



# **PSHCE/PSED**

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Date; 4<sup>th</sup> July 2021

This is the Pickering Community Infant and Nursery School curriculum implementation document for Nursery to Year Two for PSHCE (Key Stage 1) and PSED (FS). It has been produced to meet both the requirements of the Key Stage One National Curriculum and the Foundation Stage Framework as well as the needs of our school community.

## **Our Overall Curriculum Intent**

“All children have the right to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual differences into account. They deserve a curriculum that supports their development into confident and successful learners who are responsible citizens of the present and the future. Placing emphasis, within our curriculum, on supporting children to develop a sense of self, to understand their community and their place in this at a personal, local and wider level will support our children in their development into these citizens. Our world is changing rapidly and we know that opportunities that children may have in their future lives may not exist yet. It is therefore essential that our curriculum teaches children how to learn, to make decisions for themselves and to think critically and reason. Our school curriculum is designed to meet the requirements of the Early Years Foundation Stage 2012 Framework and the September 2014 National Curriculum for Key Stage One. It also includes the wide range of additional opportunities that we plan for our children, which we believe contribute positively to their learning and personal development.”

Further details of our overall curriculum aims can also be found in our Curriculum Policy.

## **Our Curriculum Intent for PSHCE/PSED**

PSHCE/PSED is at the core of what we do at Pickering and Infant Nursery School. We encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and our wider community. Through our whole-school approach, we strive for the children to value themselves as an individual, for them to work well with others and become increasingly responsible for their own learning in an ever-changing world. This is supported by our school motto ‘Learning, Caring, Sharing’ and striving for our children to have high aspirations and a belief in themselves.

PSHCE/PSED is taught across the school from Nursery to Year 2 on a weekly basis, and as a school, we have incorporated the North Yorkshire County Council PSHCE Guidance for Schools and Curriculum Entitlement Framework for Key Stage 1-2 for Key Stage 1 (including RSE). Our PSHCE curriculum also includes learning objectives for EYFS that are in addition to the new EYFS Curriculum that our children in Nursery and Reception follow.

In an ever-changing society, we believe our PSHCE/PSED curriculum equips children with relevant and meaningful content. It provides firm foundations for our children’s future physical and emotional changes, by developing skills for building positive, enjoyable, respectful, loving and non-exploitative relationships. It promotes a strong understanding of diversity in a multicultural Britain and an understanding of different families. It provides an appropriate awareness of different factors which affect our world, including our children’s future world, and develops age-appropriate strategies to support mental health and well-being.

## Curriculum overview

<u>Terms</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		School Safety Week National Friendship Week		National Internet Safety Week		Transition within school and to PCJS.
<u>Strands</u>	My healthy lifestyle	Emotional Health and Well being	Me and my relationships	Becoming an active citizen	Keeping myself safe	Me and my future

Five Strands for KS1 PSHCE:

Me and My Relationship, Keeping Myself Safe , My Healthy Lifestyle, Me and My Future and Becoming an active citizen.

Within the strands, the following aspects of PSHCE are covered. These are colour coded:

Relationships and Sex Education	Online safety	Career education and Personal Finance
Healthy Lifestyles (physical and emotional wellbeing) Emotional Health and Well being	Citizenship	Drug, Alcohol and tobacco (plus more risk taking behaviours)

\*\*if highlighted pink, Early Learning Goal stated from New EYFS curriculum to be achieved end of Reception

For ideas (page 17 onwards and page 26 onwards). Ladder of progression (page 22)

file:///F:/new%20year%202017-18/PSHE%20leadership%20role/NYCC%20Key%20Stage%201-2%20PSHE%20and%20Citizenship%20Guidance%20for%20schools%20September%202017.pdf

Me and my relationships			
Nursery	Reception	Year 1	Year 2
<p>I know who is in my family and that families can be different</p> <p>I know what a friend is.</p> <p>I know that family and friends should care for each other</p> <p>I know the names for the main body parts including penis, vagina (external genitalia).</p> <p>I have a right to say whether I want other people to touch my body (including rough play, hugs or affection)</p> <p>I can go to an adult if I need to talk about something and I know what adults I would go to help me including when I am using devices online</p> <p>I can play alongside others</p> <p>I can show I am learning to listen to other people</p> <p>I can understand why I need to share resources</p> <p>I can recognise some kind and unkind behaviours</p>	<p>I know who is in my family.</p> <p>I know that there are different types of family, (this includes same sex families separated, extended family)</p> <p>I know who my friends are.</p> <p>I know what makes a good friend.</p> <p>I know that family and friends should care for each other</p> <p>I know the names for the main body parts including penis, vagina (external genitalia).</p> <p>I know why it is important to keep my penis, vagina (external genitalia) private.</p> <p>I have a right to say whether I want other people to touch my body (including rough play, hugs or affection)</p> <p>I can communicate what adults I would go to if I am worried or I want to talk about something</p> <p>I know when people are being unkind (including both on and offline)</p> <p>I can play and work cooperatively</p> <p>I can listen to other people</p> <p>I can share appropriately</p> <p>I can recognise some kind and unkind behaviours</p> <p>I can recognise that my behaviour affects others (online and offline?)</p> <p>I know the difference between kind and unkind and right and wrong</p>	<p>I know that there are different types of relationships – family, friends and others (this includes same sex families). I know what respect means and I respect those differences</p> <p>I know that family and friends should care for each other</p> <p>I know the names for the main body parts (including external genitalia) and why it is important to keep them private I understand what is meant by ‘privacy’; my right to keep things ‘private’ and the importance of respecting others’ privacy both on and offline and between friends</p> <p>I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention</p> <p>I can name people who look after me, my support networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I know what being a good friend means both on and offline and how they should make us feel happy and secure</p> <p>I can play and work cooperatively I can listen to other people and show them respect</p> <p>I can share appropriately</p>	<p>I know that there are different types of relationships – family, friends and others (this includes same sex families). I know what respect means and I respect those differences</p> <p>I know about the changes that have happened to my body since birth</p> <p>I know about the process of growing from young to old and how people’s needs change</p> <p>I can question whether boys and girls should behave differently and stereotypes</p> <p>I understand the importance of valuing of one’s own body and recognising its uniqueness</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)</p> <p>I can name people who look after me, my support networks and who to go to if I am worried about</p>

	<p>I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly (NEW EYFS)</p>	<p>I can recognise that my behaviour affects others both on and offline</p> <p>I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline</p> <p>I can recognise there are different types of teasing both on and offline</p> <p>I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>I know how to be respectful and kind to people both on and off line</p>	<p>anything on and offline and how to attract their attention</p> <p>I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient</p> <p>I know that there are different types of negative behaviours, bullying and teasing both on and offline</p> <p>I know that these behaviours are wrong and know how to deal with them including if I experience or witness it</p> <p>I know how to get help</p> <p>I can listen to others and respect their viewpoints</p> <p>I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</p>
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**Becoming an active citizen**

<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<p>I can say what I like and dislike                      I know what makes a school and class                      I can contribute to the life of the class and the school                      I know the rules for my class room                      I can follow rules for my group and classroom</p>	<p>I can express a simple opinion, agreement and disagreement                      I can ask questions and listen to the answers                      I know what makes a school and class                      I can contribute to the life of the class and the school                      I know the rules for my classroom                      I can follow rules for my group and classroom                      I know I am part of the wider school family                      I understand why and how we vote</p>	<p>I can express a simple opinion, agreement and disagreement                      I can ask questions and listen to the answers                      I can contribute to the life of the class and the school                      I can agree and follow rules for my group and classroom                      I understand the role of the school council and I am able to vote for the members</p>	<p>I can take part in discussions/simple debate with others about topical issues                      I know that people and other living things have needs and recognise my own responsibility to meet those needs                      I can contribute to the life of the class and the school and understand how I do this                      I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council                      I know that I belong to different groups and communities ie school, family                      I know what improves and harms the environment and about some of the ways people look after them                      I know some ways to look after my environment</p>

My healthy lifestyle			
Nursery	Reception	Year 1	Year 2
<p>I know some ways to keep clean (personal hygiene) and healthy (eating, dental health)</p> <p>I am able to wash my hands properly with some support</p> <p>I can identify happy, sad, angry, just okay and scared</p> <p>I am beginning to be aware of how I am feeling</p> <p>I can recognise what I like and dislike (in relation to health)</p> <p>I can say how I feel possibly using visual prompts e.g., the feelings tree.</p> <p>I know what makes me happy or sad.</p> <p>I am beginning to try new activities and to try again when something is tricky.</p> <p>When there are changes in my like I can talk about them.</p>	<p>I know the importance of personal hygiene- regular washing, bathing, showering, and cleaning my teeth</p> <p>I am able to wash my hands properly</p> <p>I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health</p> <p>I can identify happy, sad, angry, scared, worried and just okay</p> <p>I am aware of how I am feeling</p> <p>I can recognise what I like and dislike (in relation to health)</p> <p>I know that my choices have good and not so good consequences / results (link in with emotions and health)</p> <p>I can say how I am feeling and recognise them in myself</p> <p>Shows an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (New EYFS)</p> <p>Show sensitivity to their own and others needs (New EYFS)</p> <p>I can be confident in trying new activities and show independence, resilience and Perseverance in the face of challenge (linked to New EYFS)</p> <p>I can discuss and understand some changes that may happen in my life</p>	<p>I know the importance of personal hygiene regular washing, bathing, showering, and cleaning my teeth</p> <p>I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health and looking after my emotional wellbeing</p> <p>I can recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health and to recognise that choices can have good and not so good consequences</p> <p>I am able to wash my hands properly</p> <p>I can talk about my emotions and recognise them in others</p> <p>I know what makes me happy</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes</p>	<p>I know that a healthy lifestyle includes being physically active, rest , healthy eating, dental health and emotional health and I can give examples of what I do to keep myself healthy</p> <p>I can make simple choices to improve my physical and emotional health</p> <p>I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health.</p> <p>I am able to wash my hands properly</p> <p>I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations</p> <p>I have simple strategies to manage my feelings</p> <p>I understand what being resilient means to me and I have strategies I can use I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings</p>

	<p>or discuss changes that may have happened to others.</p> <p>I can talk about how I feel about the changes.</p> <p>I know what makes me happy and sad, I can recognise if someone else is happy or sad.</p>		
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Keeping myself safe			
Nursery	Reception	Year 1	Year 2
<p>I know the role of medicines in promoting health, and the school rules on medicines</p> <p>I know the safety rules for –road, fire, school environment, playground and online</p> <p>I can name an adult in school, outside school (e.g road crossing officer) and at home who can help me</p> <p>I know ways to keep myself and others safe, when to say, ‘yes’ or ‘no’.</p> <p>I know what a secret is and that there are different types of secrets.</p> <p>I know that I do not need to keep all secrets.</p> <p>I can recognise when something is safe and unsafe at an age-appropriate level.</p> <p>I know how to ask an adult on ways of keeping safe.</p> <p>I know when it is appropriate to ask an adult to check if something is unsafe</p> <p>I know I should ask an adult before I have screen time because too much is unhealthy.</p> <p>I know that people you don’t know are strangers and this applies online as well as well as off line</p>	<p>I know the role of medicines in promoting health, the reasons why people use them and the school rules on medicines</p> <p>I know that some substances can help or harm the body including household substances like dishwasher tablets</p> <p>I recognise the need for safety rules- road, fire, water, rail, farm. school environment including pond and tools, playground, online and home</p> <p>I know the safety rules for –road, fire, school environment, playground and online</p> <p>I can name an adult in school who can help me and I know there are people and services who can help us</p> <p>I know I have a responsibility to keep myself and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’.</p> <p>I know what a secret is and that there are different types of secrets.</p> <p>I know that I do not need to keep all secrets.</p> <p>I know I should ask an adult before I have screen time because too much is unhealthy.</p> <p>I know that people you don’t know are strangers and this applies online as well as off line</p>	<p>I know the role of medicines in promoting health, the reasons why people use them and the school rules on medicines</p> <p>I know that some substances can help or harm the body including household substances like dishwasher tablets</p> <p>I recognise the need for safety rules- road, fire, water, rail, farm. school environment including pond and tools, playground, online and home</p> <p>I know the safety rules for –road, fire, water, rail, farm, school environment, playground and online</p> <p>I can name an adult in school who can help me and I know there are people and services who can help us</p> <p>I know I have a responsibility to keep myself and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets</p> <p>I know the internet has many benefits but I know I need to balance my time spent on and offline</p> <p>I know that people you don’t know are strangers and this applies online as well as well as off line</p> <p>I know that when people I don’t know ask me for private information I don’t share it online or in person</p>	<p>I use simple skills which will help to maintain my personal safety</p> <p>I understand that all drugs can be harmful if not used properly</p> <p>I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly</p> <p>I can recognise and say what is right and wrong I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online</p> <p>I know how to ask for help when I need it and can name a range of people who can help me</p> <p>I know the difference between secrets and surprises and understand not to keep adults’ secrets</p> <p>I know the internet has many benefits but I know I need to balance my time spent on and offline.</p> <p>I can talk about the age rating of products such as computer games, DVDs, streaming, You tube etc.</p> <p>I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe</p>

<p>I know that some strangers I meet in person are safe strangers (e.g. police officer)</p> <p>I know ways to keep myself safe around strangers.</p> <p>I know what private means</p> <p>I don't share it online or in person</p> <p>I understand that some websites, games and social media sites may not be age appropriate and I know what to do if I find something inappropriate online</p>	<p>I know that some strangers I meet in person are safe strangers (e.g. police officer)</p> <p>I know ways to keep myself safe around strangers.</p> <p>I know what private information is</p> <p>I don't share it online or in person</p> <p>I understand that some websites, games and social media sites may not be age appropriate and I know what to do if I find something inappropriate online</p>	<p>I understand that some websites, games and social media sites may not be age appropriate or have age restrictions.</p> <p>I know what to do if I find something inappropriate online</p>	<p>online when using websites, playing games, using email/ text/ video chat</p>
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Me and my future			
Nursery	Reception	Year 1	Year 2
<p>I know that we have to pay for what we buy.</p> <p>I can talk about different ways of paying for items.</p> <p>I can talk about what I do at school.</p> <p>I can talk about what I like at school and out of school.</p> <p>I can talk about what I am good at both at school and out of school.</p> <p>I can say what jobs people might do.</p> <p>I can talk about something positive I have learnt to do in nursery with adult support.</p> <p>I can talk about something I would like to get better at doing</p> <p>I know what to expect when I start my next school year.</p>	<p>I can recognise the coins and notes we use.</p> <p>I know that we have to pay for what we buy</p> <p>I know that money has value and should be kept safe.</p> <p>I know where money might be spent including online.</p> <p>I can talk about why I come to school.</p> <p>I can talk about what I am good at both at school and out of school.</p> <p>I can describe myself in positive terms and talk about abilities.</p> <p>I can say what jobs people might do.</p> <p>I can set myself simple goals with adult support.</p> <p>I can identify positive achievements during my time in reception.</p> <p>I can identify something that I would like to do better for my next school year.</p> <p>I know what to expect when I start my next school year.</p>	<p>I can recognise the coins and notes we use</p> <p>I can choose the correct value of coins and calculate change I know that we have to pay for what we buy</p> <p>I know how to keep money safe</p> <p>I know that I don't have to spend my money but can save it to use later</p> <p>I can set myself simple goals</p> <p>I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school</p> <p>I can describe the work that people do in my family, my school and where I live.</p> <p>I can identify positive achievements during my time in Year 1 I can identify my strengths, areas for improvement and set myself some goals for Year 2</p>	<p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used (e.g. PayPal, cashless systems)</p> <p>I understand that the choices we make affect ourselves and others</p> <p>I can explain the difference between needs and wants</p> <p>I understand individuals and families have to find ways to balance wants and needs</p> <p>I understand that it may not be possible to have everything you want, straight away, if at all</p> <p>I can describe why learning is important</p> <p>I am positive about who I am, what I have achieved and take into account what other people say about me</p> <p>I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p> <p>I can identify positive achievements during my time in Year 2 I can identify my strengths, areas for improvement and set myself some goals for Year 3</p>