

PSHE
learning experience at Merry Hill

Our Vision (Intent)

At Merry Hill we want all of our children to become healthy, independent and responsible members of society. We believe that PSHE is vital in helping our pupils to develop their understanding of themselves and others, self-esteem and how to make healthy choices. We aim for children to understand how they are developing personally and socially and our learning in PSHE tackles many of the moral, social and cultural issues that are part of growing up. We recognise the importance of providing multiple and varied opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We want our children to gain a sense of self and play a positive role in contributing to school life and the wider community.

How we plan and teach PSHE (Implementation)

To ensure high standards of teaching and learning in PSHE, we implement a curriculum that is progressive throughout the whole school. PSHE is taught weekly to all children, focusing on a mindful approach and provides a detailed and comprehensive scheme.

The main aim of PSHE is to prepare children and young people for life, helping them really know the true value of who they are and understand how they relate to other people in this ever-changing world. Across the school the Jigsaw scheme of work is implemented to ensure progression throughout the school. The Jigsaw scheme provides well-structured, progressive lessons which teachers adapt accordingly, meeting the needs of all children.

PSHE is integral to the development of children values in order for them to become a positive citizen in a forever changing community. We deliver the PSHE curriculum through a range of different approaches:

- Dedicated PSHE lessons - we use the Jigsaw scheme which fulfils the statutory and the non-statutory elements of the National Curriculum.
- Circle time - there may be occasions where teachers may feel it necessary to teach PSHE as a result of an issue that has arisen in their own class.
- Assemblies - PSHE is also plays a big role in our school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.
- School values and the teaching of the fundamental British Values are vehicles through which PSHE is taught throughout school.

Intended Impact on...

Pupil Voice

Children at Merry Hill are seen walking around school with pride. They feel valued, which is reflected in their behaviour. They talk to their friends about being a model citizen and what it means to be kind to others. The children model this with their friends and adults at school. Children can be heard talking to others about making good choices, modelling positive behaviours...

Evidence in Knowledge and Understanding

Assessment within discrete PSHE lessons, will ensure that pupils are building on their skills and knowledge over time. It demonstrates progression and also uniformity between parallel classes. Predetermined learning objectives allow teachers to be mindful of the assessment elements within lessons and can help them pitch and plan subsequent lessons. Activities are included within lesson to give the children the opportunity to self-assess and these allow children the opportunity to identify areas for self-improvement. We monitor incidences both within the classroom and outside during unstructured times as a further measure of the impact of our PSHE curriculum and the emphasis we place on our school values. Class teachers closely monitor any friendship difficulties that may be occurring within the cohort and they are able to use PSHE sessions to discretely address and teach strategies to support social integration, collaboration and respect.

Application

Our children leave Merry Hill being able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. Visitors to the school often comment on the warmth of the learning environment, positive learning behaviours and the manners of our children. Visitors regularly comment on the warm welcome they are given by the children across the breadth of the school.

Outcomes

From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen. Our children have a ready willingness and ability to try new things, push themselves and persevere. They are provided with opportunities so that they have a good understanding of how to stay safe, healthy and develop good relationships. Children will each make progress relative to their own individual starting point. The implementation and impact of the PSHE curriculum is assessed across school to ensure that children are provided with the best possible chance at succeeding.

Long Term Plan						
Units of Study	Autumn 1 Time Travellers	Autumn 2 Time Travellers	Spring 1 Dig a Little Deeper	Spring 2 Dig a Little Deeper	Summer 1 Summer Fun	Summer 2 Summer Fun
EYFS	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Year One						
Year Two						
Continuous Provision	Role play areas, learning to play with other children, Child initiated time, outdoor learning, sharing toys during playtime.					

<u>Being me in my world</u>		
Learning outcomes::		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can understand how feeling happy and sad can be expressed • I can work together and consider other people's feelings • I can use gentle hands and understand that it is good to be kind to people • I am starting to understand children's right and this means we should all be allowed to learn and play • I am learning what being responsible means 	<ul style="list-style-type: none"> • I can explain why my class is a happy safe place to learn • I can give different examples where I or others make my class happy and safe • I can tell some ways that I am different and similar to other people in my class, and why this makes us special • I can explain what bullying is and how being bullied might make somebody feel • I can explain how I feel when I am successful and how this can be celebrated positively • I can say why my internal treasure chest is an important place to store positive feelings 	<ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends' choices and can express why some choices are better than others. • I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. • I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.

<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's right and this means we should all be allowed to learn and play • I am learning what being responsible means 	<ul style="list-style-type: none"> • I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy • I can give examples where being healthy can help me feel happy • I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships • I can give examples of behaviour is other people that I appreciate and behaviours that I don't like • I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • I can explain why some changes I might experience might feel better than others. 	<ul style="list-style-type: none"> • I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. • I can explain how it felt to be part of a group and can identify a range of feelings about group work. I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. • I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. • I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. • I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. • I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. • I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me
<p><u>Key Vocabulary</u> Safe, special, calm, belonging, rights, responsibilities, rewards, proud, upset, disappointed, rewards</p>	<p><u>Key Vocabulary</u> Safe, special, calm, belonging, rights, responsibilities, learning charter, rewards, proud, consequences, upset, disappointed, rewards, illustration</p>	<p><u>Key Vocabulary</u> Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, rewards, problem-solving</p>

Celebrating difference

Learning outcomes:

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • I know how it feels to be proud of something I am good at • I can tell you one way I am special and unique • I know that all families are different • I know there are lots of different houses and homes • I can tell you how I could make new friends • I can use my words to stand up for myself 	<ul style="list-style-type: none"> • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique • I can tell you how I felt when I success in a new challenge and how I celebrated it • I know how to store the feelings of success in my internal treasure chest • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy • I can recognise how being healthy helps me to feel happy • I can tell you why is appreciate someone and express how I feel about them • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, tactical and vagina • I respect my body and understand which parts are private 	<ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends' choices and can express why some choices are better than others. • I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. • I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. • I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. • I can explain how it felt to be part of a group and can identify a range of feelings about group work. • I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. • I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. • I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. • I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. • I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. • I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
<ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind 		

<p><u>Key Vocabulary</u> Same, different, fair, unfair, behaviour, included</p>	<p><u>Key Vocabulary</u> Similar, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, celebration, unique</p>	<p><u>Key Vocabulary</u> Boys, girls, similarities, assumptions, shield, stereotypes, special, differences, bully, purpose, difference, kind, unkind, feelings, sad, lonely, help, on purpose, stand up for, male, female, diversity, fairness, kindness, friends, unique, value</p>
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Dreams and goals

Learning outcomes:

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • I understand what a challenge means • I can keep trying until I can do something • I can set a goal and work towards it • I know some kind words to encourage people with • I can start to think about the jobs I might like to do when I'm older • I can feel proud when I achieve a goal 	<ul style="list-style-type: none"> • I can explain why my class is a happy and safe place to learn. • I can give different examples of when I or others make my class happy and safe. • I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. • I can explain what bullying is and how being bullied might make somebody feel. • I can explain how I feel when I am successful and how this can be celebrated positively. • I can say why my internal treasure chest is an important place to store positive feelings. • I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. • I can give examples of when being healthy can help me feel happy. • I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. • I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. • I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • I can explain why some changes I might experience might feel better than others. 	<ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends' choices and can express why some choices are better than others. • I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. • I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends. • I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. • I can explain how it felt to be part of a group and can identify a range of feelings about group work. • I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. • I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. • I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. • I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. • I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. • I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
<ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud 		

<p><u>Key Vocabulary</u></p>	<p><u>Key Vocabulary</u> Goal, learning, stepping stones, process, garden, dreams, working together, achievement, celebrate, stretchy, challenge, feelings, obstacle, achieve, stepping stones, success, celebration, internal treasure chest</p>	<p><u>Key Vocabulary</u> Realistic, Proud, Success, Celebrate, Achievement, Goal, strengths, persevere, challenge, difficult, easy, learning together, partner, team work, product, dream bird, group, problem-solve</p>
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Healthy me		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • I know the names for some parts of my body and am starting to understand that I need to be active to be healthy • I can tell you some of the things I need to do to be healthy • I know what the word 'healthy' means and that some foods are healthier than others • I know how to help myself go to sleep and that sleep is good for me • I can wash my hands and know it is important to do this before I eat and after I go to the toilet • I know what to do if I get lost and how to say NO to strangers 	<ul style="list-style-type: none"> • I can explain why my class is a happy and safe place to learn. • I can give different examples where I or others make my class happy and safe. • I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. • I can explain what bullying is and how being bullied might make somebody feel. • I can explain how I feel when I am successful and how this can be celebrated positively. • I can say why my internal treasure chest is an important place to store positive feelings. • I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. • I can give examples of when being healthy can help me feel happy. • I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. 	<ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends' choices and can express why some choices are better than others. • I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. • I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. • I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. • I can explain how it felt to be part of a group and can identify a range of feelings about group work. • I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.

<ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me 	<ul style="list-style-type: none"> • I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. • I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • I can explain why some changes I might experience might feel better than others. 	<ul style="list-style-type: none"> • I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. • I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. • I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. • I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. • I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
<p><u>Key Vocabulary</u> Healthy, unhealthy, exercise, sleep, clean, body parts, toiletry items, eg. toothbrush, shampoo, soap, safe, trust</p>	<p><u>Key Vocabulary</u> Healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items, eg. toothbrush, shampoo, soap, hygienic, safe, trust, medicines, green cross code, eyes, ears, look, listen, wait, keeping clean</p>	<p><u>Key Vocabulary</u> Relax, relaxation calm, tense, healthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious</p>

Relationships		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • I can tell you about my family • I know how to make friends if I feel lonely • I can tell you some of the things I like about my friends • I know what to say and do if someone is mean to me • I can use Calm Me time to manage my feelings • I can work together and enjoy being with my friends 	<ul style="list-style-type: none"> • I can explain why my class is a happy and safe place to learn. • I can give different examples where I or others make my class happy and safe. • I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. 	<ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends' choices and can express why some choices are better than others. • I can explain that sometimes people get bullied because they are seen to be different; this might

<ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend 	<ul style="list-style-type: none"> • I can explain what bullying is and how being bullied might make somebody feel. • I can explain how I feel when I am successful and how this can be celebrated positively. • I can say why my internal treasure chest is an important place to store positive feelings. • I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. • I can give examples of when being healthy can help me feel happy. • I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. • I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. • I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • I can explain why some changes I might experience might feel better than others. 	<p>include people who do not conform to gender stereotypes.</p> <ul style="list-style-type: none"> • I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends. • I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. • I can explain how it felt to be part of a group and can identify a range of feelings about group work. • I can explain why foods and medicines are good for my body comparing my ideas with less healthy/unsafe choices. • I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. • I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. • I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. • I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. • I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
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<p><u>Key Vocabulary</u></p>	<p><u>Key Vocabulary</u> Family, belong, difference, same, friends, friendships, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, helpful, help, community, feelings, confidence, praise, skills, self belief, incredible, relationships, special, appreciate</p>	<p><u>Key Vocabulary</u> Family, different, similarities, special, relationship, important, cooperate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, conflict, point of view, positive problem solving, secret, surprise, good secret, worrying secret, telling, adult, trust, happy, sad, frightened, trustworthy, honest, reliability</p>
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Changing me		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> I can name parts of my body and show respect for myself I can tell you some things I can do and some food I can eat to be healthy I understand that we all start as babies and grow into children and then adults I know that I grow and change I can talk about how I feel moving to School from Nursery I can remember some fun things about Nursery this year 	<ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy. I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others. 	<ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. I can explain why foods and medicines are good for my body comparing my ideas with less healthy/unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.
<ul style="list-style-type: none"> I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception 		

		<ul style="list-style-type: none"> I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
<u>Key Vocabulary</u>	<u>Key Vocabulary</u> Changes, life cycle, baby, adulthood, grown up, mature, male, female, vagina, penis, testicals, vulva, anus, learn, new, grow, change, feelings, anxious, worried, excited, coping	<u>Key Vocabulary</u> Change, grow, life cycle, control, baby, adult, fully grown, old, young, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vegina, testicals, anus, vulva, public, private