

PSHCE Curriculum Overview



Personal, Social, Health and Citizenship Education (PSHCE) plays a vital role in the school curriculum. It helps provide a broad and balanced education to all children and enables them to become healthy, independent and responsible members of society. As a school we believe that all children in our care must feel that they belong, are fairly treated, are valued and are encouraged to play a positive role in contributing to the life of the school and the wider community. In so doing we develop their sense of self-worth. We encourage warm and considerate relationships with effective communication between staff, parents and society. We ensure that the children experience the process of democracy in school through the School Council and have opportunities to take on classroom responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Please see below for additional information about each unit of work your child will cover while they are at Crosshall Infant School. You will receive details about which area is being taught as part of the curriculum focus which is sent home for every topic.

In Reception the children learn about....

Myself and My Relationships—Beginning and Belonging

The children will explore how they are all uniquely special, which will include exploring their likes and dislikes and the things they are able and are learning to do. They will examine and learn to value and respect similarities and differences between themselves and their peers, using this knowledge to form and maintain relationships with others.

Myself and My Relationships—My Family and Friends

The children will learn to identify special people in their lives and will explore why they are so important. They will learn about different family groupings; what they enjoy doing together and how they care for each other. They will also learn about friendship and what it means to be a good friend. They will explore a range of communication and social skills which are necessary for effective relationships and will examine why friends may sometimes fall out and how to deal with this situation if it occurs.



Myself and My Relationships—My Emotions

The children will learn to identify different emotions in themselves and other people and will begin to understand the different ways in which people express and show emotions. They will explore what causes emotions in themselves and other people and how this can be different for different people. They will begin to develop an understanding of how our feelings affect the way we behave.



Health and Safer Lifestyles—My Body and Growing Up

This unit is designed to support children in learning how to value and appreciate their own and other people's bodies. The children will learn to recognise and name different external parts of the body including using scientific names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between different bodies including those between the bodies of girls and boys. The children will learn to appreciate all the different things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. Personal hygiene also plays an important role in this unit and the children will be taught about the importance of cleanliness in preventing the spread of germs.

Health and Safer Lifestyles—Keeping Safe

The children will explore the body, how it works, what it needs and how to look after it. They will discuss medicines, why some people may use them and associated safety rules. They will explore feelings and consider strategies for dealing with them positively and the special people at home and at school.



Citizenship—Identities and Diversity

The children will explore why they are special and what makes their own individual identity. They will begin to understand how they mix with others and belong to different groups e.g. their family, class, school, clubs, neighbourhood. They will examine similarities and differences between themselves and other children in the class and will have opportunities to explore diversity in terms of gender, ethnicity, language, religion, culture, different family groupings, special educational needs and disability.

Citizenship—Me and My World

The children will develop their understanding of what it means to belong to a community by exploring the roles of people who work in the school and who help to look after them. They will also learn about people who work in the local neighbourhood and what role they play in contributing to community life including helping and supporting others. The children will develop their sense of responsibility for caring for their environments including their homes, school and local neighbourhood.



In Years 1 and 2 the children will learn about...

Myself and My Relationships—Beginning and Belonging

The importance of friendship is explored and children are encouraged to consider how friendships change, develop and can be strengthened, as well as times we might lose a friend and what might be helpful in those situations. They will also talk about the feeling of loneliness and what they might do, or encourage others to do, when feeling lonely. The unit also addresses collaborative problem solving and how this can strengthen friendship, as well as how being with a friend can be helpful in a risky or new situation.



Myself and My Relationships—Antibullying

This unit will develop children's understanding of what bullying behaviour looks like including physical, verbal and simple indirect forms of bullying. The children will explore simple reasons for why bullying happens, which includes exploring how bullying occurs when people do not respect and value diversity and difference. The children will consider the feelings of and emotional impact on those children who are bullied, those that witness bullying and those who bully others. They will consider strategies for keeping themselves safe from bullying and strategies for responding to bullying when it may occur including the importance of being assertive and telling a trusted person.

Myself and My Relationships—Me and My Emotions

This unit will help develop children's understanding of their own emotions and those of others. The children will identify a basic range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others. They will explore how those emotions affect how we think, feel and behave, including impulsive and thought through behaviours.



Myself and My Relationships—Family and Friends

In this unit, children will learn about and be able to describe what a friend is and does, recognising the diversity in friendship and that friendship patterns change. They will address strategies for coping with difficult situations in friendships. They will also focus on family relationships, identifying who is in their own family and what is special about them, and what they and other family members do to care for each other.



Myself and My Relationships—Managing Change

In this unit, children will learn to recognise that change is a normal part of life. They will begin by thinking about their changing achievements, skills and responsibilities as they grow older. They will discuss changes they can have some choice in, those which others choose for them and those which just happen, and consider possible reasons for these changes. The children will discuss emotions which might be experienced at times of change. They will also consider a few major life changes which sometimes occur in families, such as welcoming a new sibling. This unit will be taught in conjunction with transition into a new year group or school.

Health and Safer Lifestyles—Drug Education

The children will develop their understanding of their bodies, how they work and the importance of healthy food and drink, oxygen, exercise and sleep. They will reflect upon a range of feelings and practise skills to help them manage them effectively. They will consider how and why medicines should be used and stored safely. Pupils will develop their awareness that sometimes there may be alternatives to using medicines to help the body get better.



Health and Safer Lifestyles—Sex and Relationships Education

The children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with the view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

The children will consolidate their understanding of how babies develop into children and then into adults and their own physical development. They will think about their responsibilities and how these have changed as they have grown up. They will then consider what babies and young children need to stay healthy and safe.

Health and Safer Lifestyles—Healthy Lifestyles

This unit looks at the importance of developing a healthy lifestyle, focussing particularly on how to create a healthy, balanced diet and why physical activity is essential. It also touches on other areas such as sleep, dental hygiene and hand washing, building on what the children have already learnt during Reception. The children will develop their understanding of why it is important to eat a range of foods, including at least five portions of fruit and vegetables each day, as well as the importance of regular physical activity.



Health and Safer Lifestyles—Personal Safety



In this unit children will learn how to keep themselves safer in a variety of personal safety contexts. They will begin by identifying those people they have chosen for themselves who they trust and who they would feel comfortable talking to if they have a worry. The children will be able to assess how safe they feel in the school building and grounds and will also consider safer places to play outside school. They will learn about their sixth sense and how to use their senses to help keep themselves safer. The children will learn how to distinguish between 'yes' and 'no' touches and will explore 'good' and 'bad' secrets and tricks. They will practise assessing risk and will develop strategies for keeping safer, including learning about and practising assertiveness skills.

Health and Safer Lifestyles—Personal Safety—E-Safety

Internet Safety



In this unit children will explore what being safe online means. They will review their understanding of information as being precious or special because it applies just to them and learn that private information is as valuable online as it is off-line and should therefore not be shared. The children will develop their thinking about how they want themselves to be seen online as well as reminding them of the need to keep private information safe. They will learn how to publish their profile online and be able to evaluate the safety of their profile. They will learn how to evaluate what they see online and learn some strategies for keeping safe and knowing what to do if they access material which is inappropriate, or makes them feel uncomfortable.

Health and Safer Lifestyles—Safety Contexts

In this unit children will begin by reflecting on their understanding of keeping safe. They will consider the elements of road safety which relate to them as pedestrians and car passengers. They will look at ways to stay safe in the sun and near water. The children will consider the best action to take if they are lost and how to keep themselves safe whilst playing. They will begin to consider action they can take to keep safe from accidents.

Citizenship—Diversity and Community



This unit aims to develop the children's sense of personal identity and self worth and teaches them to consider and respect the needs and views of others. They will learn about different groups and cultures within their community and about the importance of not stereotyping people on the basis of difference. They will explore the make up of their community, the needs of different people within it and the people who help within their roles in the community. The children will develop their understanding of the needs of the environment (including the school environment), plants and animals and also their ability to make a contribution to their care.

Citizenship—Working Together

This unit helps children to begin to develop lifelong skills in communication and working with others. It also helps them to identify and value their own strengths, gifts and talents and to understand how these, along with others' skills and strengths can contribute to the success of a group task. The children will be introduced to the idea that they will continue to learn throughout their lives.



Citizenship—Rights, Rules and Responsibilities

In this unit, children will have the opportunity to identify their own responsibilities both in and out of school. They will also discuss the areas of their lives for which adults are responsible and consider how this might change as they grow up. They will reflect on existing classroom and school rules and talk about why they have been made and what they mean in practice. They will begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. The children will begin to learn how to share their opinions, ensuring that they listen to those of



Economic Wellbeing—Financial Capability

This unit will help children understand what money is, where it might come from and that it is a finite resource, which we can use in a variety of ways. They will explore the difference between needs and wants and the choices spending money might involve. They will consider how the choices we make might affect ourselves and others. They will learn how we might plan and save money for later use. As part of this unit the children will also learn what a charity is and what it might do.

