



Limehurst Primary School
Whole School Overview

Cycle A		PSHE											
<p>At Limehurst primary school, PSHE is recognised as an important subject for all children’s learning and development. As part of a broad and balanced curriculum, we acknowledge the significance of children learning about safe relationships, health education and the wider world. In modern day Britain, PSHE has never been as important as it is now, in a world that is ever changing and a society that is constantly adapting. In 2020, the government changed the statutory requirements of PSHE, making it compulsory for all children of primary school age to be educated on ‘Relationships’ and ‘Health education’. When learning about relationships, the government requirement is that all children be taught, ‘the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.’ In health education, the government requirement is that all children be taught, ‘the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.’</p> <p>Our curriculum covers all of the statutory areas and more, building on prior knowledge each year to ensure that the children leave Limehurst primary school with a secure understanding of their personal, social, health and economic education (PSHE).</p>		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>At Limehurst we strongly believe that developing children’s PSED is at the heart of everything we do. PSED is taught in the most part through modelling and interactions with the children, building positive relationships with the children. We also use circle times to . The following objectives are covered over the course of the EYFS</p>												
	Nursery						Reception						
<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> ▪ Become more outgoing with unfamiliar people, in the safe context of their setting. ▪ Seek out one or more children to share experiences and play ideas. ▪ Develop friendships with other children. <p><u>Sense of Self</u></p> <ul style="list-style-type: none"> ▪ Access the resources and provision independently. ▪ Show a high level of interest in an activity of their choosing. ▪ Develop their sense of responsibility as a member of the class. ▪ Show more confidence in new social situations. ▪ Increasingly follow rules, understanding why they are important. ▪ Do not always need an adult to remind them of a rule. ▪ Is able to adapt their behaviour according to different scenarios. ▪ Help find a solution to problems. ▪ Talk with others to solve conflicts, seeking out adult support if necessary. ▪ Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants. ▪ Is increasingly able to recognise the impact of their choices and behaviour/ actions on others and know that some actions and words can hurt others’ feelings. ▪ Be able to independently meet their own care needs and understand why it is important, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. <p><u>Understands Emotions</u></p> <ul style="list-style-type: none"> ▪ Becoming more able to manage their emotions in an age appropriate way. ▪ Express a wide range of feelings in their interactions with others and through their behaviour and play 						<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> ▪ Builds respectful relationships with others. ▪ Develops friendships with other children which helps them to understand different points of view. ▪ Attempts to repair a relationship or situation where they have caused upset and understand how their actions impact on other people. ▪ Seeks ways to manage conflict for example through holding back, sharing, negotiation and compromise. ▪ Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. ▪ Is increasingly able to understand other people’s needs, wants and behaviours. <p><u>Sense of Self</u></p> <ul style="list-style-type: none"> ▪ Recognises their own self-worth and importance, talking positively about themselves in realistic terms. ▪ Is aware of behavioural expectations and sensitive to ideas of justice and fairness. <p><u>Understands Emotions</u></p> <ul style="list-style-type: none"> ▪ Shows resilience and perseverance in the face of a challenge. 							
Year 1/2	<p><u>Relationships – Roles of different people and Making friends</u></p> <ul style="list-style-type: none"> ▪ People who care for them – parents, relatives, teachers, grandparents etc.... ▪ The roles of these different people. ▪ What are families and how are they different. ▪ How to be a good friend. ▪ How can we meet and make new friends? ▪ Strategies for positive playing e.g. joining in, sharing etc.... ▪ How can we recognise when we or somebody else is feelings lonely or unhappy and how can we help or ask for help from others? 			<p><u>Living in the wider world – What rules are, caring for others and belonging to a group</u></p> <ul style="list-style-type: none"> ▪ What rules do we have and why? E.g. school, home etc.... ▪ Different people have different needs. ▪ How can we care for other people, animals and living things? ▪ Caring for the environment. ▪ What roles do we play in different groups? E.g. class, teams, faith groups etc. ▪ How can we help others to feel included in different groups? ▪ Rights and responsibilities in school and wider community. ▪ Recognise that we are all equal, but how are we also the same and different to others in our community. 			<p><u>Health and wellbeing – Staying safe in different environments</u></p> <ul style="list-style-type: none"> ▪ How to recognise risks in everyday situations, e.g. road, water, medicines and railways etc.... ▪ How to stay safe in unfamiliar environments. ▪ Identify situation that may be unsafe and who is responsible for keeping us safe in these situations. ▪ Staying safe at home – electrical appliances, fire safety, household products etc. ▪ How to respond if there is an accident and someone is hurt. ▪ How to get help in an emergency, including how to dial 999 and what to say. 						



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Year 3/4	<p><u>Relationships – What makes a family and Positive friendships</u></p> <ul style="list-style-type: none"> ▪ To recognise that there are different types of families, including single parents, same-sex, blended, foster and adoptive. ▪ That families provide support, stability and love. ▪ About different ways that people can support and care for each other. • What to do if family relationships are making them feel unhappy or unsafe. • About the features of a positive friendship such as mutual respect, trust and sharing interests. • Strategies to build positive friendships. ▪ How to seek support with friendships if they feel lonely or excluded. 	<p><u>Living in the wider world – Rights, freedoms and responsibilities</u></p> <ul style="list-style-type: none"> ▪ The reason for rules and laws in the wider community. ▪ The importance of being a law abiding citizen and what happens when rules are broken. ▪ What human rights are and how they protect us. ▪ To identify basic human rights including the rights of children. ▪ That with every right there is responsibility – the right to an education, the responsibility to learn. 	<p><u>Health and wellbeing – Risks and hazards in familiar and unfamiliar places and Medicines and household products</u></p> <ul style="list-style-type: none"> ▪ How to identify typical hazards at home and in school. ▪ How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. ▪ Fire safety in the home including the need for fire alarms. ▪ The importance of following safety rules from adults. ▪ How to keep themselves safe in the local environment or unfamiliar places, including rail, road, water and firework safety. ▪ The importance of taking medicines correctly and using household products safely. ▪ Recognise what is meant by the term drug. ▪ That drugs are common in everyday life e.g. cigarettes, vaping, alcohol and medicines and that they can affect our health and wellbeing. ▪ The effects related to different drugs and that all drugs, including medicines have side effects. ▪ That using some drugs can become a habit that is difficult to break and how to ask for advice or help.
Year 5/6	<p><u>Relationships – Managing friendships and peer influence and Expressing opinions</u></p> <ul style="list-style-type: none"> ▪ What makes healthy friendships? ▪ Strategies to help people feel included. ▪ What is peer influence and how can it make people feel/behave? ▪ Strategies to manage peer influence and the need for peer approval: exit strategies, assertive communication. ▪ That friendships change over time and the benefits of having new and different types of friends. ▪ How to discuss issues respectfully. ▪ Listening and respect other points of view. ▪ How to constructively challenge points of view in discussions online and in person. 	<p><u>Living in the wider world - Protecting the environment and valuing diversity</u></p> <ul style="list-style-type: none"> • The importance of protecting the environment and how everyday actions can support or damage it. • How to show compassion for the environment, animals and other living things. • What prejudice means. • Differentiate between prejudice and discrimination. • Recognise and respond to and challenge discrimination. • Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. 	<p><u>Health and wellbeing - Keeping safe in different situations and Drug use and the media</u></p> <ul style="list-style-type: none"> • Identify when situations are becoming risky, unsafe or an emergency. • Differentiate between positive risk taking (e.g. trying a new sport) and dangerous behaviour. • How to deal with common injuries and basic first aid. • How to respond in an emergency, including when and how to contact different emergency services. • About the risks and effects of drugs. • About the laws relating to drugs common to everyday life and illegal drugs. • Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs. • Organisations that can help people and support concerning drug use. • About mixed messages in the media relating to drug use and how they Influence the media.