

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 2023					
	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>'Healthy Eating' WALT Know that food is needed for our bodies to be healthy and to grow WALT Understand that some foods are better for good health than other. Identify and list different types of healthy food WALT Understand how to keep ourselves and others healthy WALT Understand the differences between healthy and unhealthy choices</p> <p>'Medicine' WALT Know, understand and be able to practice simple safety rules about medicine WALT Understand when it is safe to take medicine WALT Know we can accept medicine from WALT Understand the differences between healthy and unhealthy choices</p> <p>'Looking After Our World' WALT Understand and explain the meaning of reduce, reuse and recycle</p>				

	WALT Recognise how we can help to look after our planet WALT Identify how to reduce the amount of water and electricity we use WALT Understand how we can reduce our carbon footprint			WALT Be able to encourage others to help keep their communities and countryside clean		
Choughs 3 Choughs 4	Transition into KS2 Hopes and aspirations 'Inclusion and Acceptance' WALT Identify some of the ways in which we are different and unique WALT Understand and explain some of the elements which help us to have a diverse community WALT Understand and describe strategies to overcome barriers and promote diversity and inclusion 'British Values' WALT Understand that there are a wide range of religions and beliefs in the UK WALT Remember, understand and explain each of the British Values WALT Identify and explain the links between our British Values and our SHINE Values WALT Create a range of values personal to us WALT Explain how all religions can live in cohesion	A World Without Judgement	The Working World	'Water Safety' WALT Identify a range of danger signs WALT Develop and name strategies that can help keep ourselves and others safe WALT Recognise the impact and possible consequences of an accident or incident WALT Understand the dangers that can arise with different weather conditions 'Healthy Living' WALT Explain what is meant by a balanced diet and plan a balanced meal WALT Recognise how too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older WALT Understand nutritional information on packaged food and explain what it means WALT Understand and describe different ways to maintain a healthy lifestyle 'Adults' and Children's Views'	Keeping & Staying Safe	Keeping & Staying Healthy
Razorbills 5 Razorbills 6	Transition Hopes and aspirations 'Inclusion and Acceptance' Recap 'British Values' Recap 'Chores at Home' 'Adults' and Children's Views' WALT Identify ways in which we can help those who look after us WALT Understand and explain the positive impact of our actions WALT Understand and describe the ways in which we can contribute to our home, school, and community WALT Identify the skills we may need in our future job roles	A world Without Judgement	The Working World	'Peer Pressure' WALT Identify strategies we can use to keep ourselves and others safe WALT Recognise ways to manage peer pressure WALT Understand and explain the potential outcomes that may happen when we take risks WALT Recognise the impact and possible consequences of an accident or incident 'Water Safety' Recap at swimming/sailing 'Healthy Living' Recap 'Adults' and Children's Views'	Keeping & Staying Safe	Keeping & Staying Healthy

Spring Term 2024		
	Spring 1 Safer Internet Day Children's Mental Health Week	Spring 2 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	Self Regulation	Self Regulation

R	<p>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. Building Relationships I will understand the importance of turn taking and play turn taking games.</p>		<p>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 I will understand that other children may have different perspectives.</p>		
Puffins 1	<p>'Jealousy' 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 'Anger' 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 'Positive Qualities in Others'</p>	Feelings and Emotions	<p>'Water spillage' WALT Know how you can help people around you WALT Understand the types of things you are responsible for WALT Know how to, and understand the importance of, preventing accidents WALT Be able to recognise the differences between being responsible and being irresponsible 'Stealing' WALT Understand the differences between borrowing and stealing WALT Recognise and describe how I might feel if something of mine is borrowed and not returned WALT Know why it is wrong to steal WALT Be able to recognise the differences between being responsible and being irresponsible 'Hazard Watch' WALT Know what items are safe to play with and what items are unsafe to play with WALT Recognise and name potential dangers in different environments WALT know what food and drink items are safe or unsafe to eat or drink WALT recognise and name dangers that can affect others, for example younger siblings</p>	Being Responsible	Hazard Watch
Choughs 2					
Choughs 3	<p>Anger Adult and Children's Views WALT Recognise that everyone experiences emotions and that these can have physical effects on our bodies, both pleasant and unpleasant WALT Explain how feelings can be communicated with our without words WALT Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people WALT Demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger</p>	Feelings and Emotions	<p>'Looking Out for Others' WALT Recognise why we should take action when someone is being unkind WALT Describe caring and considerate behaviour, including the importance of looking out for others WALT Demonstrate why it is important to behave in an appropriate and responsible way WALT Identify how making some choices can impact others' lives and a negative way 'First Aid' (Special Unit) WALT Identify and name situations that may require first aid WALT Understand and list reasons why someone may struggle to breathe WALT Identify the signs of an asthma attack or choking WALT Identify the signs of an allergic reaction and anaphylactic shock WALT Understand the correct steps for seeking immediate emergency help WALT Demonstrate how you would provide first aid treatment to someone who is struggling to breathe</p>	Being Responsible	First Aid 3/4
Choughs 4					
Razorbills 5	<p>Anger Adult and Children's Views Recap Safer internet day- presentation, Natterhub Mental Health and wellbeing- use resources from this year's Children's Mental Health Week resources.</p>	Feelings and Emotions	<p>'Coming Home on Time' WALT Recognise the importance of behaving in a responsible manner in a range of situations WALT Describe a range of situations where being on time is important WALT Explain the importance of having rules in the home WALT Describe ways that behaviour can be seen to be sensible and responsible 'Looking out for others'</p>	Being Responsible	First Aid 5/6 part a, b, c
Razorbills 6					

Summer Term 2024				
	Summer 1 Dementia Awareness week		Summer 2 School Diversity Week Transition/ Move-up Days	
Nursery	<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>	
Puffins R	<p>Self Regulation I will give focused attention to the teacher when engaged in another activity. I will set and work towards simple goals.</p> <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>Self Regulation I will follow instructions including several ideas or actions.</p> <p>Managing Self 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>'Bullying' WALT recognise and name a range of feelings</p> <p>'Body Language' WALT Recognise and name a range of feelings WALT Understand that feelings can be shown without words WALT See a situation from another person's point of view WALT Understand why it is important to care about other people's feelings</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>	Relationships	<p>'Image Sharing' WALT Understand how my online actions can affect others WALT Recognise and name the positive and negative ways we can use technology WALT Know the risks of sharing images without permission WALT Understand the types of images that you should and should not post online (Use of Natterhub in this unit)</p>	Computer Safety
Choughs 2			<p>'Making Friends Online' WALT Be able to identify possible dangers and consequences of talking to strangers online WALT Know how to keep safe in online chatrooms WALT Recognise and name the positives and negatives of using technology WALT Understand the difference between safe and risky choices online (Use of Natterhub in this unit)</p>	

<p>Choughs 3 Choughs 4</p>	<p>'Relationships' 'Adult and Children's Views' 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>Growing and Changing</p>	<p>'Making Friends Online' WALT Know and list the key applications that we may use now and in the future WALT Know and understand why some applications have age restrictions WALT Identify ways to keep yourself and others safe in a range of situations online and offline WALT Recognise that people may not always be who they say they are online *Use of Natterhub during this unit 'Adult and Children's Views' To facilitate discussion</p>	<p>Computer Safety</p>
<p>Razorbills 5 Razorbills 6</p>	<p>'Relationships' Recap from Choughs '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 '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>'Making Friends Online' Recap 'Adult and Children's Views' To facilitate discussion Natterhub Computer safety questionnaire/ pupils' voice</p>	<p>Computer Safety</p>