

Subject PSHE (Including Statutory Relationships Education – See SRE curriculum grid)

Intent- Through personal, social, health and economic education (PSHE) we aim to help our children develop the knowledge, skills and attributes they need to manage life's challenges and to make the most of life's opportunities.

Concept	Foundation Stage	Year One	Year Two	End of Key Stage Expectations
School Ethos	As a school we pride ourselves on our ethos of mutual respect and care for others both within our school and our community. We listen to each other and always act in a timely manner to address any concerns our children or their parents may have. As a staff we strive to model the behaviour we wish to see in our school. We acknowledge our own mistakes and demonstrate through our own behaviour how to remedy them. We show compassion and empathy and use language carefully. We try to set an example of fairness and honesty in our dealings with all people. We are welcoming and inclusive and consistent in our dealings with others. Larkfields Infant School is a special place where we are constantly aiming to be the best that we can be. This ethos permeates all that we do and as a result our children enjoy coming to a school where they are respected, nurtured and loved.			
Key	<p>Highlighted in yellow are the parts of the PSHE/SRE curriculum also covered by the KS1 science curriculum.</p> <p>Highlighted in blue are the parts of the PSHE/SRE curriculum also covered by the KS1 PE curriculum.</p> <p>Highlighted in pink are the parts of the PSHE/SRE curriculum also covered by the KS1 computing curriculum.</p>			
Health and Wellbeing Physical health and mental wellbeing	<p>Personal, Social and Emotional Development 3/4</p> <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 talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' select and use activities and resources, with help when needed to help them achieve a goal they have chosen or one which is suggested to them <p>Personal, Social and Emotional Development R</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Manage their own needs <p>ELG</p>	<p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines e.g. hand washing about healthy and unhealthy foods including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun 	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing 	<p>Health and prevention</p> <p>Children should know about personal hygiene and germs and how they are spread and the importance of handwashing. The facts relating to vaccinations and immunisations.</p> <p>Children should know about safe and unsafe exposure to the sun. They should know the importance of having enough good quality sleep. They should know about the importance of good dental health. Children should know what constitutes a healthy diet. Children should know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to</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 • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • Negotiate space and obstacles safely, with consideration for themselves and others 		<p>outside, listening to music, spending time with others</p> <ul style="list-style-type: none"> • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<p>school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>Mental wellbeing</p> <p>Children should know that mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. They should know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>
<p>Health and Wellbeing</p> <p>Growing and changing</p>	<p>Personal, Social and Emotional Development 3/4</p> <ul style="list-style-type: none"> • Begin to understand how others might be feeling <p>Understanding the World 3/4</p> <ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people <p>Personal, Social and Emotional Development R</p> <ul style="list-style-type: none"> • See themselves as a valuable individual • Think about the perspectives of others <p>ELG</p> <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs <p>Transition arrangements will be in place for each year group and individuals based on need.</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave about the human life cycle and how people grow from young to old • to identify the main parts of the body • preparing to move to a new class and setting goals for next year 	<p>Growing older; naming body parts; moving class or school</p> <ul style="list-style-type: none"> • In this unit of work children learn... • about the human life cycle and how people grow from young to old • how our needs change as we grow up • to identify the main parts of the body • about change as people grow up, including new responsibilities and opportunities • preparing to move to a new school and setting goal for next year <p>Transition arrangements will be in place for each year group and individuals based on need.</p>	<p>Change</p> <p>Children know that change is a part of life and have strategies to help them cope with change in their own lives.</p>

		Transition arrangements will be in place for each year group and individuals based on need.		
<p>Health and Wellbeing</p> <p>Keeping Safe</p>	<p>Personal, Social and Emotional Development 3/4</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule <p>ELG</p> <ul style="list-style-type: none"> 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 Explain the reasons for rules, know right from wrong and try to behave accordingly Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher <p>Physical Development R</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time' 	<p>How rules and age restrictions help us; keeping safe online</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p>Safety in different environments; risk and safety at home; emergencies</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<p>Online safety</p> <p>Children should know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices</p> <p>Basic first aid</p> <p>Children should know how to make a clear and efficient call to emergency services if necessary.</p>
<p>Relationships</p> <p>Families and Friendships</p>	<p>Communication and Language 3/4</p> <ul style="list-style-type: none"> Can start a conversation with an adult or a friend and continue it for many turns <p>Understanding the World 3/4</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history <p>Understanding the World R</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community 	<p>Roles of different people; families; feeling cared for</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them 	<p>Making friends; feeling lonely and getting help</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. 	<p>Families and people who care for me</p> <p>Children should know that families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for</p>

	<ul style="list-style-type: none"> Name and describe people who are familiar to them <p>ELG</p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers 	<ul style="list-style-type: none"> what it means to be a family and how families are different about the importance of telling someone – and how to tell them – if they are worried about something in their family 	<ul style="list-style-type: none"> about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p>children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>They should understand that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Children should know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>
<p>Relationships</p> <p>Safe relationships</p>	<p>Personal, Social and Emotional Development 3/4</p> <ul style="list-style-type: none"> Develop appropriate ways of being assertive talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' <p>Communication and Language R</p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen <p>Personal, Social and Emotional Development R</p> <ul style="list-style-type: none"> See themselves as a valuable individual 	<p>Recognising privacy; staying safe; seeking permission</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private to identify different types of touch and how they make people feel (e.g. hugs, tickling and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask permission to touch others e.g. somebody has hurt themselves how to ask for and give/not give permission 	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use 	<p>Caring friendships</p> <p>Children should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired</p>
<p>Relationships</p>	<p>Communication and Language 3/4</p> <ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions 	<p>How behaviour affects others; being polite and respectful</p> <p>In this unit of work children learn...</p> <ul style="list-style-type: none"> what kind and unkind behaviour mean in and out of school 	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>In this unit of work children will learn...</p>	<p>Respectful relationships</p> <p>Children should understand the importance of respecting others, even when they are very different from them (for example, physically, in character,</p>

<p>Respecting others and ourselves</p>	<p>Personal, Social and Emotional Development 3/4</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Help to find solutions to conflicts and rivalries e.g. accepting that not everyone can be Spiderman in the game, and suggesting other ideas • Talk with others to solve conflicts <p>Communication and Language R</p> <ul style="list-style-type: none"> • Develop social phrases <p>Personal, Social and Emotional Development R</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships • Identify and moderate their own feelings socially and emotionally <p>ELG</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers • Work and play cooperatively and take turns with others 	<ul style="list-style-type: none"> • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns 	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>personality or backgrounds), or make different choices or have different preferences or beliefs. Children should know practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>
<p>Living in the Wider World</p> <p>Belonging to a community</p>	<p>Understanding the World 3/4</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experiences or seen in photos <p>Understanding the World R</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways <p>ELG</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society 	<p>What rules are; caring for others' needs; looking after the environment In this unit of work children learn...</p> <ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling 	<p>Belonging to a group; roles and responsibilities; being the same and different in the community In this unit of work children learn...</p> <ul style="list-style-type: none"> • about being part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community • to care for the environment 	<p>The environment Children should know that our actions can damage the environment and some ways in which we can help to protect the natural world and our own locality.</p>

<p>Living in the Wider World</p> <p>Media literacy and Digital resilience</p>	<p>Physical Development R</p> <ul style="list-style-type: none">Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of ‘screen time’		<p>Using the internet and digital devices In this unit of work children learn...</p> <ul style="list-style-type: none">how and why people use the internetthe benefits of using the internet and digital deviceshow people find things out and communicate safely with others online		<p>The internet in everyday life; online content and information In this unit of work children learn...</p> <ul style="list-style-type: none">the ways in which people can access the internet e.g. phones, tablets, computersto recognise the purpose and value of the internet in everyday lifeto recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videosthat information online might not always be true		<p>Internet safety Children should know that for most people the internet is an integral part of life and has many benefits. Children should know that people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. Children should know the rules and principles for keeping safe online. That it is not always right to keep secrets if they relate to being safe.</p>
<p>Living in the Wider World</p> <p>Money and Work</p>	<p>Money is also taught in maths lessons in each year group. Role play The Foundation Stage provides many opportunities for role play which involves the use of money e.g. shops, restaurants etc. Role play also provides the children with chances to act out a variety of jobs e.g. police, doctor, vet etc. Snack Shop In the Foundation Stage on Friday the children are given the opportunity to buy treats from the snack shop. This begins with using Numicon in exchange for snacks and later school money is used. Understanding the World 3/4</p> <ul style="list-style-type: none">Show interest in different occupations		<p>Money is also taught in maths lessons in each year group. Strengths and Interests; Jobs in the Community In this unit of work the children learn...</p> <ul style="list-style-type: none">that everyone has different strengths, in and out of schoolabout how different strengths and interests are needed to do different jobsabout people whose job it is to help us in the communityabout different jobs and the work people do		<p>Money is also taught in maths lessons in each year group. What money is; needs and wants; looking after money In this unit of work children learn...</p> <ul style="list-style-type: none">about what money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic paymentshow money can be kept and looked afterabout getting, keeping and spending moneythat people are paid for the job they dohow to recognise the difference between needs and wantshow people make choices about spending money, including thinking about needs and wants		<p>Economic education Children should know what money is and how it can be earned.</p>
<p>Foundation Stage In the Foundation Stage the aspects of PSHE are covered by the EYFS curriculum and, in addition, discrete PSHE lessons are taught weekly following the SEAL programme and</p>	<p>Autumn 1 New Beginnings Children have a number of opportunities to appreciate and celebrate differences and to understand how it feels, and how</p>	<p>Autumn 2 Getting on and Falling out Children are introduced to the issues of cooperating with other children and working in a group. Feelings of</p>	<p>Spring 1 Good to be Me Children explore the personal, social and emotional area of learning within the distinctive context of the setting, using story,</p>	<p>Spring 2 Going for Goals The children learn the early steps in developing feelings of self-worth and competence, decision-making, self-motivation,</p>	<p>Summer 1 Relationships Children explore the positive feelings of belonging and feeling cared for. They explore how they can hurt people’s feelings and</p>	<p>Summer 2 Changes Children consider the ways they have changed since starting at school and in particular how their social, emotional and behavioural skills</p>	

using the SEAL planning and resources for the Early Years.	important it is, to belong to a group. They consider how everybody can be helped to feel safe and happy in the setting and to understand the routines and expectations there. They have opportunities to develop the social skills needed to function in a group setting. They explore the core feelings of happiness, excitement, sadness and fearfulness and learn ways to identify and label these feelings, distinguishing between comfortable and uncomfortable feelings. They learn that all people can feel the same emotions, but not always in the same situations. They have opportunities to develop empathy and work out what others are feeling. They learn how actions can affect people's feelings and that all feelings are OK, but not all actions are. They have opportunities to learn to calm themselves down and to learn some basic strategies for managing fear and upset.	belonging are further developed. In addition, children have the opportunity to develop and practise the social skills of sharing and taking turns, listening to each other and of understanding some of the ways in which someone can be a friend. The feeling focus is on feeling angry and finding ways to deal with this feeling. Children experience ways of asking for help, making up with other children and saying sorry when they have fallen out. The skills of working in a group are also addressed.	role-play and puppets as well as the children's spontaneous play to extend their understanding of the core feelings of happy, sad and afraid and to develop a broader vocabulary of feelings to include proud and excited . This SEAL theme introduces simple relaxation techniques and encourages the children to stand up for themselves and be aware of themselves and their needs.	independence, prediction, and thinking logically and analytically. It focuses on developing the children's ability to work towards a self-determined goal, to persist, and to recognise when they have reached their goal. The activities support the children in learning about themselves and their own unique gifts and talents within the context of the Foundation Stage setting.	how they might feel hurt or cared for. They have opportunities to consider how other people's actions can be hurtful and develop some strategies to help them deal with this. They investigate the concept of fairness and feelings associated with unfair situations. The children begin to explore some of the feelings that are associated with being left and losing something we care about. There are opportunities for children to begin to understand about things that are alive and dead through an exploration of the life cycle and a story about a sunflower that grows and dies.	have developed. Activities offer the opportunity for children to make the link between feelings and behaviour and to predict how unexpected changes might make them feel, as well as developing some basic strategies for self-management. They learn that some things stay the same in the face of change, and that uncomfortable feelings don't last forever. They have opportunities to develop empathy and support others. They have had opportunities to make change happen in the classroom or outdoor learning environment.
The Characteristics of Effective Learning	<p>Our pedagogical approach of child-centred learning starts in the Foundation Stage and is continued across KS1 with topic driven Enquiry Based Learning. This style of teaching and learning lends itself to developing many of the skills and attributes within our PSHE curriculum. The characteristics of effective learning that we seek to nurture, provide our children with opportunities to develop as confident, competent and compassionate individuals.</p> <p><i>Characteristics of Effective Learning</i></p> <p>Playing and exploring – engagement</p> <p>Finding out and exploring</p> <p>Playing with what they know</p>					

	<p>Being willing to 'have a go'</p> <p>Active learning – motivation</p> <p>Being involved and concentrating</p> <p>Keeping trying</p> <p>Enjoying achieving what they set out to do</p> <p>Creating and thinking critically – thinking</p> <p>Having their own ideas</p> <p>Making links</p> <p>Choosing ways to do things</p>
SEAL	<p>In addition to the weekly discrete PSHE lessons (which include delivery of the statutory SRE requirements), we continue to follow the half-termly SEAL themes through our daily assemblies. The SEAL materials continue to be used to teach the PHSE curriculum where appropriate and where SEAL does not cover a particular objective we use the resources suggested by the PHSE Association. The half termly SEAL themes are:</p> <p>Autumn 1 – New Beginnings</p> <p>Autumn 2 – Getting On and Falling Out</p> <p>Spring 1 – Good to be Me</p> <p>Spring 2 – Going for Goals</p> <p>Summer 1 – Relationships</p> <p>Summer 2 - Changes</p>
Assemblies	<p>Many of the objectives in the PHSE curriculum are introduced or consolidated in our daily assembly slot.</p> <p>Monday – Head Teacher</p> <p>Tuesday – singing Assembly (many songs reflect, and contribute to the understanding of, aspects of the PSHE curriculum)</p> <p>Wednesday – Head Teacher</p> <p>Thursday – Teacher on a rota</p> <p>Friday – Superstar Assembly (achievements are celebrated in a way which contributes to the self-confidence of our children and at the same times teaches them to be respectful of others and their achievements)</p> <p>We have visitors to assemblies who promote the learning of PSHE objectives. Every child has the birthday song sung to them and a special sticker to mark their birthday. On their birthday, or the nearest school day to their birthday, children can wear non-uniform as an alternative to bringing in sugary treats. This makes the children feel special and valued.</p> <p>Children's achievements in school and elsewhere are recognised on display boards in the foyer and hall. Children have their work proudly and beautifully displayed throughout school.</p> <p>Assemblies also cover aspects of health and safety throughout the year. Assemblies are delivered on the following themes:</p> <p>Hand washing and the importance of hygiene</p> <p>The dangers of fireworks</p> <p>Healthy eating and what goes in a healthy lunchbox</p> <p>Road safety including being visible in the dark evenings and mornings</p> <p>Medicines and being safe</p> <p>Railway line safety</p> <p>Stranger Danger</p> <p>NSPCC Pants Assembly</p> <p>Sun safety</p> <p>Water safety</p> <p>Online safety</p>
STAR	<p>Our school rules are simple and contained in the four concepts that make up what it means to be a Larkfields Star.</p> <p>S – Safe – We consider if our actions are safe to ourselves and others</p> <p>T – Team Player – We work together in a way which includes others, we build each other up</p> <p>A – Active Learner – We always try our best when we are learning, we know that our own actions can help us to learn</p> <p>R – Respectful – We respect others through our behaviour and or words, we know that our words and actions can hurt others</p>

	When awarding superstar certificates teachers use the STAR to reward behaviour or work that reflects what the star represents. Similarly, when rewarding children with stickers or praising behaviour staff use the STAR to formulate that praise e.g. "Well done, I noticed you were polite which shows me that you are respectful." The MSAs also use the STAR when choosing their lunchtime VIPs.			
Vocabulary	safe exercise afraid proud excited belong family friend happy sad care love anger health share taking turns fair doctor dentist nurse	safe exercise afraid proud excited belong family friend happy sad care love anger health share taking turns fair doctor dentist nurse similar different head neck arms elbows legs knees face ears eyes hair mouth teeth wrist hips waist shoulders fingers toes feet calm fear emotions worry medicine hygiene money spending saving earning borrowing community safety accident emergency responsibility environment change	safe exercise afraid proud excited belong family friend happy sad care love anger health share taking turns fair doctor dentist nurse similar different head neck arms elbows legs knees face ears eyes hair mouth teeth wrist hips waist shoulders fingers toes feet calm fear emotions worry medicine vaccination immunisation allergy hygiene money spending saving earning borrowing community safety accident emergency responsibility environment change lonely arguments bullying respect internet risk concern uncomfortable mood screen-time bereavement	safe exercise afraid proud excited belong family friend happy sad care love anger health share taking turns fair doctor dentist nurse similar different head neck arms elbows legs knees face ears eyes hair mouth teeth wrist hips waist shoulders fingers toes feet calm fear emotions worry medicine vaccination immunisation allergy hygiene money spending saving earning borrowing community safety accident emergency responsibility environment change lonely arguments bullying respect internet risk concern uncomfortable mood screen-time bereavement
Sustainability	PSHE education provides opportunities for children to think about their responsibilities towards themselves and towards others. Fostering a sense of community and the idea of the common good can help develop a sense of duty towards animals, humanity, society and the environment. Wherever possible we seek to engage children with concepts and ideas which will urge them to consider the idea of sustainability and environmental protection as part of their everyday thought processes. For example, using the recycling bins appropriately and turning off the lights when leaving a classroom.			
Assessment	PSHE is assessed through daily interactions between staff and pupils. Our Larkfields STAR is also used across the school to identify children who are succeeding or who need more support to develop our core PSHE values and skills as embodied in our STAR. Our STAR sticker charts are used to assess children for PSHE on an individual basis and as a class. These are monitored by class teachers at the end of each half term and areas of strength and areas for development are identified and addressed.			

Enrichment Opportunities

School Council

Foundation Stage Harvest Supper

Year 1 making fruit salads

Book sales

Offsite trips and visits

Year 2 baking and selling biscuits and cakes

Visitors to school including the school nurse

Careers of alumni display

End of year Whole School Sport's Day – activities to promote fitness and healthy eating