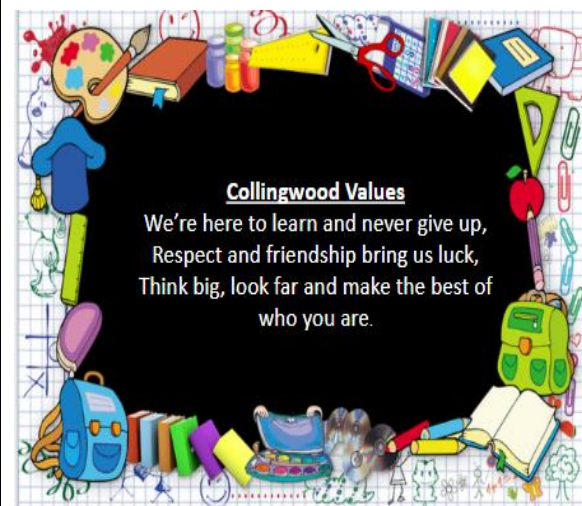


PSHE at Collingwood Primary School

We help children to understand their own physical, social and emotional development, whilst promoting positive and diverse moral and cultural values.

Sustaining healthy wellbeing is actively supported throughout our school.



Content and Sequencing

EYFS- Personal, Social and Emotional Development (PSED) is one of the prime areas of learning. In EYFS, children develop social skills, self confidence and begin to explore and understand different emotions through role play, books, turn-taking games, songs, rhymes and daily interactions. Children develop an understanding of family, community and how we can all help each other. Through carefully planned learning experiences, children learn what makes them unique, celebrate differences and develop a respect and understanding of others. Throughout their time in EYFS, children learn good health and hygiene routines. Our children become increasingly independent and resilient with a positive disposition to learn

Year 1- Children recognise what they are good at and set goals and challenges. They know about change and loss and how it feels. Children know how to stay safe around the household products and know how to ask for help when worried. They can recognise their own feelings whilst being empathetic towards others. Children know who is special in their life. Children respect similarities and differences in others and share views and ideas with others. They can understand the values of family life. Children know the class rules and how they are unique in some ways.

Year 2- Children know about growing and changing and can correctly label body parts. Children know how to keep safe in different situations and know how privacy changes in different contexts. Children understand that feelings and bodies can be hurt and their behaviour can affect others. Children can listen to others and play cooperatively and manage conflict. They know what is appropriate and inappropriate touch. They know about diverse families and how home lives can be different, including who they live with and divorce/marriage. Children can respect similarities and differences in others whilst sharing views and ideas. Children can respect their own, and others' needs. They know what to do in an emergency.

Year 3- Children can recognise what they are good at and set goals. They can describe feelings and manage conflicting feelings. They know how to stay safe by following school rules on health and safety, knowing basic emergency aid and knowing who helps them stay healthy and safe. Children can recognise feelings in others and can respond to how others are feeling. Children can recognise positive, healthy relationships and friendships and maintain them. Children can recognise and respond to bullying and develop self respect. Children can be empathetic towards others. Children understand health and wellbeing issues and how best to solve them. Children understand that they are part of their community and know some of the job roles in the local community.

Year 4- Children understand that bacteria and viruses can affect health and that following simple routines (e.g. hand washing) can reduce their spread. Children understand changes that happen in life and feelings associated with change. They know how to keep safe in the local area and online and know who can help them stay healthy and safe. Children understand when to keep something confidential or secret and when it is ok to break a confidence. Children can also recognise and manage dares in order to keep safe. Children know what is Acceptable and unacceptable physical contact and can solve disputes and conflicts amongst peers. Children can listen and respond effectively to people and share points of view. Children can discuss and understand disabilities. Children understand health and wellbeing issues and appreciate difference and diversity in the UK and around the world.

Year 5- Children understand the intensity of feelings and can manage complex feelings. Children can cope with change and transition, bereavement and grief. Children know the changes at puberty. Children know Strategies for managing personal safety in the local environment as well as online safety, including sharing images and mobile phone safety. Children respond to feelings in others. They understand that actions have consequences but working collaboratively, negotiation and compromise can solve conflicts. Children can listen to others and raise concerns and challenges. Children are inclusive of difference (ethnicity, culture, faith, belief). They can Discuss and debate health and wellbeing issues. Children understand why we have rules and consequences and how anti-social behaviour can be troubling in our community. Children respect differences in others.

Year 6- Children know that images in the media and online can distort reality and this can negatively affect how people feel about themselves. They reflect on, and celebrate achievements and can identify strengths, areas for improvements and set high aspirations and goals. They can explain the meaning of 'risk' 'hazard' and 'danger' and can recognise, predict and assess risks in different situations and decide how to manage them responsibly. Children can listen respectfully to others but also raise concerns and challenge points of view where necessary and they recognise and challenge stereotypes. Children understand human reproduction and the roles and responsibilities of parents. They know the importance of resisting peer pressure and where to get help or advice. Children understand confidentiality and when to break a confidence. They know human rights, the rights of a child, cultural practices and British law.

Essentials

Imagine

Improve

Understand others

Persevere

Try new things

Work Hard

Concentrate

Push themselves

Progress

Units of work are carefully sequenced so prior knowledge and concepts are built upon.

Regular formative assessment.

Effective questioning and higher order thinking are embedded within all learning experiences.

Progress and attainment within units is recorded and shared with all teaching staff.

Opportunities for revisiting content or applying learning in greater depth.

Learning recorded in the curriculum showcase books through photographs

		and explanations, as well as on Twitter.
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