



Upper Wharfedale Primary Federation – PSHE Subject overview

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| <p>EYFS</p> <p>PSED at the Foundation Stage is one of the three prime areas. For children to have success in the four 'specific areas' (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). Children first need to have an understanding and confidence in the prime areas. PSED is paramount in educating and supporting children with their personal, social, physical and emotional development.</p> <p>PSED is introduced through enhanced provision, adult led activities (SCARF) and responding to observation in spontaneous play.</p> <p>Children will learn to form positive relationships with their peers and familiar adults in an environment that supports mutual respect and an understanding that celebrates and acknowledges Difference.</p> <p>Adults will guide and model positive behaviours and language to support resilience, positive emotional regulation, awareness of other's needs/feelings, conflict resolution, promote confidence and independence.</p> <p>We will capture the children's learning using Tapestry, photographs and our spontaneous learning sheet.</p> | | |
| <p>Pre School</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing | <p>Reception</p> <p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | <p>ELG</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs |
| <p>SEND Provision: - Provide alternative ways for pupils to express emotions e.g. emotion mats</p> <ul style="list-style-type: none"> - Provide Now and Next boards for pupils to understand how to work towards simple goals - Provide visual cards to support understanding - Offer a time/area for a calm down time | | |



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| | Autumn | | Spring | | Summer | |
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| EYFS | Me and My Relationships <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) | Rights and Respect <ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money – recognising, spending, using Looking after money – saving money and keeping it safe | Being My Best <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep | Valuing Difference <ul style="list-style-type: none"> I'm special, your special Same and different Same and different families Same and different homes I am caring I am a friend | Keeping Safe <ul style="list-style-type: none"> What's safe to go onto my body? Keeping myself safe – what's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help keep me safe. | Growing and Changing <ul style="list-style-type: none"> Seasons Life stages – plants, animals, humans Life stages: Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – boys and girls |
| KS1 Cycle A (23/24) | Me and My Relationships <ul style="list-style-type: none"> Good friends (1) How are you listening? (1) Our Feelings (1) Feelings and Bodies (1) Let's all be happy (2) Being a good friend (2) | Rights and Respect <ul style="list-style-type: none"> Harold's money (1) Harold saves for something special (2) How we should look after our money (1) Taking care of something (1) When I feel like erupting (2) How can we look after our environment? (2) | Being My Best <ul style="list-style-type: none"> Pass on the praise (1) My day (2) Harold's bathroom (2) Harold's postcard – helping us keep clean and healthy (2) Harold's wash and brush up (1) Catch it! Bin it! Kill it! (1) | Valuing Difference <ul style="list-style-type: none"> Harold's school rules (1) Who are our special people (1) My special people (2) How do we make others feel? (2) An act of kindness (2) When someone is feeling left out (2) | Keeping Safe <ul style="list-style-type: none"> Who can help? (1) What should Harold say? (2) Good or bad touches (1) Fun or not? (2) I don't like that!(2) Should I tell? (2) | Growing and Changing <ul style="list-style-type: none"> Who can help? (1) Sam moves away (2) Surprises and secrets (1) Keeping privates private (1) Respecting privacy (2) Some secrets should never be told (2) |
| KS1 Cycle B (24/25) | Me and My Relationships <ul style="list-style-type: none"> Our ideal classroom (2) Why we have classroom rules (1) Thinking about feelings (1) How are you feeling today? (2) Types of bullying (2) Don't do that! (2) | Rights and Respect <ul style="list-style-type: none"> Around and about the school (1) Getting on with others (2) Harold has a bad day (1) Feeling safe (2) Playing games (2) Basic first aid (1) | Being My Best <ul style="list-style-type: none"> I can eat a rainbow (1) Eat well (1) What does my body do? (2) You can do it! (2) Harold learns to ride his bike (1) Basic First Aid (2) | Valuing Difference <ul style="list-style-type: none"> Same or different (1) What makes us who we are? (2) Our special people balloons (1) Unkind, tease or bully? (1) It's not fair! (1) Solve the problem (2) | Keeping Safe <ul style="list-style-type: none"> Super sleep (1) Harold's picnic (2) What could Harold do? (1) Harold loses Geoffrey (1) Sharing pictures (1) How safe would you feel?(2) | Growing and Changing <ul style="list-style-type: none"> Then and now (1) Haven't you grown (2) Healthy me (1) Taking care of a baby (1) A helping hand (2) My body, your body (2) |
| Y3/4 Cycle A (23/24) | Me and My Relationships <ul style="list-style-type: none"> Looking after special people (3) How can we solve this problem? (3) | Rights and Respect <ul style="list-style-type: none"> Recount task (3) Harold's environment project (3) How do we make a difference | Being My Best <ul style="list-style-type: none"> For or against? (3) I am fantastic! (3) SCARF Hotel (4) Top talents (3) | Valuing Difference <ul style="list-style-type: none"> Respect and challenge (3) Our friends and neighbours (3) Islands (4) | Keeping Safe <ul style="list-style-type: none"> Super searcher (3) How dare you! (4) Medicines check the label (4) | Growing and Changing <ul style="list-style-type: none"> My changing body (3) Secret or surprise? (3) None of your business (3) My feelings are all over the |



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| | <ul style="list-style-type: none"> Human machines (4) Different feelings (4) Dan's dare (3) Under pressure (4) | <ul style="list-style-type: none"> (4) In the news! (4) Can Harold afford it? (3) Earning money (3) | <ul style="list-style-type: none"> Harold's seven R's (4) My school community (4) | <ul style="list-style-type: none"> Friend or acquaintance? (4) Let's celebrate our differences (3) Zeb (3) | <ul style="list-style-type: none"> Help or harm? (3) Alcohol and cigarettes: the facts (3) | <ul style="list-style-type: none"> place (4) All change (4) Preparing for changes at puberty (4) |
| Y3/4 Cycle B (24/25) | Me and My Relationships <ul style="list-style-type: none"> Friends are special (3) As a rule (3) Thunks (3) An email from Harold (4) Ok or not ok? Part 1 (4) Ok or not ok? Part 2 (4) | Rights and Respect <ul style="list-style-type: none"> Our helpful volunteers (3) Helping each other to stay safe (3) Who helps us stay healthy and safe? (4) Safety in numbers (4) It's your right (4) Why pay taxes? (4) | Being My Best <ul style="list-style-type: none"> Derek cooks dinner! (Healthy eating) (3) Poorly Harold (3) What makes me ME! (4) Making choices (4) Body team work (3) Basic first aid (4) | Valuing Difference <ul style="list-style-type: none"> Family and friends (3) My community (3) Can you sort it? (4) What would I do? (4) The people we share our world with (4) That is such a stereotype (4) | Keeping Safe <ul style="list-style-type: none"> Safe or unsafe? (3) Danger or risk? (3) The risk robot (3) Danger, risk or hazard? (4) Keep ourselves safe (4) Picture wise (4) | Growing and Changing <ul style="list-style-type: none"> Relationship tree (3) Body space (3) Moving house (4) Together (4) Secret or surprise (4) Basic first aid (3) |
| Y5/6 Cycle A (23/24) | Me and My Relationships <ul style="list-style-type: none"> How good a friend are you? (5) Relationship cake recipe (5) Being assertive (5) Assertiveness skills (6) Behave yourself! (6) Acting appropriately (6) | Rights and Respect <ul style="list-style-type: none"> Rights, responsibilities and duties (5) Mo makes a difference (5) Spending wisely (5) Lend us a fiver (5) Democracy – elections (6) Democracy – how laws are made (6) | Being My Best <ul style="list-style-type: none"> Different skills (5) My school community (5) Independence and responsibility (5) Five ways to wellbeing project (6) This will be your life (6) Basic first aid (6) | Valuing Difference <ul style="list-style-type: none"> Happy being me (5) The land of the red people (5) Is it true? (5) Respecting differences (6) Tolerance and respect for others (6) Boys will be boys – gender stereotypes (6) | Keeping Safe <ul style="list-style-type: none"> Decision dilemmas (5) Rat park (6) Vaping: healthy or unhealthy? (5) What sort of drug is...? (6) Drugs: it's the law! (6) Alcohol: what is normal? (6) | Growing and Changing <ul style="list-style-type: none"> Changing bodies and feelings (5) Growing up and changing bodies (5) Media manipulation (6) Pressure online (6) Is this normal? (6) Making babies (6) |
| Y5/6 Cycle B (24/25) | Me and My Relationships <ul style="list-style-type: none"> Collaboration challenge (5) Give and take (5) Our emotional needs (5) Working together (6) Solve the friendship problem (6) Don't force me! (6) | Rights and Respect <ul style="list-style-type: none"> What's the story? (5) Fact or opinion? (5) Two sides to every story (6) Fakebook friends (6) What's it worth? (6) Happy shoppers (6) | Being My Best <ul style="list-style-type: none"> It all adds up (5) Star qualities (5) Our recommendations (6) What's the risk - 1 (6) What's the risk – 2 (6) Basic first aid (5) | Valuing Difference <ul style="list-style-type: none"> Qualities of friendship (5) Kind conversations (5) Stop, start, stereotypes (5) Ok to be different (6) We have more in common than not (6) Advertising friendships (6) | Keeping Safe <ul style="list-style-type: none"> Ella's diary dilemma (5) Spot bullying (5) Would you risk it? (5) Play, like, share (5) Think before you click! (6) To share or not to share (6) | Growing and Changing <ul style="list-style-type: none"> Dear Ash (5) How are they feeling? (5) Taking notice of our feelings (5) Help! I'm a teenager – get me out of here! (5) Helpful or unhelpful? Managing change (6) I look great! (6) |