

PSED and PSHCE

Key Stage One - Personal, Social, Health, Citizenship and Economic Education

<u>Terms</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events		<i>School Safety Week National Friendship Week</i>	<i>Children's Mental health week</i>	<i>National Internet Safety Week</i>		<i>Transition within school and to PCJS.</i>
Topics	My healthy lifestyle	Emotional Health and Well being	Me and my relationships	Keeping myself safe	Becoming an active citizen	Me and my future

EYFS Overview (PSED is incorporated in each of these topics as per the EYFS curriculum overview)

<u>Terms</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events		<i>School safety week Friendship week</i>	<i>Children's Mental health week</i>	<i>National Internet safety week</i>		<i>Transition within school.</i>
Themes	Reception: All about me and my family Nursery Cycle A Me and My Family Nursery Cycle B All About Me	Reception: My community and people who help us Nursery Cycle A Food Festivals and celebrations Nursery Cycle B Toys Festivals and celebrations	Reception: Toys Nursery Cycle A People who help us/ Traditional Tales Nursery Cycle B Homes and Families	Reception: Plants and Animals Nursery Cycle A Jungle and Under the Sea Nursery Cycle B Castles and Polar animals	Reception: Here and There Nursery cycle A Transport and Pickering Nursery Cycle B Pickering and People who help us	Reception: Space Nursery Cycle A Animals and Dalby Forest Nursery cycle B Water, Our wonderful world

EYFS – Personal, Social and Emotional Development

Revised EYFS PSED is broken down into three aspects: self-confidence and self-awareness, managing feelings and behaviour and making relationships. Some RSE content features in the specific area of 'Understanding the World': know about similarities and differences between themselves and others, and among families, communities and traditions, know about similarities and differences in relation to living things and make observations of animals and plants and explain why some things occur and talk about changes. Work across other areas of the framework will contribute significantly to children's development in this area. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction and songs to support knowledge and skills. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support comprehension.

As a school we aim to:

- Give all children, in a supportive learning environment, the opportunity to experience a programme of PSED/PSHCE, including RSE, at a level which is appropriate for their age and development with differentiated provision as required and for children to not be drawn into providing more information than is appropriate to the age of the child.
- Encourage and develop confidence in talking, listening and thinking about feelings and relationships.
- Encourage our children to respect themselves, the right not to be abused by other people or taken advantage of, so they can move confidently from childhood to adolescence to adulthood.
- Prepare and support children (physically, emotionally and morally) as they grow and change.
- Promote values and attitudes and the personal skills children need to make sensible choices.
- Provide accurate information that challenges cultural, racial, social and gender stereotypes.
- Help children to form and sustain healthy relationships.
- Help children to protect themselves and ask for help and support.
- Explain misconceptions which arise naturally through class discussion.
- Answer questions appropriately in accordance with DFE guidance by: -
 - deflecting any questions that are of a personal nature
 - delaying answers to some questions to allow for clarification
 - acknowledge questions that are too searching which may need to be answered at parent's discretion by the parent/carer