



Curriculum Intent: PSHE at Milford Infants' School

It is our intent that all the children including SEND leave our school **ready** to move onto new challenges and to be **successful** in wherever their lives take them.

Through their PSHE learning, Milford children have a positive start to life-long learning and have the **confidence**, **ability** and **resilience** to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We share a cohesive vision to help children to **understand and value** how they and others are **connected** and how they **contribute** to the world.

Teaching in the Early Years follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the Early Learning Goal (ELG) by the end of the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
P r e - S c h o o l - P S E D	Play with increasing confidence on their own and with other children because they know their key person is nearby and available. Feels strong enough to express a range of emotions. Feels confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Is able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries)	Be increasingly able to talk about and manage their emotions Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children Safely explore emotions beyond their normal range through play and stories.	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 membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Start to eat independently and learning how to use a knife and fork.	Increasingly begin to follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity.	To be able to play in a group with friends, and make up ideas of things to do and games to play To begin to manage feelings and talk about emotions To understand how others might be feeling Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands	To be responsible and be confident to be part of my community To be ready for new experiences like starting school To learn how to be assertive To be able to follow rules and know why they are important To begin to find solutions to quarrels and rivalries To be able to follow the rules without an adult reminding me
E Y F S	Me and my relationships I can share my likes and dislikes with my friends and adults in my classroom I can name the different features of my face and parts of my body. I can use my senses to explore the world around me. I can speak positively about myself I can name different feelings and say why I am feeling this way. I can say who can help me when I am feeling sad/worried/scared. I can talk about my family and my special people I can say who looks after me and keeps me safe. I can talk about different types of homes and families.	Valuing difference I can talk the similarities and differences amongst my friends I can talk about the things that I am good at I can talk about the things my friends are good at. I can spot similarities and differences in nature. I know that having differences is a good thing. I can talk about differences in nature I can talk about differences between my family and my friend's family I can explore and use different materials I can be kind to my friends I can show kindness by playing with my friends I can talk about how to help my friends when they are sad/lonely/worried	Keeping myself safe I can say who looks after me at home and at school I can recognise how I feel when something feels wrong and what to do to make it feel better I can talk about what makes me feel safe I can say what I should do if I feel unsafe I know that there are things at home that should only be used by grown ups I can sort items depending on what they are used for. I can say who can give medicine to children and why. I know why it is important to stay safe around medicines. I know why I should safe around unknown products. I can talk about how to stay safe at home and outside. I know how to keep myself safe online.	Rights and responsibilities I can talk about different ways to be healthy I can say how I can help other people I can say why I should help other people I know how to look after my home, my school and the environment I can talk about how healthy food and keeping clean can keep me healthy I can talk about how to keep clean I can talk about healthy foods I can try new things I can say how I can help at home I can talk about how I can look after people in my family I can talk about how I can look after my friends I can talk about what is special in the natural world. I can talk about looking after my world.	Being my best I can talk about healthy choices and activities I can keep going with my learning I can work with my friends to complete a challenge I can say what my body need for energy (food, water, exercise, sleep) I can say how I feel when I don't have enough food, water, exercise or sleep I can make healthy choices at home and at school I can say how I might feel if I find something hard I can say how to help other people to keep going I can challenge myself I can explore planning and reviewing something using trial and error. I can challenge myself to try new activities I can talk to my friends, sharing ideas and listening to each other	Growing and changing I can talk about changes in my environment I can talk about changes in babies, young animals, plants and myself as we grow I can talk about what babies need and how this changes as they grow. I understand that it is alright to like and do the same things as some friends and different things to other friends. I can talk about the changes in the seasons I can use describe natural changes I can talk about the lifecycle of an animal I can talk about my experiences I can listen to my friends talk about their experiences I can talk about the similarities and differences between males and females I can play with boys and girls. I can think about what a family is I am beginning to understand that not all families are the same as mine
Y e a r 1	Our Happy School Assessment Outcomes for this unit I know why we have rules in school (Teacher assessment) I can tell you how I am the same and different from my friends (Teacher assessment) I have thought about how to talk about my feelings (pupil self-assessment)	Out and About Assessment Outcomes for this unit I know how to be careful when walking on the pavement (Teacher assessment) I can listen well to other people when they are talking (Teacher assessment) I have thought about how to keep myself safe including online. (Pupil self assessment)	Looking Forward Assessment Outcomes for this unit I can tell you about the different types of work people do (Teacher assessment) I can tell you some of my strengths as a learner (Teacher assessment) I have thought about how I learn and how I can achieve a goal (Pupil self assessment)	My Friends and Family Assessment Outcomes for this unit I know who my friends and family are (Teacher assessment) I can make people I care about happy (Teacher assessment) I have thought about people who are important to me and how I feel about them (Pupil self assessment)	Healthy Bodies, Healthy Minds Assessment Outcomes for this unit I know that exercise keeps me fit and healthy (Teacher assessment) I know not to touch medicines and that substances in the house can be dangerous (Teacher Assessment) I can tell you something that makes me feel proud (Teacher assessment) I have thought about different ways to keep myself healthy (Pupil self assessment)	Ready, Steady, Go Assessment Outcomes for this unit I know my friends can help me and I can help them in times of change (Teacher assessment) I know that some changes are natural and "happen by themselves" (Teacher assessment) I have thought about working with other people to overcome obstacles. (Pupil self assessment)



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Y e a r 2	Our Happy School Assessment Outcomes for this unit I know how I can help make my classroom a safe and happy place (Teacher assessment) I can welcome someone into my class (Teacher assessment) I have thought about how my behaviour can affect others (Pupil self assessment)	Out and About Assessment Outcomes for this unit I know about stranger danger including meeting strangers online (Teacher assessment) I can work well in a group (Teacher assessment) I have thought about what I should do if I meet dangerous situations (Pupil self assessment) I know how to keep myself safe online.	Looking Forward Assessment Outcomes for this unit I know that you can choose to spend or save money (Teacher assessment) I can choose between my ideas and give reasons (Teacher assessment) I have thought about the best way to use money (Pupil self assessment)	My Friends and Family Assessment Outcomes for this unit I know the stages of a life cycle (Teacher assessment) I can identify some of the people who care for me (Teacher assessment) I have thought about ways of keeping my teeth healthy (Pupil self assessment)	Healthy Bodies, Healthy Minds Assessment Outcomes for this unit I know why I should eat 5 portions of fruit and veg. a day (Teacher assessment) I know what makes me feel relaxed and what makes me feel stressed (Teacher assessment) I have thought about the importance of a balanced diet (Pupil self assessment)	Ready, Steady, Go Assessment Outcomes for this unit I know how to cope with changes that can be exciting or worrying (Teacher assessment) I can plan to overcome obstacles that might get in the way (Teacher assessment) I have thought about how to make sensible choices (Pupil self assessment)
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Implementation:

The curriculum for PSHE is taught throughout the whole school with a new topic each half term.

In EYFS PSHE is embedded throughout the daily curriculum as well as stand-alone lessons. The planning is based on the units from Coram Life Education. The topics covered are: Me and my relationships. Valuing difference. Keeping myself safe. Rights and responsibilities. Being my best. Growing and changing.

At KS1 PSHE is taught in a weekly lesson of 1 hour and it is implemented using a scheme of work based on the units from 'Learn 4 Life' supported by resources from Coram life Education known as SCARF. In Key Stage 1 the topics covered are: Our Happy School. Out and about. Looking forward. My friends and family. Healthy Bodies, healthy minds. Ready, Steady, Go. In KS1 each lesson follows the same pattern to ensure continuity and to enable the children to understand the different sections of the lessons.

Each lesson starts with revisiting the class charter, a getting together activity, mindfulness, engagement (main teaching) and finishes with a plenary or reflection time. In the EYFS the same areas are covered over a week rather than one discrete lesson. This is in order to ensure the children are receiving a regular PSHE input in line with each individual classes needs and the EYFS curriculum. These themes are also embedded through all other lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning.

The aims of the PSHE planning is to provide the children with:

- Accurate and relevant knowledge
- Opportunities to create personal understanding
- Opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- A range of skills and strategies to live a healthy, safe, fulfilling responsible and balanced life

Our PSHE planning deals with diverse beliefs, values and attitudes that individuals and the members of our school community hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Milford Infants' School also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.

We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach. We also promote and practise mindfulness allowing children to advance their emotional awareness, concentration and focus. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community. Teaching in the Early Years follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the ELG detailed below by the end of the year.

PSHE will be delivered through differentiated and personalized high-quality first teaching, following the guidance of the SEND code of practice. Resources will be tailored to be age-appropriate for each student, and where applicable, teachers will use a 'best-fit' approach to identify any further support needed for emotional literacy or social skills.

Impact

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance and Mutual respect
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others.
- have a positive self esteem

All pupils, including those with SEND, will demonstrate progress in understanding and applying key PSHE concepts. They will develop the confidence to discuss their feelings and seek support when needed.