



PSHE at Amington Heath

How is this subject taught?

Children learn PSHE through using the SCARF approach to teaching this subject. SCARF provides a whole-school approach to building essential foundations – crucial for children to achieve their best, academically and socially. Children take part in weekly sessions for PSHE where they learn the knowledge and skills set out in the non-statutory PSHE national curriculum in an open and interesting way. Throughout their time at Amington Heath, children will visit and revisit a range of themes where the knowledge and the skills gradually build up to help them progress. The themes covered include: Being my best, Rights and responsibilities, Keeping myself safe and healthy, Valuing differences, Growing and changing, and Me and my relationships.

In addition to the specific PSHE lessons, children also learn about this subject within other subject areas such as RE, Citizenship, History and Geography. They also learn and practise vital aspects of this subject every single day where they are dealing with elements of turn taking, social interaction, and conflict whenever they are working alongside one another and children are expected to show a developing understanding of positive behaviour, mental health, wellbeing, resilience and achievement. Children share their PSHE knowledge and skills with the whole school community through sharing assemblies amongst other opportunities. Both our school council and Eco council provides opportunities for children to represent themselves and our school community by discussing and making decisions about how to improve our school. Our PSHE learning also ties in with our learning behaviours – our Amington Adventurers – to encourage children to become the best they can be.

Plan for progression

The curriculum has been mapped to ensure that knowledge and skills build upon prior learning from knowledge and understanding of the world in Nursery to Year 6.

Enrichment

PSHE lessons are enhanced with enrichment activities such as visitors for assemblies, trips to places of local and national importance for a wide range of reasons in other mini adventures and whole school activities such as workshops with outside visitors to learn about different ways of life.

Policies linked to PSHE can be found online:

[Relationship and Sex Education Policy](#)

PSHE Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being My Best	Rights and Responsibilities	Me and My Relationships	Valuing Differences	Growing and Changing	Keeping Myself Safe and Healthy
Reception	Being My Best	Rights and Responsibilities	Keeping Myself Safe and Healthy	Me and My Relationships	Growing and Changing	Valuing Differences
1	Being My Best	Rights and Responsibilities	Keeping Myself Safe and Healthy	Valuing Differences	Growing and Changing	Me and My Relationships (Forest School Led)
2	Rights and Responsibilities	Being My Best	Me and My Relationships	Keeping Myself Safe and Healthy	Growing and Changing	Valuing Differences (Forest School Led)
3	Rights and Responsibilities	Keeping Myself Safe (Forest School Led)	Being My Best	Me and My Relationships	Growing and Changing	Valuing Differences
4	Rights and Responsibilities	Me and My Relationships	Being My Best (Forest School Led)	Valuing Differences	Growing and Changing	Keeping Myself Safe and Healthy
5	Me and My Relationships (Forest School Led)	Valuing Differences (Forest School Led or Classroom Led)	Keeping Myself Safe and Healthy	Being My Best (Forest School Led or Classroom Led)	Growing and Changing	Rights and Responsibilities
6	Being My Best	Valuing Differences	Rights and Responsibilities	Me and My Relationships (Forest School Led)	Growing and Changing	Keeping Myself Safe and Healthy



Mini Adventure outcomes Whole School progression in PSHE

EYFS

What the children will be learning to do:	How to support/ teach this:
<p><u>PSED- 0-3 years</u> Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p><u>C+L – 0-3 years</u> Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p>	<p>When settling a baby or toddler into nursery, the top priority is for the key person to develop a strong and loving relationship with the young child. Learn from the family about what they do to soothe their child and what to look out for – for example, a baby who scratches at their head when they are getting tired. Find out what calms a baby – rocking, cuddling or singing. Make sure babies and toddlers can get hold of their comfort object when they need it. Explain to parents that once babies establish ‘object permanence’, they become more aware of the presence or absence of their parents. Object permanence means knowing that something continues to exist even when out of sight. This can make separations much more distressing and difficult between 6–24 months.</p> <p>Babies love singing and music. Sing a range of songs and play a wide range of different types of music. Move with babies to music. Babies and toddlers love action rhymes and games like ‘Peepo’.</p> <p>As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs</p>
<p><u>PSED- 3-4 years</u> Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p>	<p>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly ‘act out’ their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</p> <p>Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the</p>

<p><u>C+L – 3-4 years</u> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p>	<p>chicken is feeling, now the fox is creeping up on her?”</p> <p>Model language that promotes thinking and challenges children: “I can see that’s empty – I wonder what happened to the snail that used to be in that shell?”</p>
<p><u>PSED- Reception age</u> Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p><u>C+L – Reception age</u> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Offer constructive support and recognition of child’s personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p> <p>Think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: ‘so that’, ‘because’, ‘I think it’s...’, ‘you could...’, ‘it might be...’</p>

Me and my relationships

Summary: Me and My Relationships explores themes of feelings, self awareness and navigating bullying and friendships. Children will consider their own and other's feelings in a wide range of situations.

	Outcomes
Year 1	<p>I can list and name feelings and begin to suggest ways to deal with 'not so good' feelings.</p> <p>I can ask for help when needed and choose an adult to help.</p> <p>I can list our school rules and say why we have them.</p>
Year 2	<p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can recognise ways that will help to keep us happy and friendly.</p> <p>I can describe ideas about being what makes a good friend.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p>
Year 3	<p>I can usually accept the views of others and that we don't always agree with each other.</p> <p>I can describe ideas about how to be a good friend and friends who have fallen out might make up.</p>
Year 4	<p>I can identify examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can demonstrate what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give examples of this.</p>
Year 5	<p>I can demonstrate examples of our emotional needs and explain why they are important.</p> <p>I can explain qualities of being a good friend.</p> <p>I can demonstrate ways to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>
Year 6	<p>I can compare different behaviours of what bystanders may do when someone is being bullied.</p> <p>I can identify and select examples of negotiation and compromise.</p> <p>I can discriminate between appropriate and inappropriate touch is.</p>

Valuing difference

Summary: Valuing Difference explores how we can combat stereotypes, bullying and focus on positive aspects of differences between people whether they are cultural, religious or any other types of difference.

	Outcomes
Year 1	<p>I can identify similarities and differences between people and understand how these can be celebrated.</p> <p>I can explain why sometimes things might seem unfair to other people.</p>
Year 2	<p>I can say how I could help myself if I was being left out.</p> <p>I can describe good listening skills and why listening skills can help to understand a different point of view.</p>
Year 3	<p>I can give examples of different community groups and say what is good about having different groups.</p> <p>I can discuss examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>
Year 4	<p>I can describe ways that people are different, including religious or cultural differences.</p> <p>I can explain why it's important to challenge and question stereotypes that might be applied to me or others.</p>
Year 5	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can distinguish how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this</p>
Year 6	<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can compare the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>

Keeping Myself Safe

Summaries: Keeping Myself Safe explores how children can keep themselves safe in a wide range of situations. It includes talking about comfortable and uncomfortable feelings, adults that can be trusted and helpful in situations, keeping their personal data and themselves safe online, information and risks with alcohol and drugs and dealing with peer pressure and influence.

	Outcomes
Year 1	<p>I can list examples of how I keep healthy.</p> <p>I can suggest things I can do if I have uncomfortable feelings.</p>
Year 2	<p>I can describe examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can describe examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>I can explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.</p>
Year 3	<p>I can identify what I could do to make a situation less risky or not risky at all.</p> <p>I can recognise why medicines can be helpful or harmful.</p> <p>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>
Year 4	<p>I can choose examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can describe a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>
Year 5	<p>I can examine reasons that might influence a person to take risks online. I can explain that I have a choice.</p> <p>I can questions the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>
Year 6	<p>I can defend why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>I can evaluate some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>I can argue why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>

Rights and Responsibilities

Summaries: Rights and Responsibilities explores how rights come with responsibilities to ourselves and others and how we can make sure we make healthy, sensible decisions about ourselves, others and our environments.

	Outcomes
Year 1	<p>I can give some examples of how I look after myself and my environment.</p> <p>I can list some ways that we look after money.</p>
Year 2	<p>I can give examples of when I've used ideas to calm and settle myself when I need to.</p>
Year 3	<p>I can describe some ways of checking whether something is a fact or just an opinion.</p> <p>I can identify how I can help the people who help me, and how I can do this. I can give an example of this.</p>
Year 4	<p>I can compare how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>I can explain how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>I can construct examples of decisions relating to money and how they might relate to me.</p>
Year 5	<p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>I can discuss examples of things that I am responsible for to keep myself healthy.</p> <p>I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also judge decisions of some of the things they have to allocate money for.</p>
Year 6	<p>I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>I can explain what 'environmentally sustainable' living means and evaluate examples of living in a more 'sustainable' way.</p> <p>I can evaluate the advantages and disadvantages of different ways of saving money.</p>

Being My Best

Summary: Being My Best explores themes of how we can overcome obstacles in our daily lives, the skills and talents that we have, how to keep healthy and how we can achieve goals that we might set for ourselves.

	Outcomes
Year 1	<p>I can list a few different ideas of what I can do if I find something difficult.</p> <p>I can recall why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>
Year 2	<p>I can describe different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>
Year 3	<p>I can recognise a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</p> <p>I can discuss and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>
Year 4	<p>I can demonstrate a few examples of different things that I do already that help to me keep healthy.</p> <p>I can identify different examples of some of the things that I do already to help look after my environment.</p>
Year 5	<p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>I can name and appraise several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>
Year 6	<p>I can evaluate how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p>

Growing and Changing

Summary: Growing and Changing is the Relationships and Sex Education aspect of our PSHE curriculum. It covers the statutory requirements for this area of learning as set out by the Relationships and Sex Education and Health Education (2021)

	Outcomes
Year 1	<p>I can identify an adult I can talk to at both home and school if I need help.</p> <p>I can recall some things I can do now that I couldn't do when I was a toddler and a baby.</p> <p>I can memorise what some of my body parts do.</p>
Year 2	<p>I can identify who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>I can discuss examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>I can describe how to give feedback to someone.</p>
Year 3	<p>I can recognise a few things that make a positive relationship and some things that make a negative relationship.</p> <p>I can explain what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>
Year 4	<p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can discuss some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can suggest why people get married or live in different relationship types.</p>
Year 5	<p>I can illustrate what resilience is and how it can be developed.</p> <p>I can examine ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to distinguish when I need help and can identify trusted adults in my life who can help me.</p>
Year 6	<p>I can evaluate examples secrets that should be shared with a trusted adult.</p> <p>I can distinguish some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>I can contrast examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>