

EYFS PSED AND INFANT PSHE

PSHE Scheme of Work EYFS and Years 1 – 2

Personal, Social, Health and Economic Education is an essential part of every child's curriculum. It is concerned with the education of the whole child in:

- **developing confidence and responsibility,**
- **making the most of their abilities,**
- **preparing them to play an active role as citizens,**
- **developing an awareness of their bodies and how to choose a healthy, safe lifestyle,**
- **developing good relationships and respecting differences between people,**
- **helping to prepare children for adult life.**

Pupils are provided with a breadth of opportunities to develop knowledge, skills and understanding, underpinning the teaching of these areas.

We are concerned with educating the whole child in a positive climate where responsible attitudes and behaviour are explored, discussed and encouraged within the framework of personal, social, health and citizenship responsibilities.

There are clear early learning goals for Personal, Social and Emotional Development at the Foundation Stage.

Foundation Stage Early Learning Goals for Personal, Social and Emotional Development are on-going throughout the year (depending on the needs and stage of the individual children).

Pupils are given opportunities to:

- Take and share responsibility (for their own behaviour, class rules, tidiness)
- Feel positive about themselves by having achievements recognised
- Take part in discussions e.g. aspects of local, national concern
- Make real choices, e.g. what games to play at playtime
- Meet and talk with people e.g. outside agencies and visitors e.g. fire officers, RNLI
- Develop relationships through work and play
- Consider social and moral dilemmas e.g. simple environmental issues
- Know when and where to ask for help e.g. MDA, police officers if lost etc

The framework for PSHE at Key Stage 1 is taught in four inter-related sections:

- **Personal Development**
- **Social Development**
- **Health Education**
- **Citizenship**

We follow the Social & Emotional Aspects of Learning (SEAL) Programme

PSHE is planned and delivered as scheduled lessons, in Years 1 and 2, 35 minutes per week. However, whenever opportunity arises, the aims and objectives are re-enforced.

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Including Kingsmead School Early Years Foundation Stage

Time of Year	Theme Title	Weekly Focus	SEAL Focus
Autumn	New beginnings	<ul style="list-style-type: none"> • Making someone feel welcome • Doing something brave – overcoming feelings of fearfulness. • Solving a problem / remembering to use the problem-solving process • Calming down / helping someone to calm down 	<ul style="list-style-type: none"> • Empathy • Self-awareness • Motivation • Social skills
Autumn	Getting on and falling out	<ul style="list-style-type: none"> • Working co-operatively to help a group • Being a really good friend • Keeping clam and overcoming feelings of anger • Solving a difficult problem with a friend 	<ul style="list-style-type: none"> • Managing Feelings • Empathy • Social skills
One or two weeks in the autumn term (if possible, to coincide with national anti-bullying week in November)	Say no to bullying	<ul style="list-style-type: none"> • FS1/2 – Focus on belonging – celebrating similarities and differences 	<ul style="list-style-type: none"> • Empathy • Self-awareness • Social Skills
Spring	Going for goals	<ul style="list-style-type: none"> • Taking responsibility – for their successes and when things go wrong • Waiting for what they want; persistence (keeping going) • Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure • Setting and achieving goals 	<ul style="list-style-type: none"> • Motivation • Self-awareness
Spring	Good to be me	<ul style="list-style-type: none"> • Doing something to be proud of • Responding in an assertive way • Helping someone with a worry • Stopping and thinking when we are angry 	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy
Summer	Relationships	<ul style="list-style-type: none"> • Changing an unfair situation • Being pleased for someone’s achievements • Telling the truth, saying sorry or asking amends • Helping someone who is feeling sad or lonely 	<ul style="list-style-type: none"> • Self-awareness • Managing feelings • Empathy
Summer	Changes	<ul style="list-style-type: none"> • Coping with an unexpected change • Getting better at their learning • Changing their behaviour for the better • Making the best of an unwelcome change 	<ul style="list-style-type: none"> • Motivation • Social skills • Managing feelings

Compiled	January 2010/Autumn 2012/January 2013	J F Perry/ G Mallery
Reviewed	August 2013/ September 2018	M G Gibbons E Harvey
Approved	January 2013 January 2016 (Academic Committee) January 2017 (Academic Committee) January 2018	D Illing (Governor) T J Turvey (Governor) T J Turvey (Governor)
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