

# Deansbrook Infant School

## PSHE Curriculum Map

### PSHE Curriculum intent

Deansbrook Infant school inspires children to learn, extends opportunity, raises aspiration and enables our children to develop perseverance and live happy, healthy and productive lives. We have developed a PSHE curriculum that we believe strongly supports our school's curriculum intent and empowers our children to develop the life skills, personal qualities and attributes that they need while growing up in modern Britain. It is our intent that children at Deansbrook become emotionally literate, and have the knowledge and skills to understand and manage their own emotions with confidence. Children from Deansbrook will be aware of the important relationships they have with family, friends and adults in school, and know how to nurture these in a safe and mutually rewarding way. PSHE at Deansbrook enables pupils to recognise, accept and shape their identities, to understand and appreciate the strengths and differences within our school and local community. It is vital that children also learn practical skills about health, safety and hygiene, both in and out of school, both on and offline. It is our intent that children who are taught PSHE in Deansbrook finish KS1 with valuable life skills which will not only take them onto the next stage of their learning, but will also stay with them for life.

In Early Years, PSHE is taught upon entry through simple and practical sessions and continuous provision. PSHE in Early Years is age appropriate and addresses areas already familiar to the children, such as toileting, secure separations from parents and caregivers in Nursery, moving onto basic vocabulary and skills for friendship building and managing emotions in Reception. In KS1, PSHE is taught in, but not limited to, weekly sessions in class. These sessions are always age appropriate and cover topics children are currently experiencing at this stage of their development. These sessions build upon prior learning and understanding to ensure good progression, and it is important that they are fun and practical, with an emphasis on applying new skills and vocabulary to use immediately in their everyday lives. In addition to weekly sessions, PSHE is continually accessed by our children throughout the average school day, during their learning, play, special assemblies, special celebrations and more.

The PSHE curriculum at Deansbrook is inclusive and designed to meet the needs of all pupils. Deansbrook has an above average number of children with English as an additional language and as a result, our curriculum has been designed to support the development of key PSHE vocabulary, with lessons planned to take the time to explore and embed practical words and phrases required for a happy and healthy life. Our school is very diverse with children coming from backgrounds which span the globe and as a result it becomes the place where many communities meet. Our curriculum utilises this fact and draws upon the richness of our diverse school community to teach PSHE applicably and in a way that celebrates our children, families and staff.

|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
|--|---|---|---|----------|---|----------|
|  | <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul> | <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul> <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>• Is sensitive to others' messages of appreciation or criticism</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> </ul> <p><b>Understanding Emotions</b></p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others feelings</p> <ul style="list-style-type: none"> <li>• Understands that expectations vary depending on different events, social situations and changes in routine and becomes more able to adapt their behaviour in favourable conditions.</li> </ul> | <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>• Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>• Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul> <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> <li>• Is sensitive to others' messages of appreciation or criticism</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> <li>• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul> <p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</li> <li>• May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares.</li> <li>• Talks about how others may be feeling and responds according to his/her understanding of the other person's needs and wants.</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others feelings</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine and becomes more able to adapt their behaviour in favourable conditions.</li> </ul> <p>Same as Spring 1</p> |          | <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> </ul> |          |

|           | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|-----------|---|---|---|---|---|--|
| Reception | <p><b>Understanding Emotions</b><br/>Talks about their own and others' feelings and behaviour and its consequences.</p> <ul style="list-style-type: none"> <li>- Introduce Colour Monsters Story</li> </ul> | <p><b>Understanding Emotions</b><br/>Understands their own and other people's feelings, offering empathy and comfort</p> <ul style="list-style-type: none"> <li>- Story (Colour Monster)</li> </ul> <p><b>Sense of Self</b><br/>Can describe self in positive terms and talk about abilities.</p> <ul style="list-style-type: none"> <li>- Circle time</li> </ul> | <p><b>Building Relationships</b><br/>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</p> <ul style="list-style-type: none"> <li>- Circle time. How can we help our friends?</li> <li>- Story (Supertato)</li> </ul> <p><b>Sense of Self</b><br/>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <ul style="list-style-type: none"> <li>- Circle time. Have you ever been determined?</li> </ul> <p><b>Understanding Emotions</b><br/>Talks about their own and others' feelings and behaviour and its consequences.</p> <ul style="list-style-type: none"> <li>- Story (Colour Monster)</li> </ul> | <p><b>Understanding Emotions</b><br/>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <ul style="list-style-type: none"> <li>- Story (Izzy Gizmo)</li> <li>- Story (Alien School)</li> </ul> <p><b>Building Relationships</b><br/>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <ul style="list-style-type: none"> <li>- Story (What the Ladybird heard)</li> </ul> | <p><b>Sense of Self</b><br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <ul style="list-style-type: none"> <li>- Story (Little Rabbit Foo Foo)</li> </ul> | <p><b>Sense of Self</b><br/>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> <ul style="list-style-type: none"> <li>- Sandwich making station</li> </ul> <p><b>Sense of Self</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the classroom</p> <ul style="list-style-type: none"> <li>- Sports Day</li> </ul> |

|        | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>   |
|--------|--|---|--|--|---|---|
| Year 1 | <p>Keeping well and clean Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to keep themselves clean and brush their teeth effectively</li> <li><input type="checkbox"/> Be able to describe different ways to stay healthy</li> </ul> | <p>Looking after myself Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to stay safe around roads</li> <li><input type="checkbox"/> Understand the role of the emergency services</li> </ul> <p>Awareness of feelings Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to develop a vocabulary to describe their feelings to others and know some simple strategies for managing their feelings.</li> </ul> | <p>My friendships Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to talk about what makes a good friend</li> <li><input type="checkbox"/> Be able to talk about good and 'not-so-good' feelings</li> <li><input type="checkbox"/> Be able to talk about how they would resolve conflicts</li> </ul> <p>The environment Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know some of the things they can do at home or school to help the environment</li> </ul> | <p>Keeping safe Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to keep themselves safe at home and online</li> </ul> <p>All about me Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to describe their unique qualities and strengths and the qualities and strengths of others</li> </ul> | <p>My family Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know there are different types of families</li> <li><input type="checkbox"/> To know what families are for</li> <li><input type="checkbox"/> To know who we can ask for help</li> </ul> <p>Losing and Finding Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to express how they feel when they lose something or if things change (including bereavement, moving home, changes to family dynamic, friendships and pets)</li> </ul> | <p>Being different Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to talk about the fact that everyone has different opinions and views</li> </ul> <p>Money Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to identify and recognise the value of coins and notes</li> <li><input type="checkbox"/> Be able to talk about where money comes from</li> <li><input type="checkbox"/> Be able to explain the difference between a need and a want</li> </ul> |

|        | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--------|---|--|---|---|---|---|
| Year 2 | <p>Healthy People<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to describe the components of a healthy day including knowing when to take a break.</li> </ul> <p>Global Food<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to talk about where food comes from and some of the ethical questions around food supply</li> </ul> | <p>All about my feelings<br/>Children should:</p> <p>Be able to describe between feelings that feel *'small and *big' to them and know some strategies for managing these</p> <p>(* there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what about what is considered to be a small or big feeling)</p> | <p>Keeping Safe<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes' 'no' 'I'll ask and I'll tell</li> <li><input type="checkbox"/> Know what privacy means</li> </ul> | <p>Making and breaking friendships<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand that friendships can break up and people can move away.</li> <li><input type="checkbox"/> Understand the feelings associated with this</li> </ul> <p>Coping with conflict<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know why bullying is wrong and how to get help</li> <li><input type="checkbox"/> Recognise when people are being unkind to them or others, how to respond, who to tell and what to say</li> </ul> | <p>About My Body<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to name the main parts of the body (including external genitalia)</li> <li><input type="checkbox"/> To understand that some people have fixed ideas about what boys and girls can do</li> </ul> <p>Money, shopping and saving<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to role play simple transactions</li> <li><input type="checkbox"/> Be able to choose the correct value coins and notes to calculate change</li> <li><input type="checkbox"/> To make a simple saving or spending plan</li> </ul> | <p>Our Families<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know that families are important for children growing up because they can give love, security and stability</li> <li><input type="checkbox"/> Know how to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul> <p>Special days<br/>Children should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate their learning about a range of festivals and special events</li> </ul> |