



Limehurst Primary School
Whole School Overview

Cycle B		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 – Recognising privacy and Recognising hurtful behaviour</u></p> <ul style="list-style-type: none"> Identifying when someone's body or feelings might be hurt and whom to go to for help. About what it means to keep something private, including parts of the body that are private. To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). How to respond if being touched makes them feel uncomfortable or unsafe. What kind and unkind behaviour mean in and out school. How kind and unkind behaviour can make people feel. About what respect means. About class rules, being polite to others, sharing and taking turns. 		<p><u>Living in the wider world – Strengths and interests and What money is</u></p> <ul style="list-style-type: none"> Everyone has different strengths, in and out of school. Different strengths and interests are needed for different jobs. Different jobs in the community and work people do to help us. What money is? Coins, notes, electronic payments. Where can we keep our money and how can we spend it? People are paid for the work they do. Choices about spending money – needs and wants. 		<p><u>Health and wellbeing – Hygiene routines, Keeping healthy and What makes us special</u></p> <ul style="list-style-type: none"> Routines for good physical and mental health. Why sleep and rest is important. Importance of teeth brushing and visiting the dentist. Medicines, including vaccinations and immunisations can help people stay healthy. Ways to feel good and calm. Recognise what makes them special and unique, including likes and dislikes. How they are the same and different to others. Recognise our feelings and who to speak to when things are difficult. Recognise feelings in themselves and others and how feelings can affect how people behave. 		



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Year 3/4	<p><u>Relationships – Personal boundaries and Responding to hurtful behaviour</u></p> <ul style="list-style-type: none"> ▪ What is appropriate to share with friends, classmates, family and wider social groups? ▪ About privacy and personal boundaries. ▪ That bullying and hurtful behaviour is unacceptable in any situation. ▪ The effects and consequences of bullying for the people involved. ▪ How to recognise when it right to keep secrets or break confidence to share a secret. ▪ Differentiate between teasing, hurtful behaviour and bullying. ▪ Recognise the difference between playful dares and those which put others at risk or make somebody feel uncomfortable. ▪ How to report concerns and seek help if worries or uncomfortable about somebody's behaviour. 	<p><u>Living in the wider world – Different jobs and skills and Making decisions about money</u></p> <ul style="list-style-type: none"> ▪ About jobs people may have from different sectors e.g. teachers, business people, charity work ▪ That people can have more than one job over their lifetime ▪ About common myths and gender stereotypes related to work ▪ About skills needed to do a job, such as teamwork and decision making ▪ To recognise skills, interest and achievements and how these might link to future jobs ▪ How people make different spending decisions based on their budget, values and needs ▪ How to keep track of money and why it is important to know about how much is being spent ▪ Different ways to pay for things; cash, cards, online payments and the reasons we use them 	<p><u>Health and wellbeing – What affects our feelings and Our strengths and achievements</u></p> <ul style="list-style-type: none"> ▪ About things that affects feelings both positively sand negatively ▪ Strategies to identify and talk about feelings. ▪ To recognise that feelings can become more or less powerful over time. ▪ To recognise common challenges to self-worth e.g. finding work difficult, friendship issues. ▪ Identify strengths and interests that they are proud of. ▪ Basic strategies to manage setbacks e.g. asking for help, focusing on their strengths, trying again.
Year 5/6	<p><u>Relationships – Physical contact and feeling safe and Romantic relationships, civil partnerships and marriage</u></p> <ul style="list-style-type: none"> ▪ Identify what physical touch is acceptable, unacceptable, wanted or unwanted. ▪ How to ask for, give and not give permission for physical contact. ▪ How it feels in the mind and body when they are uncomfortable and that it is never someone's fault if they have experienced unacceptable contact. ▪ That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. ▪ Who to talk to if they are concerned about unwanted physical contact. ▪ What it means to be attracted to someone and different kinds of loving relationships. ▪ That people who love each other can be of any gender, ethnicity or faith. ▪ The difference between gender identity and sexual orientation and everyone's rights to be loved. ▪ Ways in which couples show their love and commitment to one another, included those who are married or live apart. ▪ What marriage and civil partnership means. ▪ That to force anyone into marriage is illegal and who to speak to report it. 	<p><u>Living in the wider world – Influences and attitudes towards money and Job interest and aspirations</u></p> <ul style="list-style-type: none"> ▪ The role money plays in people's lives, attitudes towards it and what influences decisions about money. ▪ About value for money and how to judge if something is value for money. ▪ How companies encourage customers to buy things. ▪ How not having money can impact on a person's emotions, health and wellbeing. ▪ Common risks associated with money, including debt, fraud and gambling. ▪ Identify jobs that you might do in the future. ▪ About how role and ambition can play in achieving a future career. ▪ How or why someone might choose a certain career. ▪ What might influence a person's decisions about a job or career, including pay, working conditions personal interests, strengths and qualities, family, values. ▪ About stereotyping in the workplace, its impacts and how to challenge it. 	<p><u>Health and wellbeing – Taking care of our mental health and Loss and bereavement</u></p> <ul style="list-style-type: none"> ▪ Recognise that anybody can be effected by mental ill-health and that difficulties can be resolved with help and support. ▪ Positive strategies of managing feelings. ▪ How feelings can sometimes be helpful, whilst recognising that they sometimes need to be overcome. ▪ Identify where they and others can ask for help and support with mental wellbeing in and outside school. ▪ About changes that can occur in people's lives including death, and how these can cause conflicting feelings. ▪ That changes can mean people experience feelings of loss or grief ▪ The process of grieving and how grief can be expressed. ▪ To identify how to ask for help or support with loss, grief or other aspects of change.