

PSHE lessons are woven through our LMTW curriculum as enrichment activities, we also use the PSHE Association for guidance, updates, CPD and relevant materials. Our main PSHE lessons are taught through the 'One Decision' programme. British values, protected characteristics, the rights of a child and our school 'SHINE' values are considered in every aspect of our curriculum. Our PSHE curriculum is mapped out as a two year rolling programme-however, depending on current needs of the children, the order may change and/or be supplemented with additional material (eg anti-bullying sessions).

For PSHE, our classes are split- children are taught in groups of: Foundation, Y1&2, Y3&4 and Y5&6. Our RSE sessions are planned to meet the needs of the current cohort and content is shared with parents via a parent workshop prior to the units being taught.

Autumn Term 2024					
	Autumn 1 Jeans for Genes Black History Month		Autumn 2 Anti-bullying week		
Nursery	<p>N1: Find ways to calm themselves through being calmed and comforted by their key person Establish their sense of self Express preferences and decisions Try new things Engage with others through gestures, gaze and talk Find ways of managing transitions, for example from their parent to their key person</p> <p>N2: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and community.</p>		<p>N1: Use engagement to achieve a goal; for example, gesture towards their cup to say they want a drink. Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>N2: Become more outgoing with familiar people, in the safe context of their setting. Show more confidence in new social situations.</p>		
Puffins R	<p>Self Regulation I will seek comfort from a trusted adult at school. I will follow simple instructions.</p> <p>Managing Self I will understand the rules and expectations at school. I will manage own personal hygiene needs with some support (toileting, hand washing).</p> <p>Building Relationships I will build positive relationships with new adults within school.</p>		<p>Self Regulation I will name feelings. I will give focussed attention to adults during adult led tasks.</p> <p>Managing Self I will follow school and class rules and expectations effectively. I will develop independence when dressing for P.E and Wild Tribe.</p> <p>Building Relationships I will build positive friendships with a range of children across the school.</p>		
Puffins 1	<p>Transition & new beginnings Joys, hopes, fears of the new school year</p>		<p>Keeping & Staying Healthy</p>	<p>Our World</p>	<p>Keeping & Staying Safe</p>
Choughs 2	<p>'Hygiene- washing hands' WALT Understand why we need to wash our hands WALT Know how germs are spread and how they can affect our health WALT Wash our hands effectively WALT Know the differences between healthy and unhealthy choices</p> <p>'Hygiene- brushing teeth' WALT Understand why we need to brush our teeth WALT brush our teeth effectively WALT Know the differences between healthy and unhealthy choices WALT Develop strategies to help us remember to brush our teeth when we forget, are tired or busy ** Support from NHS Brighter Smiles Tooth Brushing Project</p> <p>'Working in Our World' WALT Understand different ways we can receive money WALT Know how to keep money safe</p>				

	WALT Recognise and describe the skills we may need in a future job or career WALT Recognise the differences between wants and needs			WALT Know and describe the common features of family life WALT Recognise the ways in which our own families are special and unique		
Choughs 3 Choughs 4	Transition into KS2 Hopes and aspirations 'Breaking Down Barriers' WALT Recognise positive attributes in others WALT Explain why being different is OK WALT Recognise our own strengths and goals and understand that these may be different from others around us WALT Identify some of the ways we can overcome barriers and promote equality 'Adults' and Children's Views' 'Enterprise' WALT Understand and explain why people might want to save money WALT Identify ways in which we can help out at home WALT Budget for items we would like to buy WALT Recognise ways to make money and the early stages of enterprise	A World Without Judgement	The Working World	'Cycle Safety' WALT Identify strategies we can use to keep ourselves and others safe WALT Recognise the impact and possible consequences of an accident or incident WALT Identify what is a risky choice WALT Create a set of rules for and identify ways of keeping safe 'Adults' and Children's Views' 'Smoking' WALT Explain some of the risks associated with smoking (physical, social and legal) and name the addictive ingredient found in cigarettes, e-cigs etc. WALT Describe how smoking can affect your immediate and future health and wellbeing WALT Understand and give reasons why someone might start and continue to smoke WALT Identify and use skills and strategies to resist any pressure to smoke	Keeping & Staying Safe	Keeping & Staying Healthy
Razorbills 5 Razorbills 6	Transition Hopes and aspirations Natterhub 'In-App Purchases' WALT Know and understand various money-related terms WALT Recognise some of the ways in which we can spend money via technology WALT Describe the potential impact of spending money without permission WALT Identify strategies to save money	A World Without Judgement	The Working World	'Cycle Safety' 'Adults' and Children's Views' 'Alcohol' WALT Identify what is a risky choice WALT Identify the risks associated with alcohol WALT Understand and describe how alcohol can affect your immediate and future health WALT Develop and recognise skills and strategies to keep safe	Keeping & Staying Safe	Keeping & Staying Healthy

Spring Term 2025						
	Spring 1			Spring 2		
	Safer Internet Day Children's Mental Health Week			Red Nose Day International Women's Day		
Nursery	N1: Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Develop friendships with other children. Grow in independence, rejecting help. Sometimes their leads to feelings of frustration. N2: Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For examples, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.			N1: Begin to show 'effortful'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Feel strong enough to express a range of emotions. N2: Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		
Puffins R	Self Regulation I will express own feelings verbally. I will follow two part instructions. Managing Self I will develop positive vocabulary to talk about challenge. I will understand the importance of toothbrushing and physical activity.			Self Regulation I will wait for what I want and begin to control immediate impulses. Managing Self I will persevere when faced with a challenge. I will understand the importance of healthy eating and sleep routine Building Relationships		

	Building Relationships I will understand the importance of turn taking and play turn taking games.		I will understand that other children may have different perspectives.		
Puffins 1	'Worry'	Feelings and Emotions	'Practice Makes Perfect' WALT Recognise and name ways we can improve in an activity or sport WALT Understand the importance of trying hard and not giving up WALT Be able to see the benefits of practising and activity or sport WALT Be able to learn ways to set goals and work to reach them 'Helping Someone in Need' WALT Know how we can help other people WALT Be able to recognise kind and thoughtful behaviours and actions WALT Understand the risks of talking to people we don't know very well in the community WALT Be able to identify the differences between being responsible and irresponsible	Being Responsible	
Choughs 2	'Grief' WALT Recognise and name emotions and their physical effects WALT Know the difference between pleasant and unpleasant emotions WALT Use a range of skills for coping with unpleasant/uncomfortable emotions WALT Understand that feelings can be communicated with and without words				
Choughs 3	'Jealousy' WALT Recognise thoughts, feelings and emotions and identify the differences between those that feel good and those that feel not so good WALT Describe how we can support others who feel lonely jealous or upset WALT Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people WALT Use a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy	Feelings and Emotions	'Stealing' 'Adult and Children's Views' WALT Understand and explain what 'consent' means WALT Recognise the importance of being honest and not stealing WALT Understand and explain why it is important to have a trusting relationship between friends and family WALT Identify how making some choices can impact others' lives in a negative way Volunteer in a community project to help make a positive impact to other people's lives	Being Responsible	Community Volunteering Project
Choughs 4					
Razorbills 5	'Worry' WALT Recognise our thoughts, feelings and emotions	Feelings and Emotions	'Stealing' 'Adult and Children's Views' Volunteer in a community project to help make a positive impact to other people's lives	Being Responsible	Community Volunteering Project
Razorbills 6	WALT Identify how we can reduce feelings of worry WALT Understand and explain how we can support others who feel worried WALT Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people				

Summer Term 2025					
	Summer 1 Dementia Awareness Week		Summer 2 School Diversity Week Transition/ Move-up Days		
Nursery	N1: Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Be increasingly able to talk about and manage their emotions. N2: Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to save conflicts. Understand gradually how others might be feeling.		N1: Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because...", or "I love it when..". Learn to use the toilet with help, and then independently. N2: Be increasingly independent in meeting their own needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.		
Puffins R	Self Regulation I will give focused attention to the teacher when engaged in another activity. I will set and work towards simple goals.		Self Regulation I will follow instructions including several ideas or actions. Managing Self		

	<p>Managing Self I will recognise and be proud of personal achievements. I will manage personal hygiene needs independently.</p> <p>Building Relationships I will show consideration and sensitivity to the needs of others.</p>		<p>I will understand right from wrong and manage behaviour effectively in a range of situations. I will know how to be a safe pedestrian and model this on school visits.</p> <p>Building Relationships I will play cooperatively with others during 'busy learning' time.</p>		
<p>ELG: Self-Regulation Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>					
Puffins 1	<p>'Friendship' WALT Understand how to be a good friend</p>	Relationships	<p>'Online Bullying' WALT Understand how our online activity can affect others WALT Be able to identify the positives and negatives of using technology WALT Know who and how to ask for help WALT Be able to recognise kind and unkind comments</p> <p>'Computer Safety' WALT Understand how online activity can affect others WALT Be able to identify the positives and negatives of using technology To know who and how to ask for help WALT Know how to keep safe online WALT Understand the difference between safe and risky choices online</p> <p>'Fire Safety' (Special Unit) WALT Understand the importance of being responsible and how our actions/choices can affect others WALT Know what a 'hoax call' is and why it can be risky WALT Understand how our emergency services are an important part of our community WALT Understand and be able to show our knowledge of fire safety to others WALT Be able to practice simple ways of staying safe and finding help WALT Know that even small fires can be very dangerous WALT Be able to identify the differences between safe and risky choices WALT Know how to help others stay safe</p>	Computer Safety	Fire Safety
Choughs 2	<p>WALT Be able to recognise kind and thoughtful behaviours WALT Understand the importance of caring about other people's feelings WALT Be able to see a situation from another person's point of view</p> <p>'Touch' WALT Understand the difference between appropriate and inappropriate touch WALT Know why it is important to care about other people's feelings WALT Understand personal boundaries WALT Know who and how to ask for help WALT Be able to name human body parts</p> <p>'British Values' WALT Explore and understand our SHINE Values WALT Explore and understand our British Values WALT Recognise similarities between our British Values and our SHINE Values</p>				
Choughs 3	<p>'Relationships' 'Adult and Children's Views'</p>	Growing and Changing	<p>'Image Sharing' WALT Know and be able to list reasons for sharing images online WALT Identify rules to follow when sharing images online WALT Understand and describe the positive and negative consequences of sharing images online WALT Recognise possible influences and pressures to share images online</p>	Computer Safety	
Choughs 4	<p>WALT Identify the different types of relationships we can have and describe how these can change as we grow WALT Understand and explain how our families support us and how we can support our families WALT Identify how relationships can be healthy or unhealthy WALT Understand and explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</p>				

<p>Razorbills 5</p> <p>Razorbills 6</p>	<p>'Relationships' Recap from Choughs</p> <p>'Puberty' (Y5) WALT Understand and explain what puberty is WALT Understand and describe the changes that boys and girls may go through during puberty WALT Identify why our bodies go through puberty WALT Develop coping strategies to help with the different stages of puberty WALT Identify who and what can help us during puberty</p> <p>'Conception' (Y6) WALT Understand and explain the terms 'conception' and 'reproduction' WALT Understand and describe the function of the female and male reproductive systems WALT Identify the various ways adults can have a child WALT Understand and explain various different stages of pregnancy *These units are taught after parent meetings to share lesson content, approach and the teaching resources we use.</p>	<p>Growing and Changing</p>	<p>'Online bullying' WALT Recognise the key values that are important in positive online relationships WALT Identify the feelings and emotions that may arise from online bullying WALT Develop coping strategies to use if we or someone we know is being bullied online WALT Identify how and who to ask for help</p> <p>Natterhub</p>	<p>Computer Safety</p>
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