

# WELCOME TO:

## Personal, Social, Health and Economic Education



At Monkwick Infant School, we define Personal, Social, Health and Economic (PSHE) education as a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children to stay healthy and safe, while preparing them to make the most of life and work. Our PSHE Programme of Study also helps pupils to achieve their academic potential.

The Programme of Study we have developed at Monkwick Infant School is informed by **The PSHE Association** and sets out learning opportunities, based on three core themes:

Core theme 1: Health and Wellbeing

Core theme 2: Relationships

Core theme 3: Living in the Wider World



# Personal, Social, Health and Economic Education



Which skills will your child be covering?

How can you help your child?

What our children say about PSHE!



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# Which skills will your children be covering?



	Personal, Social, Emotional Development	Understanding the World
2 Yr Nursery	<ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Establish their sense of self</li> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>
3 Yr Nursery	<ul style="list-style-type: none"> <li>• Play with increasing confidence on their own and with other children, knowing their key person is nearby and available.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Grow in independence, rejecting help ("me do it")</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting strong impulses</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender and so on</li> <li>• Develop friendships with other children.</li> <li>• Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Find solutions to conflicts and rivalries.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Talk with others to solve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul>	
Reception	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider others</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Identify and moderate their feelings</li> <li>• Manage their own needs</li> <li>• Know and talk about the different factors that support their overall health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between features of their family and other families</li> <li>• Notice differences between people</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Talk about members of their immediate family and community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>

	Relationships	Living in the wider world	Health & Wellbeing
Yr 1	<ul style="list-style-type: none"> <li>• To understand the roles of different people and that there are different types of families.</li> <li>• To understand they should feel cared for and care for others.</li> <li>• To understand what privacy is and to seek permission for things.</li> <li>• To understand that their behaviour affects others and how to be polite and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what rules are and why we follow them.</li> <li>• To know how to care for others and support their needs.</li> <li>• To know how and why we care for the environment.</li> <li>• To know how to use online services to communicate and do this safely.</li> <li>• What are your strengths and interests? Does this link to any jobs in your local community? What jobs are available?</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to keep healthy based on food and exercise.</li> <li>• To understand some hygiene routines including sun safety.</li> <li>• To recognise what makes them unique and special.</li> <li>• To learn how to manage their emotions when things go wrong.</li> <li>• To learn ways of keeping safe online.</li> <li>• To understand how rules and age restrictions keep us safe.</li> </ul>
Yr 2	<ul style="list-style-type: none"> <li>• To understand ways to make friends.</li> <li>• To understand what to do if they are feeling lonely and how to get help.</li> <li>• To recognise behaviour that is hurtful – who to tell if they witness this (including online)</li> <li>• Recognise what is similar and</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what it means to belong to a group.</li> <li>• What are your roles, rights and responsibilities in school and the community?</li> <li>• To know how we use the internet in everyday life.</li> <li>• To understand what money is and how to look after it.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why sleep is important.</li> <li>• Keeping healthy; teeth and medicines including safety – food and drink that affect dental health.</li> <li>• To learn ways of managing your feelings (include those related to change, loss and bereavement) and</li> </ul>

	<p>different about ourselves/friends.</p> <ul style="list-style-type: none"> <li>• To understand what a secret is; when it is ok to keep or when it is necessary to share.</li> <li>• Working and playing co-operatively.</li> <li>• How to be a good friend.</li> <li>• Strategies for positive play.</li> <li>• What bullying is/different types/how it makes you feel.</li> <li>• How to resist pressure to do something that makes them feel uncomfortable or unsafe – how to ask for help and what vocab to use.</li> <li>• How to share their ideas and listen to others, take part in discussions and share their views.</li> </ul>	<ul style="list-style-type: none"> <li>• How a community can help people from different groups feel included.</li> <li>• To recognise they are all equal, and ways they are the same/different to others in their community.</li> <li>• The ways in which people can access the internet and the purpose of it in everyday life.</li> <li>• Recognise that some content on the internet is factual and some is for entertainment, it may not all be true.</li> <li>• What money is and its different forms – how it can be kept and looked after – about getting, keeping and spending money – people are paid money for the job they do.</li> <li>• How to recognise the difference between needs and wants.</li> <li>• How people make choices about spending money making links to needs and wants.</li> </ul>	<p>when to ask for help.</p> <ul style="list-style-type: none"> <li>• Growing older; life stages. Including naming body parts – how our needs and bodies change as we grow up.</li> <li>• How to keep safe in different environments; keeping safe at home (electrical devices/fire safety/medicines/household products).</li> <li>• Learning what to do in an emergency – whose job is it to keep us safe (999).</li> <li>• Moving on to a new class – setting goals.</li> <li>• Routines and habits for maintaining good physical and mental health.</li> <li>• How to describe and share a range of feelings.</li> <li>• Ways to feel good, calm down or change their mood.</li> <li>• About change as people grow up including new opportunities and responsibilities.</li> <li>• How to recognise risk in everyday situations – how to keep themselves safe in familiar/unfamiliar environments.</li> </ul>
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# How can you help your child?



## Useful Links:

NSPCC -

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Mindfulness for Children -

<https://www.youtube.com/watch?v=llbBI-BT9c4>

Growth Mindset books -

<https://www.booksfortopics.com/growth-mindset>

Understanding relationships, sex and health education at your child's school -

[https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools?utm\\_source=4e32b008-7c1e-40eb-b0ee-d3d05e10d9a7&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools?utm_source=4e32b008-7c1e-40eb-b0ee-d3d05e10d9a7&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)



# What our children say about PSHE at Monkwick Infant School!

“I like the colour monster book, it helps me with  
my feelings”  
Sienna, Year 1

“I love PHSE because we learn about how to  
control our feelings”  
Marnie, Year 2

“We learn about why our bodies need to be kept  
healthy”  
Leonard, Year 2

“At our school, we are always Ready, Respectful  
and Safe. We are all kind to each other”  
Jacob, Year 2