

PSHE

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION



OUR VISION & VALUES



Be kind

Be safe

Be
respectful

SUBJECT INTENT

Our Subject Intent:

Follow this link to see the PSHE National Curriculum Objectives:

- [Click here](#)














SUBJECT IMPLEMENTATION

THERE ARE 3 FOCUS AREAS WITH 6 KEY QUESTIONS ACROSS THE YEAR

3 focus areas with 6 key questions across the year	Living in the wider world	Relationships	Health and Wellbeing
	Why is money important? How can we look after each other and the world?	Why are relationships important? What is the same and different about us?	Who helps us to keep safe? What helps us stay healthy?
Overview topics	<p>Why is money important?</p> <ul style="list-style-type: none"> •Fundraising events (YR for themselves, Y1 for the school, Y2 for the community) •What money is; needs and wants; looking after money •Jobs in the community; strengths and interests <p>How can we look after each other and the world?</p> <ul style="list-style-type: none"> •Online safety: media literacy and digital resilience from PSHE association. Kapow Computing cover internet safety. •Travel plan (Road safety) •Environment (Eco-schools - green flag, forest school, allotments) •Belonging to a community: rules for caring for each other, look after the environment. Roles and responsibilities of a group; being the same and different in the community •Democracy and individual liberty - votes for school and eco council. Importance of eco-schools. •Anti-bullying and school values <p>School motto and values (behaviour)</p>	<p>Why are relationships important?</p> <ul style="list-style-type: none"> •School motto and values (behaviour). Roles of different people; families; feeling cared for; sharing opinions. Link to equality and diversity statement •Managing secrets; resisting pressure and getting help; recognising hurtful behaviour •Making friends; feeling lonely and getting help. How behaviour affects others. •Transition - new classroom, teachers, school <p>What is the same and different about us?</p> <ul style="list-style-type: none"> •Empathy lab focus and books? •Recognising things in common and differences; Link to RE focus in curriculum of tolerance and respect of other faiths. •Makaton focus - why it is important to us •No Outsiders •Refer back to regulation stations and how different strategies work best for others. Plus tiered vocabulary. •PANTS rule - recognising privacy; staying safe; seeking permission. 	<p>Who helps us to keep safe?</p> <ul style="list-style-type: none"> •Key people in our community: YN - lollipop person for road safety, YR - dentist, Y1 - doctors, nurses, Y2 - fire service DSPs, lanyards. Buddies for Year 2. •Responding in an emergency (road safety, 999 call, NSPCC number, basic first aid, water safety, fire safety, stranger danger) •Reflection on keeping safe online - see Kapow curriculum <p>What helps us stay healthy?</p> <ul style="list-style-type: none"> •Why sleep is important, medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help •Growing older; naming body parts - see Human Survival topic in Aut 1. Recap briefly in class. Ensure terminology used: penis, testicles, anus, vagina, vulva, and give reasons why they are private. •Keeping healthy; food and exercise; hygiene routines; sun safety. Refer back to body parts - in Human Senses as part of Ensure terminology used: penis, testicles, anus, vagina, vulva, and give reasons why they are private. •Recognising what makes them unique and special; feelings; managing them when they go wrong - own stuff? •Regulation station, recognising feelings and strategies to support regulation. Emotional literacy - tiered vocabulary. Restorative conversations.

THEMES IMPORTANT TO US AT STRATHMORE

- Mirrors, Windows and Doors
- No Outsiders
- Our values - Be Kind, Be Safe, Be Respectful
- Empathy Lab
- Regulation station

Scale	Looks like...	Can feel like...	Strategies to try...	
5			 Use my words	 Movement
4				
3			10 Count to 10	 Deep breaths
2				
1				

WINDOWS, MIRRORS AND DOORS

Windows



Windows are for looking outside and becoming more aware of the world around us.

We can think about life's 'WOW's - things that are amazing.

We can think about life's 'WOW's - that take us by surprise.

We learn to live life in its fullness

Mirrors



Mirrors are for looking inside ourselves and reflecting on our experiences.

We think about life's big questions and look for answers.

We are learning from life by exploring our own insights and those of others.

Doors



Doors are for walking through and taking an action.

We have an opportunity to respond, creatively to develop and apply our ideas.

We may move onto a new path or situation.

We learn to live out our beliefs and values.

DIVERSITY



What is No Outsiders?

Our Vision: Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.

- <https://www.youtube.com/watch?v=mDYkzWyfwJA&t=17s>
- We are all different but that is fantastic!

NO OUT SIDERS

IN OUR CURRICULUM WE ARE PROUD TO BE DIVERSE...



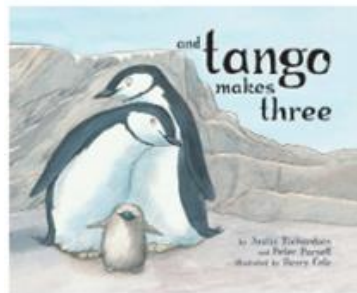
Rosa Parks - activist



Hamza Yassin - photographer



Neil Armstrong - astronaut



Helen Keller - author & political activist for people with disabilities



Zaha Hadid - Iraqi-British architect
















[illegible]

- **FEELING:** where we resonate with other people's feelings
- **THINKING:** where we use reason and imagination to work out how someone else feels
- **ACTING:** where we are inspired to help others, having experienced what they are feeling
- <https://www.empathylab.uk/>

Scientific evidence shows that immersion in literature is an effective way to build our understanding of other people. 'The empathy we feel for book characters wires our brains to have the same sensitivity towards real people' (Raymond Marr, York University, Toronto). University of Sussex research shows that children's emotional responses to texts builds cognitive empathy.

EMOTIONAL REGULATION

- Class Regulation stations and sensory resources.
- Restorative conversation choice boards.

Scale	Looks like...	Can feel like...	Strategies to try...	
5			 Use my words	 Movement
4				
3			10 Count to 10	 Deep breaths
2				
1				

?	
What happened?	
	
How were you feeling?	
	
How can we make it right?	
	
What can we do next time?	

 threw something	 pushed	 kicked	 shouted	 cool down	 time away	 ask an adult for help	 talk to a friend
 hit	 broke	 tore	 unkind words	 say sorry	 shake hands	 repair damage	 tidy up
 angry	 frustrated	 sad	 lonely	 use my words	 use dark den	 walk away	 go to the woodland
 bored	 tired	 unsure	 something else	 use my box	 go to my table	 10 count to ten to calm down	 be gentle

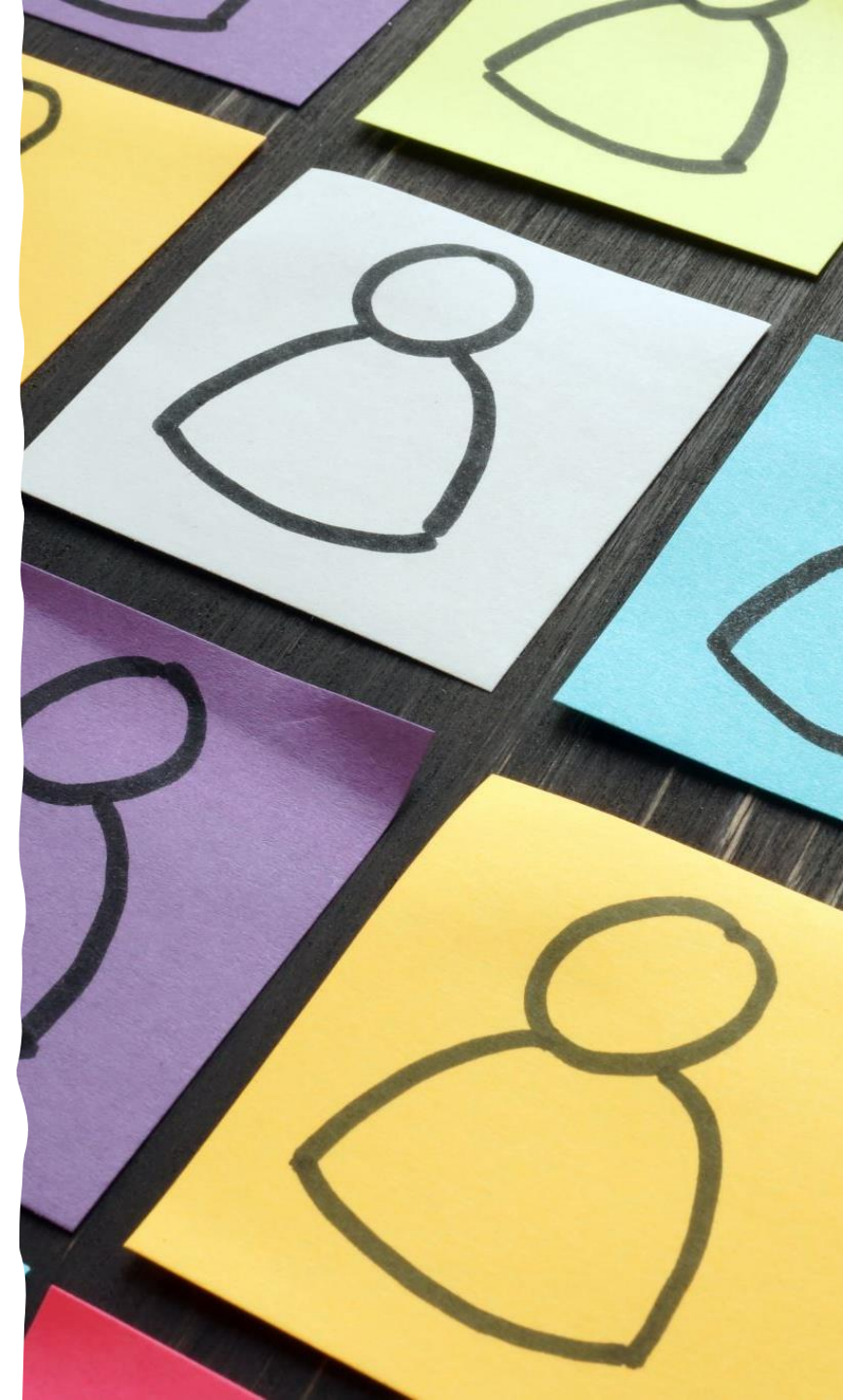
PSHE VOCABULARY

Feelings Vocabulary	
Nursery	happy calm tired sad scared worried excited angry
Reception	proud surprised jealous bored nervous unsure frustrated lonely
Year 1	content confident shocked miserable unfocused anxious shy annoyed wary disappointed furious out of control
Year 2	ecstatic courageous amazed overwhelmed exhausted envious deflated cautious threatened embarrassed

INCLUSIVE LEARNING

Our PSHE curriculum has been designed and planned by the leadership team and in consultation with our pupils. Discussing what works for them in term of regulation and what is important for them to learn about.

As you can see, access to our curriculum includes widgit symbols, visuals, makaton focus for each topic and books related to all diverse needs. Lessons can be adapted if needed.





SUBJECT IMPACT

At Strathmore we aim for all our pupils to leave our setting with an understanding of who they are, not only for themselves, but also who they are in the local community.

The PSHE curriculum has been designed for pupils to learn about emotional vocabulary and how this understanding feed into their emotional literacy. An awareness of their own feelings and how to manage them. Our hope is for our children to be well equipped to be able to support themselves emotionally so that in the future, they can be secure in their emotional agency; predicting how they might feel in an experience and plan strategies to support themselves.



ENRICHMENT OPPORTUNITIES

- Careers Week
- Feeling Good Week
- Year 2 Buddy system
- Work- shops from Mind/ MHST and parent support
- Visits from Police/ Fire Service
- Fundraising