



Personal, Social, Health and Economic Curriculum Map

PSHE Curriculum Intent

At Heather Avenue Infant School, we understand and recognise the needs of all our children and families, and in response offer a story rich, topic based curriculum, underpinned by the Early Years Foundation Stage **or** National Curriculum.

Our intention is that when our children leave Heather Avenue, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything can be possible. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our PSHE curriculum enables our children to learn how to be safe, and to understand and develop healthy relationships and achieve economic well-being both now and in their future lives.

We believe that each child should complete their time with us as an enthusiastic learner across all areas of a broad and balanced curriculum, ready for the next phase of their educational journey. We strive to prepare pupils for the opportunities, responsibilities and experiences of the next phase of their education and future life by giving them a wide range of real-life, memorable experiences.



PSHE Curriculum Implementation:

All staff members are given training on our PSHE curriculum, which is taught via the PATHS programme, an annual 6 week block focused on RSE, themed weeks based around enterprise and economic well-being and how to effectively implement it; the majority of training is completed as part of our staff meetings and led by the PSHE subject leader, as well as by relevant external providers as required. Teachers have a good understanding of PSHE and its component parts.

Our curriculum maps (with identified key vocabulary) are used to create medium term plans which show the sequence of learning and links to our class topics. PSHE is taught as 2 weekly discrete sessions as well as a daily PATHS person of the day compliments session.

PSHE is designed to be taught progressively throughout Reception and Key Stage One classes. The PATHS programme is started in Reception and consists of 9 units. This is repeated in Year One to consolidate the key concepts. In Year Two, children continue to look at feelings and how to manage their behaviours more. All children have a six week block of Relationship and Sexual Education in the summer term. PSHE sessions take place twice a week, in addition to our PATHS 'student of the day' which is done daily and encourages children to give and receive compliments. Mini enterprise projects take place in the autumn term. Parents are invited in to learn about PATHS as well as take part in PATHS Learning Cafes throughout the year.

All staff ensure that there are high expectations across school, with high challenge/low threat leading to a growth mindset and lots of genuine positive praise for positive behaviours, progress and success in all areas of school life.

Teachers are adept at assessing children using their own professional knowledge via formative and summative assessments. Assessments are recorded on Classroom Monitor and Tapestry. Children who require additional support are quickly identified and supported via differentiation / intervention. Those requiring extension are identified and mastery approaches used to further progress their learning.

Consistently high standards of teaching are implemented across the curriculum and can be seen via learning walks, book scrutiny and through discussions with children and staff. SLT and subject leaders play a pivotal role in monitoring this process. Our Local Advisory Board and Trust further monitor our provision.



PSHE Curriculum Impact

The impact and measure of PSHE is to ensure that all children are able to form happy, safe and secure relationships. They feel comfortable to talk about their feelings and can share these with people they trust. These are fundamental skills for children to have throughout school and in the wider world. By the end of Reception, children should know about comfortable and uncomfortable feelings. By the end of year one, children should be familiar with the different comfortable and uncomfortable feelings and are able to talk about them. At the end of year two children should be able to manage their feelings better and have an understanding of why they are feeling a certain way. They should be able to talk about and manage some of their feelings, which is an important life skill we feel that children need, to help them access their full potential as learners and as individuals.

PSHE Curriculum Map

	Skills	Knowledge	Topic Titles
Rec	<p>Unit 1- Fostering a positive classroom</p> <p>Unit 2 & 3- Basic feelings</p>	<p>1. Establishing an emotionally safe environment with agreed rules. The routine of PATHS pupil of the day (a child who is given privileges and is complimented) is established.</p> <p>2. Teach children that we all have happy and sad feelings and that happy is a comfortable feeling and sad an uncomfortable feeling, words like good and bad are avoided.</p> <p>3. Children learn more about the feelings of angry and afraid. They learn that all feelings are OK but not all behaviours are OK.</p> <p>4. This unit teaches the beginnings of self-control by giving the children a strategy, they learn to control their reactions to feelings of anger or</p>	<p>Autumn: Magical Me</p> <p>Spring: To Infinity and Beyond/ Dinosaur Roar</p> <p>Summer: Journeys</p>



	<p>Unit 4- Self-control</p> <p>Unit 5- Sharing, caring and friendship</p> <p>Unit 6- Basic problem solving</p> <p>Unit 7- Intermediate feelings</p> <p>Unit 8- Advanced feelings</p> <p>Unit 9- Wrap up</p>	<p>frustration in order to avoid an unacceptable response such as pushing or hitting another child. Children are taught to calm down, take deep breaths and say how they feel. Children also learn about feeling calm or relaxed.</p> <p>5. This unit teaches children about caring for each other, sharing and being a good friend. The compliments are extended and the feelings learnt about so far are reviewed.</p> <p>6. Following on from learning how to calm down and control reactions children are taught about making good choices and beginning to solve problems for themselves</p> <p>7. This unit continues to develop children’s understanding of feelings being comfortable or uncomfortable. Further feelings are taught: excited, tired, frustrated, and proud.</p> <p>8. More advanced feelings such as love, worried, disappointed, jealous, furious, guilty and generous are explored and discussed.</p> <p>9. This unit rounds off the PATHS lessons for the year with a review lesson, a lesson on saying Goodbye, ending and transition and finally a PATHS party.</p>	
RSE	My feelings	<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal</p>	



	<p>My body</p> <p>My relationships</p> <p>My beliefs</p> <p>My rights and responsibilities</p> <p>Asking for help</p>	<p>hygiene.</p> <p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>Pupils can recognise what they like, dislike and feel empowered to make read, informed choices.</p> <p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p>	
<p>Y1</p>	<p>Unit 1- Fostering a positive classroom</p> <p>Unit 2 & 3- Basic feelings</p>	<ol style="list-style-type: none"> 1. Establishing an emotionally safe environment with agreed rules. The routine of PATHS pupil of the day (a child who is given privileges and is complimented) is established. 2. Teach children that we all have happy and sad feelings and that happy is a comfortable feeling and sad an uncomfortable feeling, words like good and bad are avoided. 3. Children learn more about the feelings of angry and afraid. They learn that all feelings are OK but not all behaviours are OK. 	<p>Autumn: Street Detectives or Turn Back Time</p> <p>Spring: Let's Go ON A Super Safari or Jungle Fever</p> <p>Summer: Get Set Go or My Amazing Body</p>



	<p>Unit 4- Self-control</p> <p>Unit 5- Sharing, caring and friendship</p> <p>Unit 6- Basic problem solving</p> <p>Unit 7- Intermediate feelings</p> <p>Unit 8- Advanced feelings</p>	<p>4. This unit teaches the beginnings of self-control by giving the children a strategy, they learn to control their reactions to feelings of anger or frustration in order to avoid an unacceptable response such as pushing or hitting another child. Children are taught to calm down, take deep breaths and say how they feel. Children also learn about feeling calm or relaxed.</p> <p>5. This unit teaches children about caring for each other, sharing and being a good friend. The compliments are extended and the feelings learnt about so far are reviewed.</p> <p>6. Following on from learning how to calm down and control reactions children are taught about making good choices and beginning to solve problems for themselves</p> <p>7. This unit continues to develop children's understanding of feelings being comfortable or uncomfortable. Further feelings are taught: excited, tired, frustrated, and proud.</p> <p>8. More advanced feelings such as love, worried, disappointed, jealous, furious, guilty and generous are explored and discussed.</p> <p>9. This unit rounds off the PATHS lessons for the year with a review lesson, a lesson on saying Goodbye, ending and transition and finally a PATHS party.</p>	
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	Unit 9- Wrap up		
RSE	My feelings My body My relationships My beliefs My rights and responsibilities Asking for help	<p>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <p>Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</p> <p>Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> <p>Pupils can identify and respect the differences and similarities between people.</p> <p>Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</p> <p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p>	
Y2	Unit 1- Establishing a positive classroom Unit 2- Introduction to feelings	<p>1. Three lessons on formulating classroom rules, PATHS readiness and complimenting.</p> <p>2. This unit refines and extends understanding of happy, sad, excited and tired and introduces private when someone does not wish to share their feelings and 'fine'.</p> <p>3. Lessons refine and extend understanding of scared or afraid, cross or</p>	<p>Autumn: Street Detectives or Turn Back Time</p> <p>Spring: Let's Go ON A Super Safari or Jungle</p>



	<p>Unit 3- Feelings and behaviours</p> <p>Unit 4- Self-control and anger management</p> <p>Unit 5- Anger management and problem-solving</p> <p>Unit 6- Friendship and feelings lonely</p> <p>Unit 7- Manners and listening to others</p> <p>Unit 8- Feelings/Emotions/Behaviours</p>	<p>angry and introduces the feeling of 'safe'.</p> <p>4. This unit builds on the anger management strategy learned in the previous year and works to further enhance children's self-control. They move on from doing 'Turtle' to using a traffic light system of red-stop and calm down and say how you feel, amber-think of a plan to solve your problem, green-try out the plan and evaluate it.</p> <p>5. Children learn about discussing together to solve a problem, they are given different roles within a group: leader, recorder, collector, reporter, timekeeper and motivator. They are asked to discuss a problem and come up with several suggestions as to how it might be resolved. They learn a new feeling of surprised and develop further the idea of privacy.</p> <p>6. This unit looks at the issue of making friends, being a good friend, being lonely, shy and embarrassed. They practise problem solving.</p> <p>7. In this unit there is a lesson on actions done by accident and on purpose and the importance of understanding the motivation of the other person when judging an action. There are four lessons on manners, a lesson on fair play rules, one on listening to others and another on sharing.</p> <p>8. This is a longer unit covering such feelings as curious, interested, bored, proud, ashamed, frustrated, hopeful and disappointed. There is then an end of year review and a PATHS party.</p>	<p>Fever</p> <p>Summer: Get Set Go or My Amazing Body!</p>
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RSE	My feelings	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.
	My body	Pupils can recognise how they grow and will change as they become older.
	My relationships	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.
	My beliefs	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another 'them'. Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable.
	My rights and responsibilities	Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.
	Asking for help	