

Subject overview: PSHE

What does a good citizen look like at Mengham Infants? What personal skills and characteristics of learning are particularly relevant for this subject?

At Mengham Infants children become good citizens because we value the whole, unique child. We plan purposeful, meaningful and cultural experiences to allow the children to acquire the knowledge, understanding and skills to manage their lives, now and in the future (**PSHE association**). As a result, they are good citizens making positive contributions to their families, schools and communities.

The children at Mengham are engaged and inspired to learn and play in groups. They listen to and take on others' ideas and suggestions, being genuinely interested in others' contributions. They are also confident (being quietly-confident is equally great!) to self-regulate and tackle tricky challenges independently too, building upon their own ideas and creative imagination. Through positive and caring role models they recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours. This enables the children to become self-organised and understand their right to self-care as well as care for others they know. Through discussions and using books and stories as a driver, the children will understand and explain why mental health is important, and demonstrate ways in which they can actively seek out this necessity. Through loving relationships, our children develop personal wellbeing to enable them to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled relationships and lives (**PSHE Association 2017**).

The children feel curious every day. Their learning and our enhanced provision, for instance, Prayer Spaces, extracurricular clubs, targeted assemblies and Eco –Warriors, provide them with experiences where they can question, discuss, debate, learn, grow, listen, and be part of their whole school community and local community. We actively seek links and opportunities for children to play a part in the local community, such as forming strong links with local care homes and our local churches. This provides them with a real purpose and context to embrace our school values and rules. They will show awe and wonder whilst they learn to be respectful, empathetic and compassionate, and practise mindfulness. Through genuine caring relationships they will build resilience and have self-belief, which enables them to feel safe and take risks in their learning. The children will identify difference and similarity, and embrace this with all its wonderful positivity. Through discussion, that is respectful and encourages the children to grow when learning about others' life contexts, they accept, respect and understand others' differences and viewpoints (including in debates and topical discussions). Our focused themed days, such as jobs day, let's talk diversity and kindness day, provide real-life context and a sense of whole school learning and community for our children to relate to each other across all years.

Children will begin to understand economic and financial capability to ensure they make the most of the changing opportunities in learning and work. Our themed days, such as dragon's den and make your money grow, will provide a scaffold for their learning and experiences, inside and outside school, so children begin to understand the nature of the world of work, diversity and its contribution to national prosperity. For example, activities within the local community such as litter picking and helping those less fortunate. They develop as questioning and informed consumers who are independent and respectful, and begin to learn how to manage their money and finances effectively (**The importance of PSHE education, National Curriculum 2007**).

These are the key skills and knowledge that a good citizen will develop during each year (**not just EYFS/NC objectives**):

Year R, Year 1 and Year 2 – please see the skills progression document for the 6 themes across our school, where each theme is then broken down into year groups.

	Year R	Year 1	Year 2
Personal development (theme 1)	<p>To listen attentively in a range of situations. Answer 'how' and 'why' questions.</p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour and take account of another's needs and feelings.</p> <p>Discuss their own and others' behaviour, and its consequence, and know that some behaviour is unacceptable.</p>	<p>To discuss their own likes and dislikes. To experience and understand fairness and unfairness.</p> <p>To listen to people's responses, and either agree or disagree respectfully. To consider our own feelings and what makes us feel that way.</p> <p>To understand that everyone can make the wrong decision and we are all capable of mistakes.</p>	<p>To understand that their needs and wants will change and so will others. To explore loss of relations and friends but also change and loss and the associated feelings (moving home, losing toys, pets or friends).</p> <p>To experience fairness and unfairness in a range of contexts, moving to abstract scenarios and concepts. (e.g. why we have Fair-trade; how some children do not get to go to school).</p> <p>To consider and share opinions in a range of contexts, moving to discussing wider issues.</p> <p>To consider the feelings of others', and how this might make us feel. To consider how our actions might provoke feelings in others.</p>
Ourselves and relationships (theme 2)	<p>To consider another's needs and feelings, and form positive relationships with adults and children. Play cooperatively, taking turns with others and take account of one another's needs and feelings. Children take steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>To understand and trust our own feelings and discuss them with a trusted adult.</p> <p>To understand the difference between a positive and negative relationship and to discuss these feelings and what it is that make us feel this way.</p> <p>To understand what bullying is and how to identify it. To know what to do when we know bullying is happening.</p>	<p>To understand that others' ideas of what a positive and negative relationships might be different from their own.</p> <p>To discuss why people bully. To recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>To consider how kindness makes us and others feel – assigning this feeling to specific actions to create a positive environment. To acknowledge that it makes us feel good to be kind to people. To consider that people have challenges in their lives that we may not know about.</p>
Lifestyles (theme 3)	<p>To begin to know the importance for good health of physical exercise, a</p>	<p>To know what we require to be healthy, both physically and mentally. Children</p>	<p>To talk about the effects of having an unhealthy diet and performing little to no exercise in our lives.</p>

	<p>healthy diet, keeping safe at home and at school.</p> <p>To show some understanding of safety when tackling new challenges and manage some risks independently.</p> <p>To discuss ‘people that help us’.</p>	<p>discuss/consider how we can make simple choices ourselves.</p> <p>To know how germs spread, and what we could do to prevent this. They also consider good hygiene to be looking after our teeth.</p> <p>Be able to discuss household items that can be harmful – cleaning products, the oven, the iron, plug sockets.</p> <p>Begin to form rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.</p> <p>They understand how to respond in an emergency situation. When should we call for help - ambulance, police and fire services.</p>	<p>To discuss why we need friendships and to feel happy to keep us healthy – considering mental health, and how this can prevent us from getting sad.</p> <p>To know long-term benefits of keeping healthy from childhood and into teenage years including our mental health.</p> <p>Be able to discuss household items that can be harmful – cleaning products, – when should we use these and identifying symbols.</p> <p>Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</p> <p>To also consider how drugs and alcohol can be harmful. Children learn about keeping safe at home, at school and also outside the home.</p> <p>Children recognise they have a responsibility for keeping themselves and others safe, both physically and online.</p> <p>Children recap and build upon Year 1 and discuss why we should not call these services unless we have a genuine need. Children discuss how we keep calm, and find someone who can help.</p>
Diversity (theme 4)	<p>To express themselves effectively, showing awareness of listeners’ needs.</p> <p>To discuss similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To develop their own narratives and explanations by connecting ideas or events. They know that other children don’t always enjoy the same things, and</p>	<p>To focus upon similarities and differences within their class and home environment.</p> <p>Children focus upon positive aspects of their own personality.</p> <p>Children consider stereotypes within dress code, jobs, toys that children play with, colours.</p>	<p>To begin to consider how they are different/similar to other in relation to the wider community – religion, traditions, life expectations and behaviours.</p> <p>To compare themselves to their peers</p> <p>To know what stereotypes are and consider stereotypes in religions, traditions, behaviours and appearance. They also discuss how and why stereotypes might be harmful.</p>

	<p>are sensitive to this.</p> <p>To be confident to speak to others about own needs, wants, interests and opinions. They can talk about themselves on positive terms and talk about their abilities.</p>		
Citizenship (theme 5)	<p>To talk about their home class and their class.</p> <p>They form positive relationships with adults and other children within their environment.</p> <p>To know our school values and be able to give simple ideas of what they look like. For example, saying please and thank you (respect).</p> <p>To follow the school rules and understand why we have school rules. Children can follow simple school rules and can give simple examples as to why they should not run in the corridor.</p> <p>To discuss their immediate environment – the beach, the shops, and the library etc. To discuss how they can use the library or go to the shops.</p> <p>To know where they go to school and that they are in part of our school. Year R children focus upon their own environment.</p>	<p>To begin to understand what ‘communities’ and ‘groups’ are.</p> <p>To discuss the children and adults in school who can help us.</p> <p>To be able to discuss each of our school values and give examples of what they can look like. To be able to say why the values are important to our school community.</p> <p>To understand what our rules are, and what they look like in practice. To begin to use the language of British Laws’ and touch upon why we have those in our country. Children consider what our values mean to them. Children discuss how the school rules help keep us safe in school. Children understand what ‘local community’ means, and who makes up our local community.</p> <p>They consider how they are part of their local community; beginning to think about how they are important to our community and what others might do in the community too.</p>	<p>To explore wider communities of our school. Children discuss and explore children and adults outside the school who can help us – considering how they care for us outside of school.</p> <p>To understand and consider what our values mean to them. To know how our values impact themselves and others. To begin to look at other values such as our British values. Begin to show an understanding of values, for example honesty, tolerance, respect and concern for others.</p> <p>To understand what ‘local community’ means, and who makes up our local community – children consider how we can help the local community – what might the consequences be of not helping of community?</p> <p>Begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules.</p>

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Healthy and wellbeing (theme 6)	<p>To have simple knowledge and understanding to be able to discuss eating healthy foods.</p> <p>Children can talk about their bodies and name parts of their bodies and discuss how we can use our bodies/bones to help us move. They notice that when they run, they can feel their heart beating faster – they can discuss the effect of this exercise.</p>	<p>To have the language to discuss healthy eating, and what these food look like – to know that too much sugar is unhealthy and be able to name foods that make not be healthy if eaten too much.</p> <p>To discuss why exercise is important for us to remain healthy and can discuss different exercises. They begin to discuss what might happen to our mental and physical health if we didn't keep a healthy lifestyle.</p>	<p>To know why exercise is important for us to remain healthy and can discuss different exercises.</p> <p>Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</p> <p>To begin to know the consequences of an unhealthy lifestyle.</p>
Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?			
<p>Is PSHE delivered in a way that ensures a clear learning journey for children with outcomes that can positively impact their day to day life?</p> <p>Are children able to problem solve to negotiate when problems arise and work collaboratively with their peers?</p> <p>Do children understand the importance of positive mental health and have strategies to keep themselves mentally and physically healthy ?</p>			