

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**).

Teachers: we must teach fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.

These are the key skills and knowledge children should develop during each year (**not just EYFS/NC objectives**)

Please use this document in conjunction with the long term plan where the key texts are listed as well as legal requirements.

	Year R –PSED	Year 1	Year 2
Personal development (theme 1)	<p>Children can (skills)</p> <p>I can listen attentively in a range of situations</p> <p>I can describe myself in positive ways</p> <p>I can talk about how I and others show feelings</p> <p>I can discuss my own and others' behaviour, using the language of red/green behaviour</p> <p>I can discuss how to keep my brain healthy</p> <p>I can discuss how to keep my body healthy (sleep, exercise, frequent fresh air and nature, eating healthily and physical contact with people we trust and love)</p> <p>I can join in with discussions about our key texts</p> <p>Safeguarding: For the children to watch the PANTOSAUROUS NSPCC video (YouTube) and discuss:</p> <ul style="list-style-type: none"> • that each person's body belongs to them • the difference between appropriate (holding hands) and 	<p>Children can (skills)</p> <p>I can discuss my own likes and dislikes and how these may be different from someone else's.</p> <p>I can understand fairness and unfairness and how this feels.</p> <p>I can explain what our schools are and in what they mean in simple terms.</p> <p>I can show respect for myself by speaking in a positive way about our abilities and personalities.</p> <p>I can listen to people's responses, and either agree or disagree respectfully.</p> <p>I can discuss my own feelings and what makes me feel that way.</p> <p>I can discuss forgiveness in relation to friendships.</p> <p>I can use the term 'mental health' when discussing looking after my brain and feelings.</p> <p>I can discuss simple strategies to make me feel happy.</p> <p>I can discuss simple strategies for seeking help if I am feel sad.</p>	<p>Children can (skills)</p> <p>I can understand that my needs and wants will change and so will others.</p> <p>I can discuss loss of relations and friends but also change and loss and the associated feelings (moving home, losing toys, pets or friends) and also death (through key texts).</p> <p>I can discuss what self-respect means and how this links to my own happiness.</p> <p>I can talk about themselves in a positive way in regards to appearance, abilities and personality.</p> <p>I can understand 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>I can share opinions in a range of contexts, moving to discussing wider issues, adopting strategies to disagree in a respectful way.</p> <p>I can give key examples of our school values in action.</p> <p>I can simply discuss the British Values and the laws in Britain and why it is important to follow them.</p> <p>I can understand how my actions might provoke feelings in others.</p> <p>I can use the term mental health and discuss different strategies for support appositve mental health in ourselves.</p>

	<p>inappropriate touch (touching under our underwear)</p>	<p>Safeguarding:</p> <p>For the children to watch the PANTOSAUROUS NSPCC video (YouTube) and discuss:</p> <ul style="list-style-type: none"> • that each person’s body belongs to them • the difference between appropriate (holding hands, sitting close by each other, a cuddle) and inappropriate touch (touching in our underwear) 	<p>Safeguarding:</p> <p>For children to be able to discuss support such as in school support, at home support but also mental health agencies such as Mind and Young Minds who support people in our community who suffer ill mental health.</p> <p>For the children to watch the PANTOSAUROUS NSPCC video (YouTube) and discuss:</p> <ul style="list-style-type: none"> • that each person’s body belongs to them • the difference between appropriate (holding hands, sitting close by each other, a cuddle) and inappropriate touch (touching in our underwear) • and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
<p>Ourselves and relationships (theme 2)</p>	<p><u>Children can (skills)</u></p> <p>I can discuss others needs and wants</p> <p>I form positive relationships with adults and children.</p> <p>I can talk about positive relationships and what they look like in simple language “we share our toys and say kind words.”</p> <p>I can discuss what a good friend is</p> <p>I can play cooperatively, taking turns with others</p> <p>I can use a timer independently when wanting to share a resources</p>	<p><u>Children can (skills)</u></p> <p>I can discuss the difference between a positive and negative relationship.</p> <p>I can discuss how a positive and negative relation makes me and others feel.</p> <p>I can give simple examples of what makes a positive/negative relationship.</p> <p>I can identify bullying.</p> <p>I can explain what bullying is and how ‘teasing’ is not kind, and if anyone is unhappy by ‘games’ and/or ‘jokes’ then we must stop, and never do those things again.</p> <p><u>Children know (knowledge)</u></p>	<p><u>Children can (skills)</u></p> <p>I can give examples of the difference between being appropriately welcoming and overfamiliar with adults including visitors and volunteers into our school.</p> <p>I can understand that others’ ideas of what a positive and negative relationship might be different from their own and be able to describe the differences.</p> <p>I can discuss why people bully.</p> <p>I can discuss how bullying is wrong and can list some ways to get help in dealing with it.</p> <p>I can recognise the effect of my behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p>

	<p>I can use trick box tricks to help me solve problems</p> <p>I can discuss/draw a variety of family set ups in a positive way</p> <p>I understand that families of many forms provide nurturing environments for children, including single parents, LGBT families, families headed by grandparents, adoptive parents etc (covered through age appropriate story books)</p> <p>I can discuss what my family gives me</p> <p><u>Children know (knowledge)</u></p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love and care (e.g. “my family help me keep my teeth clean and we have cuddles” • the characteristics of healthy family life – spending time together, being kind to each other. • that others’ families sometimes look different from their family, but that does not matter and what matters is the love and care in each family. Children remark on the fact that even when families look different, they all still love and care for each other. 	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love and security. • the characteristics of healthy family life. Kindness, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure • how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, kindness, trust, sharing interests and experiences and support with problems and difficulties. 	<p>To know that ‘teasing’ is not kind, and if anyone is unhappy by ‘games’ and/or ‘jokes’ then we must stop, and never do those things again.</p> <p>I can discuss 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.</p> <p>I can discuss different challenges in lives that we may not know about. How can we react to people when they are having a difficult time? (Does it help if we all act with our dinosaur brains all the time?)</p> <p>Children know: (knowledge)</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • that others’ families, in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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	<ul style="list-style-type: none"> • to tell a grownup who they trust if they are unhappy or feel unsafe with a family relationship or friendship • the characteristics of friendships, including kindness, caring and sharing • that healthy friendships do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust through how we feel inside – that we must speak to an adult if we feel unhappy. 	<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired and that resorting to violence is never right. • how to recognise who to trust and who not to trust, and how to judge when a friendship is making them feel unhappy or uncomfortable • how to manage conflict and how to seek help or advice from others, if needed. 	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Lifestyles, wellbeing and mental health (theme 3)</p>	<p><u>Children can (skills)</u></p> <p>I can discuss the importance of physical exercise and a healthy diet,</p> <p>I can discuss simple self-care techniques such as brushing your teeth.</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’ including members of the community.</p>	<p><u>Children can (skills)</u></p> <p>To know what we require to be healthy, both physically and mentally.</p> <p>Children discuss/consider how we can make simple choices ourselves and simple care techniques.</p> <p>Children can simply discuss the mental and physical benefits of an active lifestyle.</p> <p>I can discuss how germs spread and simple ways to stop this.</p>	<p><u>Children can (skills)</u></p> <p>I can discuss the effects of having an unhealthy diet and performing little to no exercise in our lives including obesity and poor mental health.</p> <p>Children can discuss simple care techniques and their benefits.</p> <p>Children can discuss a healthy teeth routine and its benefits and the negative consequences of not brushing your teeth regularly.</p> <p>Children can discuss sun safety</p>

	<p>To discuss simple ways of being healthy – i.e. eating fruit and vegetables and being active.</p> <p>I can talk about what groups I belong to.</p> <p>I can discuss what makes me happy, sad and angry.</p>	<p>Children can discuss a healthy teeth brushing routine.</p> <p>I can discuss household items that can be harmful – cleaning products, the oven, and the iron, plug sockets, etc.</p> <p>I can demonstrate how to respond in an emergency situation. When should we call for help – an adult, ambulance, police and fire services?</p> <p>I can recognize how to deal with my own first aid. Cleaning cut and putting plaster on or using a flannel or towel.</p> <p>I can discuss how looking after our mental health is a normal part of everyday life, in the same way as physical health.</p> <p>To be able to confidentially talk about the difference between mental health and physical health. They can give key examples of how to look after both your physical and mental health.</p> <p>Children can talk about what groups and clubs they might belong to. They can reference that they belong to Mengham Infant School and how it make us feel, when we belong.</p> <p>Children can discuss how being active and social makes them feel happy – how would we feel if we never left the house, or saw our friends? They can discuss how this would have a negative impact upon their health.</p>	<p>I can 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>I can discuss household items that can be harmful – cleaning products, – when should we use these and their identifying symbols.</p> <p>Year 2 only – immunisations, allergies – what allergies might we have? Why do we have immunisations? Children can simply discuss these areas.</p> <p>Children can talk about what groups and clubs they might belong too. They can reference that they belong to Mengham Infant School – how does this make us feel, when we belong?</p> <p>Children can discuss how being active and social makes them feel happy – how would we feel if we never left the house, or saw our friends?</p> <p>They can discuss key examples of keeping them and their friends happy.</p> <p><u>Children know: (knowledge)</u></p> <p>To know long-term benefits of keeping healthy from childhood and into teenage years including our mental health.</p> <p>Children know how drugs and alcohol can be harmful.</p> <p>Children know 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/know why we should not call emergency services unless we have a genuine need. Children discuss how we keep calm, and</p>
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		Children can give key examples of what makes them happy.	find someone who can help. How can we remember our address? To know that looking after our mental health is a normal part of everyday life, in the same way as physical health and that just like physical health, our mental health can worsen.
Diversity (theme 4)	<p>Children can (skills)</p> <p>I can express myself with respect, showing awareness of listeners' needs.</p> <p>I can discuss similarities and differences between myself and others, and among families, communities and traditions.</p> <p>I speak respectfully and kindly about other people's lives, ideas and likes/dislikes.</p> <p>I can give my own narratives and explanations by connecting ideas or events.</p> <p>To be confident to speak to others about own needs, wants, interests and opinions.</p> <p>They can talk about themselves on positive terms and talk about their abilities.</p> <p><u>Children know (knowledge)</u></p> <p>They know that other children don't always enjoy the same things, and this is okay.</p>	<p>Children can (skills)</p> <p>I can simply explain what diversity means: "diversity means difference".</p> <p>I can discuss diversity within their class and home environment.</p> <p>Children can discuss the things that are the same and the things that are different in positive ways.</p> <p>Children can focus upon positive aspects of their own and others' personality. They can discuss how differences do not matter in relationships, how the acts of kindness and respect matter most.</p> <p>Children discuss and learn that about acceptance of others no matter if they are different.</p> <p>Children discuss different choices within dress code, jobs, toys that children play with, colours.</p> <p>Children discuss how it is unkind and harmful to laugh at or not like people because of difference.</p>	<p>Children can (skills)</p> <p>Children can explain what diversity means: "diversity means difference" and reason why it is good to have diversity in our world.</p> <p>Children can give examples of diversity in the wider community and world and can talk about the positives of diversity within people, beliefs, traditions and likes/dislikes.</p> <p>Children can and do openly discuss how they are different/similar to other in relation to the wider community – religion, traditions, life expectations and behaviours.</p> <p>Children notice and comment on differences within key texts and other mediums, and they discuss these in a positive way.</p> <p>Children can discuss in depth how these differences make no difference to the person they or someone else is – they can discuss how a positive relationships that focus on kindness and respect are key to who a person is.</p> <p>Children actively show this in class and on the playground.</p> <p>Children can discuss what 'stereotypes' means: "a fixed idea that many have about a person that are often untrue."</p>

			<p>Children can discuss stereotypes through social stories, key texts and other mediums (key texts - 'Girls can do anything' by Caryl Hart and Ali Pye and discuss the image: 'Boys Can Be')</p> <p>Children can discuss how and why stereotypes might be harmful.</p>
Citizenship (theme 5)	<p>I can talk about belonging to Mengham Infant School and my class.</p> <p>I can form positive relationships with adults and other children within their environment.</p> <p>I can talk about our school values and give simple ideas for what they look like. For example, saying please and thank you (respect).</p> <p>I can follow our school rules.</p> <p>I can discuss my 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>I know where I go to school and which class I belong.</p> <p>I can discuss the story of The Highway Rat and The Smartest Giant in Town. I can discuss the characters actions and personalities and discuss whether they are kind or not. I can discuss whether they are good friends or bad friends.</p>	<p>I can simply discuss what 'communities' and 'groups' are.</p> <p>I can explain what a 'citizen' means.</p> <p>I can discuss what adults in our school do to help us.</p> <p>I can discuss each of our school values and give examples of what they can look like. I can explain why the values are important to our school community.</p> <p>I can discuss British Values and give simple meanings to each one. I can use the language of British Laws' and touch upon why we have those in our country.</p> <p>I can think about what values in people are important – kindness and giving, or selfishness and unkind?</p> <p>Children discuss how the school rules help keep us safe in school.</p> <p>Children know (knowledge)</p> <p>I know what 'local community' means, and who makes up our local community.</p>	<p>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>I can talk in depth and give key examples of our school values and why they are important.</p> <p>To be able to discuss British values and their importance to Britain.</p> <p>To be able to discuss a person 'without values' and a person with. Who would you like to be like and why? For example honesty, tolerance, respect and concern for others (Highway Rat and Smartest Giant in town for example)</p> <p>Children know: (knowledge)</p> <p>I know what wider communities are around our school.</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>I know simple citizenship concepts, for example right and wrong, fairness and rules. Why are these important in a community?</p>

		<p>I know how I am a part of my local community; thinking about how they are important to our community and what others might do in the community too.</p> <p>Show understanding of simple citizenship concepts, for example right and wrong, fairness and rules</p>	<p>To know how our school values impact themselves and others. To be able to give ideas and examples of these.</p>
Health and fitness	<p>I can discuss eating healthy and name foods that are healthy.</p> <p>I can discuss healthy eating habits such as being able to eat sugar and fats sometimes, just not all the time.</p> <p>I can name parts of their bodies and discuss how we can use our bodies/bones to help us move.</p> <p>I can talk about how when I exercise my heart beats faster and I get out of breath.</p> <p>Children understand that:</p> <ul style="list-style-type: none"> • It is common for people to have ill mental health sometimes. They know that if they talk to someone, they can feel better. • If they know that exercising daily (running, jumping, riding bikes, climbing) can keep them healthy. • If they feel unhealthy they can speak to an adult who can help them. 	<p>I can discuss what healthy foods are.</p> <p>I can explain that too much sugar and fats are unhealthy and be able to name foods that contain sugar and fat.</p> <p>I can discuss what a balanced diet looks like.</p> <p>I can discuss why exercise is important for us to remain healthy and can discuss different exercises.</p> <p>I can discuss what might happen to our mental and physical health if we didn't keep a healthy lifestyle.</p> <p>I can discuss why building in regular exercise into daily and weekly routines is good for my body and brain. For example, walking or cycling to school.</p> <p>I can discuss simply the risks of associated an inactive lifestyles (including obesity). I can give simple examples of how I make decisions independently to be more active.</p>	<p>Children can discuss how exercise is important for us to remain healthy and can discuss different exercises.</p> <p>Children can discuss 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>I can discuss what might happen to our mental and physical health if we didn't keep a healthy lifestyle. I can give examples of what will happen to our mental and physical health.</p> <p>I can discuss the importance of building in regular exercise into daily and weekly routines. To discuss ways we can be active at home and in school.</p>

Subject Leader - What questions are key to you ensuring you have led your subject so that it has a positive impact on the children?

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?

Are children kind, thoughtful and respectful of others and differences?

Do children understand the importance of positive mental health and have strategies to keep themselves mentally and physically healthy?

Are all the RSE areas being taught?