

Bruche Primary School

PSHE



Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Bruche Primary School- **PSHE** progression through EYFS PSED/PD/UW



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG (PSE)

Self-regulation

- Show an understanding of their feelings & begin to regulate their behaviour accordingly
- Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities & show independence, resilience & perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong & try to behave accordingly
- Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices

Building Relationships

- Work & play cooperatively & take turns with others
- Form positive attachments to adults & friendships with peers
- Show sensitivity to their own & other's needs

Focus	Health and Well-Being	Relationships	Living in the Wider World	Vocabulary- To be used daily.		
Nursery Skills	<ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands Make healthy choices about food, drink, activity & tooth brushing 	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting Develop appropriate ways of being assertive Talk with others to solve conflicts 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 Shows interest in the lives of people who are familiar to them Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> Develop a sense of responsibility & membership of a community Increasingly follow rules, understanding why they are important 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 	Rules Danger Healthy/ Unhealthy Exercise Same/ Different Needs Wants Happy/ Sad		
Nursery Knowledge	Autumn 1 Colours and feelings	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales and farm animals	Spring 2 Growing and changing	Summer 1 Adrift	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> Can leave main carer Is happy to try new activities Explores the classroom with interest Can talk about their similarities and differences Can talk about what makes them happy and sad 		<ul style="list-style-type: none"> Shows independence when using the toilet and putting on their coat. Can engage in group activities and turn take with their toys. Can follow the rules of the classroom Can say sorry when they have made a wrong choice Can say when they are hungry/tired/thirsty 		<ul style="list-style-type: none"> Can take responsibility for areas of provision Can explain what makes a good friend Can describe the differences between healthy and unhealthy foods and drinks and explain the effect on their teeth and body. 	

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Classroom displays will display timetables and behavioural expectations of the day. Classrooms will provide quiet areas within their provision. Children will be encouraged to talk about their feelings and emotions throughout the day. Classrooms will promote and celebrate positive behaviour.

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Building Relationships
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 - Show sensitivity to their own & other's needs

Focus	Health and Well-Being	Relationships	Living in the Wider World	Vocabulary- to be used daily
Reception Skills	<ul style="list-style-type: none"> Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms Is proactive in seeking adult support and able to articulate their wants and needs 	<ul style="list-style-type: none"> 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 socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Knows that other children do not always enjoy the same things, and is sensitive to this 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities & social groups & communicates freely about own home & community Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people 	ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility

Reception Knowledge	Autumn 1 All about Me	Autumn 2 Families and Celebrations	Spring 1 Up and Down	Spring 2 Growing and changing	Summer 1 Fairy Tales/ Adrift – Houses and Homes	Summer 2 Chester Zoo
	<ul style="list-style-type: none"> Able to explore the classroom with interest Develop friendships with new children Form positive attachments to staff and children Understand that people have different beliefs than them and accept difference. Engages in a range of physical activity. 		<ul style="list-style-type: none"> Can resolve minor conflicts in friendship groups Can manage own feelings and know who to go to for support. Understands and follow the routines of the school day Can talk about different food groups and which foods are good for our health and teeth. Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport. Knows who to go to if lost- Knowing who is a stranger. 		<ul style="list-style-type: none"> Can talk in detail about the school behavioural expectations in class and around the school Can talk about how others may feel who are less privileged than we are- linking for other countries. Understand that parts of their body need to be kept private. 	

Health and Well Being	Relationships	Living in the Wider World
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Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

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