



## Curriculum Intent and Policy

*"Building a life-long love of learning in a safe and happy school."*

# PSHE and SMSC

## Principles

Personal, Social and Health Education and Spiritual, Moral, Social and Cultural understanding underpin a child's development and learning here at Loughton Manor First School. We equip each child with skills and strategies to become healthy, independent and responsible members of a society who understand how they are developing personally and socially and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We feel that by establishing a safe and stimulating environment, it leads to an enriching learning experience and contributes positively to every child's well-being. A child at this school has a clear sense of belonging to an inspiring community with a shared understanding and responsibility for promoting a mutually agreed set of values.

By the time children leave Loughton Manor First School at the age of seven, they will already be equipped with key life skills and strategies which will enable them to form positive relationships and function as a well-rounded member of society.

Children will:

- have a clear understanding of what it means to be healthy physically, emotionally and mentally
- know how to keep themselves and others safe
- be able to form and maintain positive relationships
- be able to understand the difference between right and wrong
- take responsibility for their own behaviour
- have developed a sense of belonging to a community and its values
- be able to show respect for, and sensitivity to, others
- be able to accept change and embrace new challenges
- be equipped with tools to help them restore relationships
- be supported in the development of their self-confidence and self esteem
- understand the importance of respecting and protecting their environment



## Progression in PSHE and SMSC

### Key Skills

Developing a healthy, safer lifestyle and maintaining a sense of well-being.

Developing good relationships and respecting differences between people.

Living in the wider world and being a responsible person.

Value	Foundation Stage	Year 1	Year 2
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<p><b>Autumn 1 - Happiness</b></p> <p>Happiness is love and peace within us.</p> <p>Happiness is knowing we are loved.</p> <p>Happiness is giving everyone good wishes.</p>	<p><b>PSHE theme - All About Me</b></p> <p>Introduce and name our Worry Monsters. Healthy Person assessment.</p> <p><b>BELONGING</b></p> <p>I know I belong to my class/group. I know that people in my group/class like me. I like the ways we are all different.</p> <p>I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared.</p> <p><b>SELF-AWARENESS</b></p> <p>I can tell you something special about me.</p> <p><b>UNDERSTANDING RIGHTS &amp; RESPONSIBILITIES</b></p> <p>I know what to do in my class/setting.</p> <p><b>SOCIAL SKILLS</b></p> <p>I can share/take turns in a group. I can join in with other children playing a game.</p> <p><b>UNDERSTANDING THE FEELINGS OF OTHERS</b></p> <p>I know how to be kind to people who are new or visiting. I know everyone has feelings.</p> <p><b>UNDERSTANDING MY FEELINGS</b></p> <p>I know it's OK to have a feeling but it's not OK to behave in any way we like (if it hurts other people).</p>	<p><b>PSHE theme - Be Yourself</b></p> <p>Introduce and name our Worry Monsters. Healthy Person assessment.</p> <p><b>CREATING A COMMUNITY</b></p> <p>I know I belong to a community.</p> <p>I can help to make the class a safe and fair place. I can help make the class a good place to learn.</p> <p>I know it's not OK for me or other people to make the class unsafe or unfair.</p> <p><b>WHAT IF THERE IS A PROBLEM?</b></p> <p>I know some ways to solve a problem.</p> <p><b>FOCUS ON FEELINGS</b></p> <p>I can sometimes tell if people are feeling sad or scared and I know how to make people feel better.</p> <p><b>CALMING DOWN</b></p> <p>I know some more ways to calm myself down if I feel scared or upset.</p> <p><b>SELF-AWARENESS</b></p> <p>I can tell you how I am the same as and different from my friends. I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I feel good about my strengths.</p>	<p><b>PSHE theme - Respecting Rights</b></p> <p>Introduce and name our Worry Monsters. Healthy Person assessment.</p> <p><b>BUILDING COMMUNITY</b></p> <p>I know that I belong to a community.</p> <p>I feel safe and content within my class. I know what to do myself to make the classroom a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p> <p>I can make my class a good place to learn.</p> <p><b>EXPLORING FEELINGS</b></p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p><b>CALMING DOWN</b></p> <p>I know some more ways to calm myself down when I feel scared or upset.</p> <p><b>WELCOMING OTHERS</b></p> <p>I know how to make someone feel welcome.</p> <p><b>WHAT IF THERE IS A PROBLEM?</b></p> <p>I know some ways to solve a problem and use restorative practice to restore a relationship.</p>
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	<p><b>ME AND THE PEOPLE AROUND ME</b></p>	<p><b>ME, MY COMMUNITY AND ENVIRONMENT</b></p>	<p><b>ME, MY COMMUNITY AND ENVIRONMENT</b></p>
	<p>How do they know I'm me? Who are the people I meet each day? How do I recognise them? How do people know I am growing? What new things can I do?</p>	<p>New people, new places and new things to do – where do I go now I am older? What words do we use to describe our feelings; who do we meet in new situations?</p> <p>Understanding rules – why we have rules in school; different types of rules. How my behaviour affects others. –what I do and say has an impact on other people; What I don't do or say also has an impact on other people.</p>	<p>Understanding communities – people in my community; our school as a community; how do we communicate?</p> <p>Different communities – where do I fit in? – my class and school community; empathy; awareness of being in or excluded from a group; My environment – importance of caring for our environment; group responsibility; planning for change</p>

<p><b>Autumn 2 - Respect</b></p> <p>Respect is knowing that we are unique and valued.</p> <p>Respect is liking who we are.</p> <p>Respect is listening to others.</p>	<p><b>One World Week</b></p> <p>PSHE theme - Family Celebrations</p> <p><b>GETTING ON AND FALLING OUT FRIENDSHIP</b></p> <p>I can play with other children because I know how to be friendly. I can say sorry when I have been unkind.</p> <p><b>WORKING TOGETHER</b></p> <p>I can work in a group with other children. I can take turns when I play a game and I can share a toy. I can wait for my turn to say something in the classroom. I can ask for help when I am stuck.</p> <p><b>ME AND MY RELATIONSHIPS</b></p> <p>Special people – What do I treasure most? How am I special? Who are my special people?</p> <p>Friends – who are my friends? Can grown-ups be my friends? Can a pet be a friend?</p>	<p><b>One World Week</b></p> <p>PSHE theme - It's My Body</p> <p><b>GETTING ON AND FALLING OUT LISTENING WELL</b></p> <p>I can listen well to other people when they are talking.</p> <p><b>ME, MY FAMILY AND FRIENDS</b></p> <p>When I feel lost, teased or lonely – dealing positively with feelings and situations, asking for help, who is a 'safe' person?</p>	<p><b>One World Week</b></p> <p>PSHE theme - VIPs</p> <p><b>GETTING ON AND FALLING OUT FRIENDSHIP AND COMPLIMENTS</b></p> <p>I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment.</p> <p><b>SEEING ANOTHER POINT OF VIEW</b></p> <p>I know that people don't always see things in the same way. I can see things from someone else's point of view and I can use this ability to make a conflict situation better.</p> <p><b>ME, MY FAMILY AND FRIENDS</b></p> <p>What all humans do – recognising outward differences in people; humans share features of physical growth; our behaviour has an impact on other people. How it feels to be someone else – empathy for someone's situation and feelings; recognising critical moments; seeing alternative possible outcomes to solutions</p>
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	<p><b>GETTING ON AND FALLING OUT MANAGING FEELINGS - ANGER</b></p> <p>I can express my feelings when I am angry. I can make myself better when I am angry.</p> <p><b>RESOLVING CONFLICT</b></p> <p>I can make friends again when I have fallen out with a friend. I can think of ways to sort things out when we don't agree.</p> <p><b>UNDERSTANDING MY FEELINGS</b></p> <p>I can tell when I am feeling angry and when other people are angry.</p> <p><b>ME AND MY RELATIONSHIPS</b></p> <p>Feelings – how can I tell how people are feeling? How do I feel when I lose something?  Memories – what makes things grow? What makes me grow? What do I remember about being born and growing? Special places – where are my special places?</p>	<p><b>GETTING ON AND FALLING OUT FRIENDSHIP, GETTING ANGRY AND FALLING OUT</b></p> <p>I know when I am starting to feel angry. I know what happens on the inside and outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry.</p> <p><b>FRIENDSHIP AND MAKING UP</b></p> <p>I know how to make up with a friend when we have fallen out. I can use peaceful problem-solving to sort things out so other people feel OK.</p> <p><b>ME, MY FAMILY AND FRIENDS</b></p> <p>Finding solutions to friendship problems – seeing another person's point of view; decision making, outcomes, best solutions, assertive behaviour</p> <p>Dealing with pressure from friends – Recognising the difference between requests from friends for help or to share and pressure to do wrong; learning to tell friends 'don't ask me to do that;' being assertive.</p>	<p><b>GETTING ON AND FALLING OUT MANAGING ANGER</b></p> <p>I know that sometimes anger builds up and that I can be overwhelmed by my feelings.</p> <p><b>WORKING TOGETHER</b></p> <p>I can decide with my group about how well we have worked together.</p> <p><b>ME, MY FAMILY AND FRIENDS</b></p> <p>How can you know what makes me 'me'?</p> <p>Using imagination; working together; respecting others choices and feelings; recognising each person's uniqueness</p>
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<p><b>Spring 1 – Kindness</b></p> <p>Kindness is showing appreciation of others and ourselves.</p> <p>Kindness is making others feel valued and loved.</p> <p>Kindness is showing care and concern for our community and environment.</p>	<p><b>PSHE theme - Adventures</b></p> <p><b>GOOD TO BE ME FEELING GOOD ABOUT MYSELF</b></p> <p>I can say and show you when I am feeling happy. I can tell you things I like and don't like doing.</p> <p><b>KEEPING MYSELF SAFE</b></p> <p>Feelings – What do I think I have to keep safe from? How do I think I keep safe? What is good about my home? Am I warm, fed and happy? How do accidents happen? What are the rules at home? Where have I been? Who was with me? Where do I live? What should I do if I get lost? How do I get help? What should I not do? How can I ask for help? Outdoor play. Where do I go with my family &amp; friends? What do I need to practise? How do accidents happen? What is good about staying with what I know and where I am known?</p>	<p><b>PSHE theme - TEAMS</b></p> <p><b>GOOD TO BE ME OUR GIFTS AND TALENTS</b></p> <p>I can tell you something that makes me proud. I can tell you about my gifts and talents. I can tell when I am feeling proud.</p> <p>I can help another person feel proud. I can use the problem solving process.</p> <p><b>ME AND LOOKING AFTER MYSELF</b></p> <p>What I do to keep myself healthy. Awareness of growing responsibility. Listening, speaking &amp; interpreting instructions. Working in imaginary situations. What others do to my body to keep me healthy? Recognising growing responsibility. Understanding my role in my physical well-being. Recognising the role of family, school, doctors, dentists and others in this team. Listening to, giving and sharing their views.</p>	<p><b>PSHE theme - Think Positive</b></p> <p><b>GOOD TO BE ME FEELING GOOD ABOUT MYSELF</b></p> <p>I can tell you the things I am good at and those things I find more difficult. I know when and how I learn best.</p> <p><b>RELAXED</b></p> <p>I can show or tell you what relaxed means and I know what this feels like. I can be still and quiet and relax my body. I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak or strong.</p> <p><b>KEEPING MYSELF SAFE</b></p> <p>Keeping my feelings safe. Recognising feelings can get hurt. Dealing with hurt feelings. Empathy with other people's feelings.</p> <p>Accidents and aftermath. Understanding the fragility of bones, especially the skull. Recognising personal responsibility. Comparing &amp; challenging views.</p>
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	<p>Kindness week</p> <p><b>GOOD TO BE ME UNDERSTANDING MY FEELINGS – HAPPY, PROUD</b></p> <p>I can tell or show what feeling proud looks like and say how this feels.</p> <p><b>STANDING UP FOR MYSELF</b></p> <p>I can express my needs. I can stand up for my own rights without hurting others.</p> <p><b>KEEPING MYSELF SAFE</b></p> <p>Who are my special people? How do they make me feel safe and happy? How do we make each other upset, cross happy or worried? Which people make me feel unsafe? How do I find someone safe to help me? Who has the job of keeping me safe? What is my job?</p> <p>What is real and what is pretend? Do I always have to keep secrets? Which secrets are good &amp; which are bad? Who can I ask for help? If I tell, will I get into trouble?</p>	<p>Kindness week</p> <p><b>GOOD TO BE ME ANXIETY AND WORRYING</b></p> <p>I can tell when I am feeling worried or anxious. I can explain some things that help me stop worrying.</p> <p><b>ME AND LOOKING AFTER MYSELF</b></p> <p>People who keep me and places healthy and safe.</p> <p>School is kept clean by a team of people, including themselves. Relationship of the school to the community. Impact of a healthy environment on everyone.</p>	<p>Kindness week</p> <p><b>GOOD TO BE ME ASSERTIVENESS</b></p> <p>I can tell when it is right to stand up for myself. I know how to stand up for myself. I can tell when I am being impulsive and when I am thinking things through. I can change my behaviour if I stop and think about what I am doing.</p> <p><b>KEEPING MYSELF SAFE</b></p> <p>Keeping safe skills – wherever you go. Key skills for keeping safe whatever the situation. Recognising personal responsibility. Understanding feelings can be hurt as well as bodies.</p>
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<p><b>Spring 2 - Honesty</b></p> <p>Honesty is telling the truth.</p> <p>Honesty is trust.</p> <p>Honesty is being true to ourselves and others.</p>	<p>Mother's Day Assembly</p> <p><b>PSHE theme - Go Wild</b></p> <p><b>GOING FOR GOALS! KNOWING MYSELF</b></p> <p>I know we are all good at different things. I can say what I am going to do next. I can tell you what I like doing and learning. I can tell you what I have done and the things that worked well.</p> <p><b>MEDICINES AND DRUGS</b></p> <p>What goes onto my body? Who puts it there? (e.g. soap, water, ointment, paint, sun, clothing..)</p> <p>What goes into my body? Who puts it there? (e.g. food, drink, medicines, air, smells, etc) How does it get in? How does it make me feel? Where do I think it goes?</p>	<p>Mother's Day Assembly</p> <p><b>PSHE theme - Aiming High</b></p> <p><b>GOING FOR GOALS! KNOWING MYSELF</b></p> <p>I know we learn in different ways.</p> <p><b>SETTING OUR GOALS</b></p> <p>I can choose a realistic goal. I can break down a goal into small steps. I can tell you some of my strengths as a learner. I can resist distractions. I can learn from my successes. I can tell you how I learn best. I can predict and understand the consequences of reaching my goal.</p> <p><b>ME, MY COMMUNITY AND ENVIRONMENT</b></p> <p>Recognising what you would like to do, will soon be able to do &amp; need to practise. Applying early concepts of setting targets &amp; being 'on target.'</p> <p>Understanding rules – making it a good day. Reasons for rules in school, differentiating between rules to prevent physical harm, rules of fairness and concern for others.</p>	<p>Mother's Day Assembly</p> <p><b>PSHE theme - Growing Up</b></p> <p><b>GOING FOR GOALS! KNOWING HOW I LEARN BEST</b></p> <p>I can tell you how I learn best. I can learn from my successes.</p> <p><b>SETTING OUR GOALS</b></p> <p>I can say what I want to happen when there is a problem (set a goal). I can break a goal down into small steps. I can choose a realistic goal.</p> <p><b>ME, MY FAMILY AND FRIENDS</b></p> <p>What special means to me. Understanding relationships between self &amp; people you think of as special. Our behaviour impacts on relationships. Valuing friends &amp; all involved in the school day. Extending the language of feelings. Listening skills.</p>
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	<p><b>GOING FOR GOALS! MY GOAL IS...</b></p> <p>I can set a goal for myself. I can focus my attention. I can concentrate on what I am doing. I can tell you what I want to achieve and how I am going to do so.</p> <p><b>KEEPING GOING</b></p> <p>I can work to reach my goal. I know that working hard is important to reaching my goal.</p> <p><b>MEDICINES AND DRUGS</b></p> <p>Who &amp; what helps me get better when I'm ill? Where do the people and the medicines come from to make me feel better? Where do we go to find them? Why must we be careful with medicines?</p>	<p><b>GOING FOR GOALS! THE PROBLEM SOLVING-PROCESS</b></p> <p>I can say what I want to happen when there is a problem (set a goal). I can think of lots of different ideas or solutions. I can predict and understand the consequences of my solutions or ideas. I can choose a realistic goal.</p> <p><b>ME, MY COMMUNITY AND ENVIRONMENT</b></p> <p>Others' needs and my role. Role playing imaginary situations - recognising needs of less fortunate children, suggesting practical solutions, seeing another's perspective.</p>	<p><b>GOING FOR GOALS! PERSISTENCE</b></p> <p>I can spot when I am getting bored or frustrated and I know some ways to overcome these.</p> <p><b>PUTTING IT ALL TOGETHER</b></p> <p>I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful.</p> <p><b>ME, MY FAMILY AND FRIENDS</b></p> <p>How our behaviour affects others – what's going on here? Seeing more than one explanation. Finding alternative solutions. Impact of feelings on behaviour. How our behaviour can affect others. Recognising people's rights.</p> <p>Unhappiness, loss &amp; needing help. Reading other people's body language. Recognising sadness can be hidden. Sharing &amp; learning from others' experiences. Empathy.</p>
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<p><b>Summer 1 – Resilience</b></p> <p>Resilience is sticking to a task even if it proves difficult.</p> <p>Resilience is showing flexibility.</p> <p>Resilience is the ability to bounce back after coping with challenge.</p>	<p><b>PSHE theme - On the Move</b></p> <p><b>RELATIONSHIPS UNDERSTANDING MY FEELINGS – FAIR AND UNFAIR</b></p> <p>I can tell you what is fair and unfair. I can tell you what it feels like when things are unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.</p> <p><b>ME, MY FAMILY AND FRIENDS</b></p> <p>Empathising, recognising feelings, extending the language of feelings, sharing feelings. Understanding friendships and friendship problems. Recognising the impact of non-friendly acts on feelings and behaviour.</p> <p>Handling strong feelings. When do I feel happy &amp; sad?</p> <p>People’s behaviour has an impact on our feelings. Recognising feelings can be hurt as well as bodies. Exploring and enlarging the language of feelings.</p>	<p><b>PSHE theme - Britain</b></p> <p><b>RELATIONSHIPS PEOPLE WHO ARE IMPORTANT TO US</b></p> <p>I know the people who are important to me.</p> <p><b>UNDERSTANDING MY FEELINGS – PROUD AND JEALOUS</b></p> <p>I can tell you something that has made me jealous. I can feel proud for my friends when they have done something well. I can tell you when I am proud or jealous.</p> <p><b>ME AND LOOKING AFTER MYSELF</b></p> <p>Look how I’m growing – recognising evidence of physical changes. Looking back and looking ahead – growth and development patterns. Setting targets. Keeping my body happy and healthy. Recognising people as well as food, exercise etc can all help us be healthy &amp; happy but that we can help too.</p>	<p><b>PSHE theme - Safety First</b></p> <p><b>RELATIONSHIPS UNDERSTANDING OUR FEELINGS – LOVED, CARED FOR</b></p> <p>I can tell when I feel cared for. I can tell when I love or care for someone.</p> <p><b>LEAVING HOME</b></p> <p>I understand that if someone leaves me they will still love me. I understand that people have to make hard choices and sometimes they have no choice.</p> <p><b>ME AND LOOKING AFTER MYSELF</b></p> <p>Keeping my skin healthy. Protecting, cleaning, what do we do on hot or cold days? Healthy on the inside. Moving and exercise. How do we give our hearts some exercise? What do our joints, and muscles do and how do we stay strong and supple?</p>
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	<p><b>CHANGES HOW DO WE CHANGE OVER TIME</b></p> <p>I can tell you what I can do now that I couldn't do when I started school. I can tell you how I have changed.</p> <p><b>HOW DO WE CHANGE OVER TIME</b></p> <p>I can remember feelings I have had and why I felt like that. I can sometimes tell you how change makes me feel.</p> <p><b>ME AND LOOKING AFTER MYSELF</b></p> <p>This is me, I'm healthy. Early concepts of hygiene, feeling happy and feeling healthy.</p> <p>Concepts of same and different &amp; celebrating differences.</p>	<p><b>RELATIONSHIPS DEALING WITH OUR HURT FEELINGS WITHOUT HURTING OTHERS</b></p> <p>I can understand that being unkind and hurting someone doesn't make me feel better. I can think of ways to make me feel better when I feel hurt without hurting others.</p> <p><b>ME AND LOOKING AFTER MYSELF</b></p> <p>Balancing the needs of my body. Recognising role self &amp; others have in keeping physical &amp; mental health in balance. Recognising this needs knowledge and practise. My daily health routines.</p>	<p><b>RELATIONSHIPS IMPORTANT PEOPLE AND THINGS</b></p> <p>I can share people I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.</p> <p>I can tell you how I feel when I lose someone or something I care about.</p> <p><b>FEELING LONELY AND FEELING INCLUDED</b></p> <p>I can talk about my feelings when I feel alone.</p> <p><b>ME AND LOOKING AFTER MYSELF</b></p> <p>Eating for health. People eat different foods for different reasons. Understanding the importance of balance in our daily food intake. Recognising eating healthily is part of being healthy now &amp; in the future. Getting ill &amp; getting better. Awareness of the body's ability to tell us when we are unwell. Recognising the body's ability to fight back. Recognising we can help keep ourselves healthy.</p>
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<p><b>Summer 2 – Cooperation</b></p> <p>Co-operation is helping one another.</p> <p>Co-operation is working together with patience.</p> <p>Co-operation is a collective effort to reach a goal.</p>	<p><b>PSHE theme - Dinosaurs</b></p> <p><b>CHANGES DEALING WITH CHANGE AND MAKING CHANGE HAPPEN</b></p> <p>When I feel bad I know that it helps to do something different.</p> <p>I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad.</p> <p>I can tell you what I did with my class/group to make the classroom/setting/outdoor area better.</p> <p><b>ME AND LOOKING AFTER MYSELF</b></p> <p>What can I do when I'm healthy? Early concepts of impact of exercise on physical and mental well-being. When I'm not so well. Recognising feelings. How can I help myself get better? Sun safety.</p>	<p><b>PSHE theme - Money Matters</b></p> <p><b>CHANGES HOW WE CHANGE OVER TIME</b></p> <p>I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know that some changes are natural and happen by themselves.</p> <p><b>MAKING CHANGE HAPPEN</b></p> <p>I know different ways that help me learn to do things. I can tell you about changes that I can make happen. I can make some changes quickly and easily. I know that to make some changes is hard and takes a long time.</p> <p><b>GROWING UP IN A DRUG USING WORLD MEDICINES AND THEIR USES</b></p> <p>How medicines can help me get better. Safe use and care of medicines. Role of doctor and pharmacist. Difference between 'over counter' and prescription medicines. Inhalers and who uses them. Final review – what have we learned? Recognising our role in our physical and mental well-being, our support network.</p>	<p><b>PSHE theme - One World</b></p> <p><b>CHANGES CHANGING OUR BEHAVIOUR</b></p> <p>I can tell you what a habit is and know that it is hard to change one. I know what it means when something isn't your fault.</p> <p>I can tell you about a plan I have made with my class to change something in our school.</p> <p>I can plan to overcome obstacles that might be in the way. I know that I make my own choices about my behaviour.</p> <p><b>GROWING UP IN A DRUG USING WORLD MEDICINE AND DRUGS</b></p> <p>Concepts of all medicines are drugs but not all drugs are medicines. Practise standing tall &amp; saying 'NO, not for me' if someone – not a safe person - tries to persuade them to eat, drink, sniff or rub something into them. What else could you do – walk away, tell someone... Smoke, smokers and smoking. Effects of smoke –e.g. bonfire. Drink, drinkers and drinking. Early understanding of alcohol and non-alcohol. Water is essential for our body.</p> <p>Being a positive citizen by keeping healthy, eating a balanced diet, exercising, getting on with people, keeping happy – being good to themselves and to other people.</p>
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## **Philosophy**

The overall atmosphere and type of learning environment created by our school is vital to the personal growth and development of all children.

This part of the “hidden” curriculum is as important as the quality of the teaching and learning that takes place. At Loughton Manor First School, the whole staff share common attitudes and beliefs about the kinds of values and behaviour which are essential to help promote the ethos of the school.

The central element of Personal, Social and Health Education is the development of the child’s self-esteem. It is vital, therefore, that we help children to increase their self-awareness and self-confidence by ensuring that each has the opportunity to achieve and be successful. In fact, applying personal and social skills is a requirement for good learning.

We acknowledge that the Personal, Social and Health Education Curriculum must take into account the age and maturity of the children. It should present facts in a balanced and objective manner.

We will seek to respond sensitively, appropriately and honestly to children’s questions as they arise.

We support the Milton Keynes Youth Charter and The Children’s Charter and continue to promote all aspects of our Healthy School status.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school will seek to persuade children in need of support to come forward.

## **Aims of this Policy**

To:

- Develop a set of personal values and attitudes and the ability to distinguish between right and wrong
- Develop self esteem
- Develop positive relationships based on respect for themselves and others
- Make informed choices and decisions
- Take responsibility for their own actions
- Develop skills and knowledge to understand personal health and growth
- Develop positive attitudes towards health and healthy eating
- Help them to be responsible and caring citizens
- Develop knowledge, understanding and appreciation of the pupils’ own and different cultures
- Pass on enduring values which help develop pupils’ integrity and autonomy
- Promote equal opportunities and challenge discrimination and stereotyping
- Enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity
- Develop a willingness to act for the benefit of others
- To contribute towards the school’s welcoming and health promoting environment

## Content and Organisation

(For overview of curriculum planning, see curriculum maps)

At this stage of children's development, many personal, social and health issues are best covered through the fostering of close relationships with members of school staff. This enables young children to feel safe to explore new experiences. Everyday occurrences are used to raise and discuss social and moral issues.

The curriculum content for PSHE and citizenship follows the PSHE framework and Citizenship curriculum and is delivered via a scheme devised by Twinkl. It can be grouped into the following headings:

1. Health and Well-Being
2. Relationships
3. Living in the Wider World

It is likely that sensitive and controversial issues will need to be addressed from time to time whether they arise incidentally or as part of a planned programme of work. Children should be given the opportunities to consider such issues in order that they may make an informed decision on their own standpoint.

Two aspects of the personal, social and health programme need particular sensitive and careful handling by teachers, not only in their approach with children but in their involvement of parents. These are the school's policies on Drug Education and Sex and Relationship Education.

At Loughton Manor First School, the PSHE and Citizenship programme is delivered in a number of ways:

- Through assemblies in accordance with planned whole school themes (see Appendix A)
- As taught lessons weekly
- As separately one off timetabled sessions, e.g. visits by the community police and dental service
- By means of class "circle time" and/or group discussions feeding into School Council meetings and assemblies
- By role-play and educational games
- Imaginative writing
- Use of ICT
- Research
- "Talking Lessons"
- Playground friend initiatives
- Protective Behaviours
- 10 minutes allocated time daily for Relax Kids meditation time for KS1 and FS.
- The specialist Kaleidoscope Room being used to promote self-esteem and work with individuals and small groups
- Daily check-in circle and weekly check-out circle as part of a Restorative Practice initiative
- Half termly tiered check in circles to include the whole school community
- Half-termly values input linked to each value

## **Mindfulness**

In response to the rise in mental health issues, LMFS have introduced a mindful colouring club, yoga club, a daily session of Relax Kids and a value of the month to equip children and staff with strategies to help them relax and cope with the day to day stresses that life may bring. Our overarching value is resilience linked to BLP.

## **Resources**

### *Visits and Visitors*

Visitors play an important part in the PSHE and Citizenship programme in the school. Experts in particular areas are used not only for their specialist knowledge, but also to encourage pupils to see the relevance of the subject to life outside school.

When taking children on educational visits, staff follow the guidelines in the school's Health and Safety Policy and School Visits Policy.

All parties involved in work with children and pupils at this school should be made aware of the school Confidentiality and Safeguarding Policies.

## **Roles and Responsibilities**

The PSHE and Citizenship subject manager together with the head teacher and the governing body is responsible for the review of the subject policy. The PSHE and Citizenship subject manager is responsible for resourcing and coordinating the delivery and provision within the school. This includes purchasing suitable books, posters, dvds, etc., keeping up to date with developments and teaching strategies, and cascading new developments to colleagues in school.

## **Equal Opportunities**

Loughton Manor First School is committed to a policy of equal opportunities for all pupils. PSHE and citizenship is an entitlement for all pupils regardless of their particular beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind. All people working with or supporting the children at this school should be made aware of the Equal Opportunities and Race Equality Policies.

## **Assessment, Recording and Reporting**

Within the Science strand 'Life Processes and Living Things', children will learn about their body and how to keep it safe and healthy. This learning and related skills also form part of the PSHE curriculum. Science is regularly assessed in accordance with the school's Assessment, Recording and Reporting Policy. There is a specific assessment of each child's ability to identify things that make us healthy at the start of each year. This is done by the class teacher or teaching assistant. The outcome informs the teacher for aspects of grouping and positioning to aid with future support and allowing the more able to be stretched.

Assessment in PSHE is continual and daily via observation, both visual and auditory, either by the teacher leading, or by supporting teaching assistant. It is these observations that will inform future planning and allow effective and thorough progress tracking.

There are key outcomes for each year group upon which observations are built, in the form of the 'I am a (age group) pupil and I can...' statements, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging (working towards), or who are clearly exceeding (greater depth).



In the Foundation Stage a detailed assessment profile is compiled through the year. Personal, Social and Emotional Development is one of the seven Foundation Stage areas of learning and as such children's progress is assessed regularly.

In our annual written reports to parents, at the end of the summer term, class teachers include a personal profile, where comments on pupils' personal and social development are made.

## **Monitoring and Evaluation**

Monitoring and evaluation will be within the remit of the Nurture Team, a curriculum team which meets half termly. Their annual SIP Action Plan will identify aspects for development/improvement that help to support and sustain our high standards. The action plan details aspects to be monitored and evaluated, and identifies the members of staff/governors involved.

## **Implementation**

Further details of timetabling and organization of the PSHE and SMSC Curriculum are to be found in the PSHE Subject Policy

Key implementation principles are:

- Daily check in circles for FS2, Yr 1, Yr 2
- Daily key worker groups FS1
- Planned PSHE/Values lessons each week
- FS2 Friend on Friday
- Star of the week Celebration Assemblies
- School council elections and meetings
- Themed Cultural days
- Regular Restorative Practice conversations
- Weekly assemblies
- Whole school vertically grouped check in circles
- Performances: a minimum of Harvest Assembly, Family Carol Concert and Mother's Day Assembly, Nativities FS1 and FS2; End of term performances, Spring (Yr 1), Summer (Yr 2) Leavers' Celebration

## **Differentiation and Inclusion.**

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident pupils or an adult to enable participation.

Some children with SEND will participate with the support of a 1:1 adult, who gauges the appropriateness of the activity and modifies as needed.

Opportunities for children to lead and develop ideas will contribute to the extension for more able children.



## FS2 Assessment – Outcome Statements for PSHE/SMSC (PSED)

FS2 Class \_\_\_\_\_ Transfer information for Yr 1 teacher

Number of children in class \_\_\_\_\_

Number of SEN \_\_\_\_\_

Number of EAL \_\_\_\_\_

Number of PP \_\_\_\_\_

The majority of the class will meet the expected outcomes. See below notes for children who are working towards the expected standard and those who are working at greater depth. (Put in brackets if they are SEN/EAL/PP)

I am a Foundation Stage 2 child.

### Self-Regulation

I can...

- Show an understanding of my own feelings and those of others
- Begin to regulate my behaviour accordingly
- Can set and work towards simple goals
- Being able to wait for what I want
- Control my immediate impulses when appropriate
- Give focused attention to what the teacher says
- Respond appropriately even when engaged in an activity
- Show an ability to follow instructions involving several ideas or actions

### Managing Self

I can...

- Confidently try new activities
- Show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules
- Understand right from wrong and behave accordingly
- Manage my own basic hygiene and personal needs
- Understand the importance of healthy food choices

### Building Relationships

I can...

- Work and play cooperatively
- Take turns with others
- Form positive attachments to adults
- Form friendships with peers
- Show sensitivity to my own and to others' needs

Working Towards (names and comments)	Greater Depth (names and comments)



**KS1 Assessment – Outcome Statements for PSHE/SMSC**

Yr 1 Class \_\_\_\_\_ Transfer information for Yr 2 teacher

Number of children in class \_\_\_\_\_

Number of SEN \_\_\_\_\_

Number of EAL \_\_\_\_\_

Number of PP \_\_\_\_\_

The majority of the class will meet the expected outcomes. See below notes for children who are working towards the expected standard and those who are working at greater depth. (Put in brackets if they are SEN/EAL/PP)

I am a Year 1 child.

**Relationships**

I can...

- Identify how someone is feeling
- Say what I am good at
- Express what I like about myself

**Health and Wellbeing**

I can...

- Explain how to keep clean
- Name the main parts of my body
- Explain that people grow from young to old

**Living in the Wider World**

I can...

- Explain different ways that families should care for one another
- Explain different ways that friends should care for each other

Working Towards (names and comments)	Greater Depth (names and comments)



### KS1 Assessment – Outcome Statements for PSHE/SMSC

Year 2 Class \_\_\_\_\_ Transfer information to KS2

Number of children in class \_\_\_\_\_

Number of SEN \_\_\_\_\_

Number of EAL \_\_\_\_\_

Number of PP \_\_\_\_\_

The majority of the class will meet the expected outcomes. See below notes for children who are working towards the expected standard and those who are working at greater depth. (Put in brackets if they are SEN/EAL/PP)

**I am a Year 2 child.**

#### **Relationships**

**I can...**

- Demonstrate that I can manage some feelings in a positive way
- Say what is fair
- Share my views and opinions
- Set simple goals for myself

#### **Health and Wellbeing**

**I can...**

- Make simple choices about how to keep myself healthy
- Talk about the harmful effects of some household products and medicines
- Describe how to keep myself safe in familiar situations

#### **Living in the Wider World**

**I can...**

- Recognise that bullying is wrong
- List some ways to get help if dealing with bullying
- Recognise that my behaviour affects others
- Cooperate with others
- Identify and respect differences and similarities between people

Working Towards (names and comments)	Greater Depth (names and comments)
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