



Bramley C of Infant and Nursery School

PHSE

Rationale for PHSE/ Making relationships, Sense of self Range, Understanding emotions

Our curriculum is designed to meet the expectations outlined in the National Curriculum and Early years foundations stage (EYFS) statutory framework. To support the Early years development, we use the Birth to 5 matters (non-statutory guidance.)

Intent

Through delivering carefully planned learning we aim to support the children at Bramley to:

- develop their emotional literacy
- develop appropriate social skills
- build their resilience
- nurture their mental and physical health
- develop their emotional awareness, concentration, focus and self-regulation
- know ways to stay safe in a variety of contexts including online
- develop an awareness of others
- understand and value how they contribute to the world
- begin to develop an understanding of economic wellbeing

Implementation

In EYFS, Personal, Social and Emotional education forms the basis of the routines and provision. In our Nursery and Pre-school settings, key learning is taught discreetly and is then referred to throughout the year. In Reception there will also be a termly focus e.g. New Relationships in Autumn. Well trained staff support children in practicing and developing new skills through a wide variety of adult led activities as well as when playing alongside children in continuous provision. Making relationships is a continuous focus. Through the use of stories and naming simple emotions, children are supported in developing their understanding of their own and others feeling and emotions. From our youngest children in Nursery to those in

Reception, staff provide a secure base, positioning themselves, appropriately for the age of the child, to demonstrate they are physically and emotionally available. Opportunities are given to be able to get to know others in a group, resources provided to encourage cooperative play and familiar, predictable routines support stability.

In KS1 Jigsaw 3-11 is used to deliver PSHE (including RSHE). Jigsaw, a mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle. The planning gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Across the school, our vision and values alongside British values, there are many opportunities to further explore PSHE skills and knowledge as well as allowing children to widen and deepen their understanding.

Online Safety is taught through the Computing curriculum.

Impact

As a result of our teaching at Bramley Infant and Nursery school you will see:

Children who:

- feel valued and loved
- have a developing self awareness and know that it's ok to be unique
- are developing empathy
- have a developing understanding of rights and responsibilities
- are learning to use words to confidently express likes and dislikes
- are developing their emotional literacy and learning ways to manage their feelings appropriately
- show friendship and have a range of strategies to develop and maintain friendships
- are developing their self esteem
- know ways to stay safe and know what bullying is and have some strategies to help themselves and others
- can name trusted adults to support them with problems
- are motivated and aim high
- are developing skills to work with others
- know ways to be healthy
- are able to correctly name private body parts

PHSE GOLDEN THREADS



NURSERY/PRE SCHOOL

PSED Making relationships
PSED Sense of self
PSED Understanding emotions
Range 4-5

*Assessment in Nursery, Preschool and
Reception - Birth to Five Matters
Reception - ELG*

RECEPTION

PSED Making relationships
PSED Sense of self
PSED Understanding emotions
Range 5-6

ELG: Building Relationships
ELG: Managing Self
ELG: Self-Regulation

KEY STAGE 1

BEING ME IN MY WORLD

Autumn 1



CELEBRATING DIFFERENCE

Autumn 2



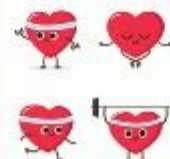
DREAMS AND GOALS

Spring 1



HEALTHY ME

Spring 2



RELATIONSHIPS

Summer 1



CHANGING ME

Summer 2



Core Knowledge and Skills

	Topic: Autumn	Topic: Light and Dark and Christmas	Topic: Nursery Rhymes	Topic: New Life and Easter	Topic: Friends and Family	Topic: Courage
Nursery	<p>PSED Making relationships Range 4</p> <ul style="list-style-type: none"> Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest 					
	<p>PSED Sense of self Range 4</p> <ul style="list-style-type: none"> Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences of gender, ethnicity and ability Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Is gradually learning that actions have consequences but not always the consequences the child hopes for 					
	<p>PSED Understanding emotions Range 4</p> <ul style="list-style-type: none"> Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Responds to the feelings of others, showing concern and offering comfort May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions Participates more in collective cooperation as their experience of routines and understanding of some boundaries grow 					

Pre-School	<p>PSSED making relationships Range 5</p> <ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions 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 Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play <p>PSSED Sense of self Range 5</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers Is sensitive to others' messages of appreciation or criticism Enjoys a sense of belonging through being involved in daily tasks Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others 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 <p>PSSED Understanding emotions Range 5</p> <ul style="list-style-type: none"> 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 May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings 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 					
	Topic: Autumn	Topic: Light and dark	Topic: Storytelling	Topic: A Bucketful of Imagination	Topic: Come Outside	Topic: Pirates and the Undersea World
Reception	<p>New Relationships</p> <ul style="list-style-type: none"> developing self-confidence and relationships as the children begin reception supporting the children through home visits, stay and play sessions with parents and half day sessions to develop 		<p>Introduction of a 'calm box'</p> <ul style="list-style-type: none"> designate areas inside and outside as 'calm areas' e.g. reading area, reflection area in sparkle room <p>Working cooperatively</p>		<p>Others feelings</p> <ul style="list-style-type: none"> understanding of others' feelings introduce the ideas of justice and fairness reflecting on learning and celebrating instances where children show independence, resilience and perseverance in the face of challenge 	

<p>a sense that they are known, respected and safe in the reception environment</p> <ul style="list-style-type: none"> • as they develop their familiarity with the reception environment they grow in confidence and become more able to access resources with greater independence. • circle times and group games as well as joining the children in their play help to develop positive relationships with adults and each other • developing positive relationships with parents is key to helping the children feel happy and safe- we do this through home visits, stay and play sessions and introductory talks both in the summer and autumn term <p>PSED texts 'Our House' - what can characters do to resolve problems.</p>	<ul style="list-style-type: none"> • supporting children to apply their skills of turn-taking, sharing and following of rules and routines when beginning to work more cooperatively in larger groups • supporting children in managing their friendships, as the class have had time to get to know each other well and dynamics change and develop 	<p>PSED text On Sudden Hill - provides lots of opportunity for discussion on disagreements with friends more independently e.g. through holding back, sharing, negotiation and compromise</p>
<p>PSED Making Relationships Range 6</p> <ul style="list-style-type: none"> • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • 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 • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship <p>PSED Sense of self Range 6</p> <ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination 		

- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- Has a clear idea about what they want to do in their play and how they want to go about it
- Shows confidence in choosing resources and perseverance in carrying out a chosen activity

PSED Understanding emotions Range 6

- Understands their own and other people's feelings, offering empathy and comfort
- Talks about their own and others' feelings and behaviour and its consequences
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
- Seeks support, "emotional refuelling" and practical help in new or challenging situations.
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

ELG: Building Relationships

Work and play cooperatively and take turns with others

Form positive attachments to adults and friendships with peers

Show sensitivity to their own and to others' needs.

ELG: Managing Self

Explain the reasons for rules, know right from wrong and try to behave accordingly

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

ELG: Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

KS1 Golden Threads	Being me in My World Autumn 1	Celebrating Difference Autumn 2	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me Summer 2
Year 1	Knowledge and skills outcomes					
	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important 	<ul style="list-style-type: none"> Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know and use skills to make friendships 	<ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved 	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know that all household products, including medicines, can be harmful if not used properly Know how to 	<ul style="list-style-type: none"> Know that everyone's family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community 	<ul style="list-style-type: none"> Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened <p>Financial Education (Piece 1 of 2)</p> <ul style="list-style-type: none"> recognise some of the different ways we get money and some of the different forms it comes in

				keep safe when crossing the road		
	Social and Emotional skills					
	<ul style="list-style-type: none"> Understand that they are safe in their class Identifying and use helpful behaviours to make the class a safe place Understand that they have choices 	<ul style="list-style-type: none"> Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different 	<ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle 	<ul style="list-style-type: none"> Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help 	<ul style="list-style-type: none"> Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like 	<ul style="list-style-type: none"> Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) <p>Financial Education (Piece 1 of 2)</p> <ul style="list-style-type: none"> understand how I can look after money to keep it safe
	Knowledge and skills outcomes					
Year 2	<ul style="list-style-type: none"> Understand the rights and 	<ul style="list-style-type: none"> Know the difference between a one- 	<ul style="list-style-type: none"> Know how to choose a realistic goal and think 	<ul style="list-style-type: none"> Know what their body 	<ul style="list-style-type: none"> Know that there are lots of forms of physical 	<ul style="list-style-type: none"> Know the physical differences between

	responsibilities of class members <ul style="list-style-type: none"> • Know about rewards and consequence and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable 	off incident and bullying <ul style="list-style-type: none"> • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends 	about how to achieve it <ul style="list-style-type: none"> • Know that it is important to persevere • Know how to recognise what working together well looks like 	needs to stay healthy <ul style="list-style-type: none"> • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy 	contact within a family <ul style="list-style-type: none"> • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is 	male and female bodies <ul style="list-style-type: none"> • Know that private body parts are special and that no one has the right to hurt these • Know there are different types of touch and that some are acceptable and some are unacceptable
	Social and Emotional skills					
	<ul style="list-style-type: none"> • Know how to make their class a safe 	<ul style="list-style-type: none"> • Explain how being bullied 	<ul style="list-style-type: none"> • Recognise how working with 	<ul style="list-style-type: none"> • Feel positive about 	Sun Safety <ul style="list-style-type: none"> • know what to wear to keep myself safe from the sun 	Financial Education (Piece 2 of 2) <ul style="list-style-type: none"> • know the difference between the things that we need to spend money on and the things that we want to spend money on

	<p>and fair place</p> <ul style="list-style-type: none"> • Show good listening skills • Be able to work co-operatively 	<p>can make someone feel</p> <ul style="list-style-type: none"> • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique 	<p>others can be helpful</p> <ul style="list-style-type: none"> • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group 	<p>caring for their bodies and keeping it healthy</p> <ul style="list-style-type: none"> • Have a healthy relationship with food • Desire to make healthy lifestyle choices 	<p>responsibilities in their family</p> <ul style="list-style-type: none"> • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships <p>Sun Safety</p> <ul style="list-style-type: none"> • recognise the sun is good for me but I need to play in it safely 	<ul style="list-style-type: none"> • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened <p>Financial Education (Piece 2 of 2)</p> <ul style="list-style-type: none"> • express how I feel when I have to make a difficult choice and understand that choosing how to spend our money can sometimes be difficult
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Whole School	Whole school Class/playground and school behaviour expectations – to keep all safe (At the beginning of the Autumn term) Collective Worship– school, home and community Anti-bullying week/Feeling good Week NSPCC – Pants rule RE – other faiths, visitors and celebrations Community celebrations/links – Harvest/Christmas services Come and see my learning Money – all classes – raising money for charity/foodbanks/harvest. How do we help others? Pause day Daily movement breaks Forest school for Year 2 Outdoor Learning – Reception Lego Therapy and ELSA Pets as Therapy Calm area in each class Discussing vaccines e.g. before flu vaccine	Online safety lessons termly and when iPads are used Internet safety day Money – all classes – raising money for charity/foodbanks/harvest. How do we help others? Forest School for Year 1 Outdoor Learning – Reception Lego Therapy and ELSA Pets as Therapy Calm area in each class Pause day	NSPCC – Pants rule Daily run/movement breaks Well-being activities at transition times Lego Therapy and ELSA Pets as Therapy Calm area in each class Daily run/movement breaks Cooking linked to healthy eating We are a nut free school Transition to new year group– growing up and moving on NSPCC – Pants rule reminder Collective Worship – moving on to next stage of education Sun Safety reminders Year 2 swimming and water safety Year 2 leavers service Pause Day Outdoor Learning – Reception		

