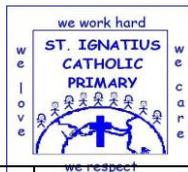




St Ignatius PSHE Whole School Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ELG
	Children should know the differences between the things a baby needs and things a 4/5 year old child needs	Talk about their feeling through the story of the colour monster.	Talk about behaviour boundaries through discussions about Goldilocks' behaviour.	Talk about the actions of good guys and bad guys in superheroes and villains.	Discuss the story 'Jack and the mean stalk'. Talk about things that make them happy and sad.	Talk about the behaviour of good and bad pirates.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Self-Regulation	<p>Introduce class rules for appropriate indoor and outdoor behaviour.</p> <p>Look at carpet time rules for good sitting and listening.</p> <p>Introduce our behaviour rocket.</p> <p>Begin to work in key groups with key worker.</p> <p>Begin to join in with focussed group activities.</p> <p>Begin to join in with talk boost sessions.</p> <p>Introduce jigsaws and simple card/ board games into the environment</p> <p>Begin to introduce challenges within the provision, adults to provide support, guidance and encouragement to participate.</p>	<p>Remind children of our rules for appropriate indoor and outdoor behaviour.</p> <p>Use visual cues to support children when sitting and listening during carpet time.</p> <p>Use the behaviour rocket to reward and sanction.</p> <p>Work in key groups with key worker.</p> <p>Join in with focussed group activities.</p> <p>Join in with talk boost sessions.</p> <p>Be supported to use jigsaws and simple card/ board games in the environment</p> <p>Join in with challenges within the provision, adults to continue to provide support and guidance where needed and encouragement to participate.</p>	<p>Remind children of our rules for appropriate indoor and outdoor behaviour when needed.</p> <p>Use visual cues to support children when sitting and listening during carpet time.</p> <p>Use the behaviour rocket to reward and sanction.</p> <p>Work in key groups with key worker.</p> <p>Join in with focussed group activities.</p> <p>Join in with talk boost sessions.</p> <p>Independently use jigsaws and simple card/ board games in the environment</p> <p>Join in with challenges within the provision, adults to allow the children to complete these independently.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>			



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	ELG
Managing Self	<p>Look at a Mr men and Little miss characteristic of learning.</p> <p>Introduce and make observations of the three playing and exploring characters.</p>		<p>Look at a Mr men and Little miss characteristic of learning.</p> <p>Introduce and make observations of the three active learning characters.</p>		<p>Look at a Mr men and Little miss characteristic of learning.</p> <p>Introduce and make observations of the three critical thinking characters.</p>		<p>Be confident to try new activities and show independence, resilience and perseverance</p> <p>in the face of challenge.</p>
	<p>Introduce carpet rules for good sitting and listening.</p> <p>Introduce class rules for indoor and outdoor behaviour.</p>	<p>Introduce rules for fire pit safety.</p>	<p>Introduce rules for keeping safe on our Avenham park outing. Discuss Goldilocks' behaviour... is this acceptable behaviour?</p>	<p>Victorian school rules and punishments.</p> <p>Our school rules today.</p>	<p>Write a list of rules for the mean stalk to follow.</p>	<p>Introduce rules for keeping safe on our trip to the farm or beach.</p> <p>Discuss water safety.</p> <p>Discuss sports day rules and appropriate / fair behaviour.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
	<p>Children will be supported to use the toilets, followed by good hand washing.</p> <p>Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions.</p> <p>Children will be supported to take off and put on their own coats, hats and gloves.</p> <p>Children will be supported to take off and put on their shoes and socks following sand play.</p> <p>Children will be supported to put on and take off wet suits and wellington boots for outdoor activities.</p>		<p>Children will be encouraged to independently use the toilets and wash their hands.</p> <p>Children will be encouraged to independently blow their noses and tidy the classroom after play sessions.</p> <p>Children will be encouraged to independently take off and put on their own coats.</p> <p>Children will be encouraged to independently take off and put on their shoes and socks following sand play.</p>		<p>Children will independently use the toilets and wash their hands.</p> <p>Children will independently blow their noses and tidy the classroom after play sessions.</p> <p>Children will independently take off and put on their own coats.</p> <p>Children will independently take off and put on their shoes and socks following sand play.</p> <p>Children will independently put on and take off wet suits and wellington boots for outdoor activities.</p>		<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>



	<p>Children will be supported to put on, take off and put away aprons.</p> <p>Children will be supported to taste different fruits and vegetables at snack time and set up and clear away after themselves.</p> <p>Children will engage in bread making.</p> <p>Children will engage in making a healthy soup on the open fire.</p>	<p>Children will be encouraged to independently put on and take off wet suits and wellington boots for outdoor activities.</p> <p>Children will be encouraged to independently put on, take off and put away aprons.</p> <p>Children will be encouraged to taste different fruits and vegetables at snack time and set up and clear away after themselves.</p> <p>Children will talk about the difference between animals diets.. carnivores, herbivores and omnivores.</p>	<p>Children will independently put on, take off and put away aprons.</p> <p>Children will be encouraged to taste different fruits and vegetables at snack time and independently set up and clear away after themselves.</p> <p>Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices.</p> <p>Children will taste their home grown products.</p> <p>Children will find out about the importance of drinking water.</p>	
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Building Relationships	<p>Staff available to guide the children during their provision play, supported to share and take turns.</p> <p>Begin to use the behaviour rocket to reward and sanction.</p>	<p>Staff available to guide the children during their provision play, supported to share and take turns when needed.</p> <p>Use the behaviour rocket to reward and sanction.</p>	<p>Staff to stand back and allow the children to independently share and take turns during their provision play, Intervene only when necessary.</p> <p>Use the behaviour rocket to reward and sanction.</p>	<p>Work and play cooperatively and take turns with others.</p>
	<p>Allow the children to settle into the environment before placing them into key groups. Let relationship bonds lead this.</p> <p>Build relationships with parents through home visits and daily contact during drop off and pick up times. Provision time with adults getting to know the children and encouraging them to interact with other children.</p> <p>Begin to take part in worship sessions that focus on building friendships through following Jesus' messages.</p> <p>Share photos and news about me and my family.</p>	<p>Key group time in a morning</p> <p>Daily contact with parents during drop off and pick up times.</p> <p>Provision time with adults knowing when to interact and stay away.</p> <p>Take part in worship sessions that focus on building friendships through following Jesus' messages.</p> <p>Begin to take part in whole school assemblies to learn about God's messages.</p> <p>Talk about super qualities to have when learning about superheroes.</p>	<p>Key group time in a morning</p> <p>Daily contact with parents during drop off and pick up times.</p> <p>Provision time with adults knowing when to interact and stay away.</p> <p>Take part in worship sessions that focus on building friendships through following Jesus' messages</p> <p>Take part in whole school assemblies to learn about God's messages.</p> <p>Learn about Jesus' friends and discuss why friends are special.</p>	<p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>



Year 1

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
PSHE	<u>Relationships</u> <u>What is the same and different about us?</u> Relationships Ourselves and others; similarities and differences; individuality; our bodies	<u>Relationships</u> <u>Who is special to us?</u> Ourselves and others; people who care for us; groups we belong to; families	<u>Health and Well-Being</u> <u>What helps us stay healthy?</u> Being healthy; hygiene; medicines; people who help us with health	<u>Living in the wider world</u> <u>What can we do with money?</u> Money; making choices; needs and wants	<u>Health and Well-being</u> <u>Who helps to keep us safe?</u> Keeping safe; people who help us.	<u>Living in the wider world</u> <u>How can we look after each other and the world?</u> Ourselves and others; the world around us; caring for others; growing and changing

Year 2

PSHE	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 1	Summer Term 1	Summer Term 2
	<u>Relationships</u> What makes a good friend? Friendships, feeling lonely and managing arguments.	<u>Relationships</u> What is bullying? Behaviour: bullying words and actions; respect for others.	<u>Living in the wider world</u> What jobs do people do? People and jobs; money; role of the internet.	<u>Health and wellbeing</u> What helps us stay safe? Keeping safe; recognising risk; rules.	<u>Health and wellbeing</u> What helps us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping.	<u>Health and wellbeing</u> How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up.



Year 3

PSHE	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<u>Relationships</u>	<u>Health and wellbeing</u>	<u>Relationships</u>	<u>Living in the wider world</u>	<u>Health and wellbeing</u>	<u>Health and wellbeing</u>
	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
	Friendship; making positive friendships, managing loneliness, dealing with arguments.	Keeping safe and home and school; our bodies; hygiene; medicine and household products.	Families, family life; caring for each other.	Community; belonging to groups; similarities and differences; respect for others.	Being healthy: eating well, dental care.	Being healthy: keeping active and taking rest.

Year 4

PSHE	<u>Health and Well being</u>	<u>Relationships</u>	<u>Health and Well being</u>	<u>Health and Well being</u>	<u>Living in the wider world</u>	<u>Health and Well being</u>
	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
	Self-esteem; self-worth; personal qualities; goal setting; managing and dealing with setbacks.	Respect for self and others; courteous behaviour; safety; human rights.	Feelings and emotions; expression of feelings; behaviour	Growing and changing puberty.	Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions.	Keeping safe; out and about; recognising and managing risk.



Year 5

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Health and Well being</u> What makes up our identity? Identity; personal attributes and qualities; similarities and differences; individuality and stereotypes	<u>Living in the wider world</u> What decisions can people make with money? Money; making decisions; spending and saving.	<u>Health and Well being</u> How can we help in an accident or emergency? Basic first aid, accidents, dealing with emergencies.	<u>Relationships</u> How can friends communicate safely? Friendships, relationships; becoming independent; online safety.	<u>Health and Well being</u> How can drugs common to everyday life affect health? Drugs, alcohol and tobacco; healthy habits.	<u>Living in the wider world</u> Careers; aspirations; role models; the future.

Year 6

PSHE	Autumn 1/Autumn 2	Spring 1/Spring 2	Summer 1/Summer 2
	<u>Health and Wellbeing</u> How can we keep healthy as we grow? Looking after ourselves; growing up; becoming independent; taking more responsibility.	<u>Living in the wider world</u> How can the media influence people? Media literacy and digital resilience; influences and decision-making; online safety.	<u>Relationships</u> What will change as we become more independent? How do friendships change as we grow? Different relationships, changing and growing, adulthood, independence, moving to secondary school.