

Writtle Infant School: PSHE Scheme of Work

EYFS – MEDIUM-TERM OVERVIEW. Please note that the themes will be ongoing throughout the year.		
Term	Theme	Key skills to develop
Autumn	See themselves as a valuable individual	<ul style="list-style-type: none"> To tell us about their families, their likes, dislikes, culture How to share their interests with us so we know more about the children To share what is important to them with others
	Build constructive and respectful relationships	<ul style="list-style-type: none"> Encourage children to listen to each other as well as staff To form positive, warm and secure relationships with staff To use play to regularly involve sharing and cooperating with friends and other peers To play and learn in friendship groups and other groupings To follow instructions with high levels of support when necessary
	Express feelings and consider feelings of others	<ul style="list-style-type: none"> To consider what is kind and considerate behaviour To develop strategies to express their feelings using descriptive vocabulary including the Zones of Regulation To develop strategies to deal with feelings of distress, upset or confusion To develop confidence to talk about feelings and express opinions
Spring	Show resilience and perseverance in the face of challenge	<ul style="list-style-type: none"> To share personal achievements with school and home, using Tapestry To offer opportunities for children to reflect and self-evaluate their work, for example by sharing their Helicopter stories To develop problem-solving skills by talking through how adults resolve problems and difficulties To understand that mistakes are part of learning and not failure To take measured risks, for example on the climbing frame
	Identify and moderate their own feelings socially and emotionally	<ul style="list-style-type: none"> To have strategies for staying calm using mindfulness techniques To understand turn taking, waiting, tidying up To think about their own feelings and those of others To recognise when their behaviour is not in accordance with rules and why it is important to respect class rules and behave correctly towards others To support children through co- regulation strategies to develop their self-regulation
	Think about perspectives of others	<ul style="list-style-type: none"> To discuss books that deal with challenges explaining how different characters overcame challenges To use their helicopter stories to explore challenge To explain to others how they thought about a problem and how they dealt with it
Summer	Manage their own needs	<ul style="list-style-type: none"> To understand good hygiene such as washing hands during the day, cleaning their teeth, using the toilet correctly To make decisions about health foods understanding the need of eating plenty of fruit and vegetables, for example at snack time

Writtle Infant School: PSHE Scheme of Work

YEAR 1 – MEDIUM-TERM OVERVIEW: Key knowledge and skills

Term	Theme	In this unit of work, children learn and understand
Autumn Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone – and how to tell them – if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns
Spring – Living in the wider world	Belonging to a community What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling
	Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	<ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do

Writtle Infant School: PSHE Scheme of Work

Summer Health and well-being	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based • play • about people who can help them to stay healthy, such as parents, doctors, nurses, • dentists, lunch supervisors • how to keep safe in the sun
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared

YEAR 2 – MEDIUM-TERM OVERVIEW. Key knowledge and skills

Term	Theme	In this unit of work, children learn and understand
<p>Autumn - Relationships</p>	<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including • online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
<p>Spring Living in the wider world</p>	<p>Belonging to a community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5,</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community

Writtle Infant School: PSHE Scheme of Work

	L6	
	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants
<p>Summer - Health and Wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings
	<p>Growing and changing</p> <p>Growing older; naming body parts; Moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year
	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p>	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger

Writtle Infant School: PSHE Scheme of Work

	PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	<ul style="list-style-type: none">• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel• how to respond if there is an accident and someone is hurt• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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Explicit emotions teaching

We recognise the need for planned teaching of emotions across the terms to run alongside the PSHE scheme of work. We have agreed the following themes across all year groups.

Term	Emotion	Key words
Autumn	1st half: Happy	<ul style="list-style-type: none"> • Proud • Peaceful • Trusting • Interested • Playful • Joyful • Curious • Loving • Thankful • Confident • Valued • Hopeful
	2nd half: Sad	<ul style="list-style-type: none"> • Lonely • Despair • Guilty • Fragile • Bored • Stressed • Hurt • Ashamed • Embarrassed
Spring	1st half: Angry	<ul style="list-style-type: none"> • Mad • Frustrated • Infuriated • Let down • Furious • Jealous • Annoyed
	2nd half: Surprised	<ul style="list-style-type: none"> • Startled • Confused • Amazed • Excited • Shocked • Eager • Dismayed
Summer	1st half: Love	<ul style="list-style-type: none"> • Accepted • Affection • Secure • Cherished • Caring • Wanted • Trusted • Family • Friends

Writtle Infant School: PSHE Scheme of Work

	2nd half: Fear (transition)	<ul style="list-style-type: none">● Scared● Anxious● Worried● Overwhelmed● Helpless● Frightened● Nervous
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