covered in EYFS but at a slightly deeper and more mature aspect. Themes include:</p> <ol style="list-style-type: none"> 1. <u>Keeping safe and healthy life styles</u> Likes and dislikes / safety on roads / water / rail / fire / risk / household products etc Hygiene / dental health (not exhaustive) 2. <u>Making sense of what we do not understand:</u> Themes include harmony and discord / quiet moments / moral obligations / truth or lies / overcoming fears / understanding and overcoming conflict / I am brilliant – confidence and self- esteem / thinking about wonder. / 3. <u>Me as a person:</u> stereo –types / gender / looking at things from other people's point of view / feelings and emotions 4. <u>Careers Week:</u> What would I like to be when I grow up? Can my dad be a nurse? Should boys wear pink? 5. Assemblies 6. People who help us 	<p>Listening and communicating own views. Responding to other people's ideas. Taking turns. Speaking and listening Thinking / justifying / committing and reflecting</p>

	<p>complex and often challenging areas.</p> <p>Making relationships</p> <hr/> <p>This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting another person's feelings.</p> <p>This area of development and learning is one which many adults continue to struggle with since it is far-ranging and complex. Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.</p>		
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Overview of the curriculum KS2

		Skills taught:
Summary of coverage	<p>Variety of themes approached differently for each year group with different materials for each year,</p> <ol style="list-style-type: none"> 1. Safety: Cyber / online / rail /water etc from safety week 2. Bullying: peer pressure / lying / 3. British Values in action: General election / Brexit votes / How does the country run? /My ideal world – how do I help? 4. Working as a team: Class dimensions – coming together / Jigsaw class 5. Mindfulness – healthy mind and healthy body / How does my mind look? 6. Gender issues: Girl V boys attitudes and what does it mean to be a boy / girl in our society? 7. Exploring the individual: Where do I fit into the world? Who am I? 8. Prejudice and stereo-types – what is the difference and how does it impact on us? 9. Handling difficult relationships 10. Why do we need rules?: Moral well-being and the conscience 11. Facing my fears: What do I do when things go wrong? 12. Developing positive relationships. 13. What is money worth? How much should I get paid? 14. Environmental issues 15. Whose job is it? <p>Other components include:</p> <p>Careers week</p> <p>Every term a new Safety topic</p> <p>Circle times – activities arising from the issues pertaining to the class and their worry boxes or general fall outs. Themes that arise from issues on the playground.</p> <p>Relationships and Sex Education – year 5.6 only</p> <p>All children attend an assembly once per week where several different themes are covered including LGBT / racism / disability / black history month etc. (see calendar)</p> <p>Children also access P4C including a bespoke assembly every Monday followed up by a class activity.</p>	<p>Expression</p> <p>Speaking and listening</p> <p>Accepting other people's view points even when different to their own.</p> <p>Turn taking</p> <p>Having empathy for other people's experiences.</p> <p>How to be respectful in social situations</p> <p>Process of thinking / committing / justifying and reflecting.</p> <p>Art of reflection.</p> <p>Expressing own opinions in a way which would not cause offense</p> <p>How to keep themselves safe</p>