

## PSHE at Meadows First School (Vision and Intent)

The 5 principles of our curriculum are: *Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens* We embed these 5 principles within our PSHE Curriculum as follows:

We equip children with the PSHE **skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in PSHE across the school. Vocabulary development plays a vital role in this. We want children to be able to use PSHE as a means for communication and to use language skilfully when sharing their thoughts, ideas and views, knowing that they will be accepted and valued within each class and building upon this as they progress through school and are exposed to a rich cultural capital of wider ideas and alongside their own.

Our PSHE curriculum uses units called “puzzle pieces” which allow for progression and continuity throughout the school to embed deep learning, ignite curiosity and broaden our children’s awareness of the elements that contribute to being happy, safe, friendly, active, unique, calm and to achieve their full potential. For example, in the Autumn term the whole school work on a unit focussed on “celebrating differences”. In Reception the children think about how they are special. By Year 4, the children are recognising that everybody is unique and being accepting of this. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. Alongside our PSHE we develop links within our community to encourage our pupils to become active citizens, such as finding out about democracy and the role of parliament from meeting our MP, and as part of the global community, raising money through charity events.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the PSHE curriculum- eg. children learn about their own rights and the rights of children around the world. Children are encouraged to share their ideas and value the viewpoint of their peers, developing tolerance and respect for themselves and others.

We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. e.g our children are active in supporting cultural and community events such as our Harvest collection, for a local charity who support the homeless and those in need, when children bring in donations of food for our Harvest celebration.

The PSHE curriculum at Meadows supports the development of positive and respectful relationships. We encourage children to work together in PSHE, supporting and encouraging each other, as well as reflecting on and thinking critically about the safety, ideas and experiences of others. We enable parents to support their children by involving them in their education and inviting them into school: eg. we invite parents to come along and enjoy fundraising for charity such as our Macmillan Coffee Morning hosted by Year 4, and Christmas Fair. Life in 21<sup>st</sup> Century Britain can be busy and stressful and by allowing children time to be immersed in PSHE and explore the richness of the world around them can aid wellbeing and reduce stress by being mindful and taking time to reflect, building upon a self-worth and value, encompassing a sense of belonging and peace. We know how to keep ourselves safe in PSHE by finding out how to take care of ourselves and be respectful of others, both in our local community and in the wider world. As well as feeling safe to express our own opinions, values and ideas.

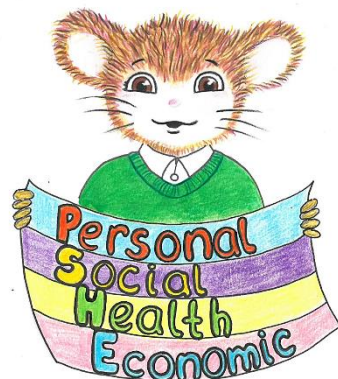
key  
knowledge  
& skills

Love of  
Learning

Global  
citizens

Unique  
child

Positive  
Relationships










At Meadows First School we can all learn to be rights champions and care for one another. We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the PSHE curriculum. EG: In addition to PSHE lessons, each class promotes wellbeing through specific activities every week, including using our Wellbeing Garden, Forest School and other outdoor spaces. Children use meadows Mouse to develop lifelong learning habits to be; **Enthusiastic:** to learn how to take care of their own mental and physical wellbeing, to celebrate their positive relationships and care for those around them, and to develop successful strategies to help with challenges that they face. **Determined:** We encourage a growth mindset, with high expectations, so children are proud to share and talk about their ideas, experiences, challenges and achievements. **Focused:** We want them to have no ceiling to their achievements and to grow up happy, healthy, respectful and tolerant of other views and opinions and to be active and engaged in their community. **Organised:** We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work. We are proud of what we can achieve!

# MEADOWS FIRST SCHOOL LONG TERM PLAN - PSHE

**With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – children will learn to**

- develop confidences and responsibilities and make the most of their abilities.
- prepare to play active role as citizens.
- develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- develop good relationships and respect and celebrate the differences between people.
- understand some basic principles of finances.
- make a positive contribution to the life of the school

	Autumn Term		Spring Term		Summer Term	
Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Well-being	Unique Me	Unique Me	Clever Me	Active Me & Safe Me	Friendly Me	Safe Me & Clever Me
Rights Respecting	I have the right to Friends. Article 15	I have the right to be safe. Article 19.	I have the right to be listened to. Article 12	I have the right to play and rest. Article 31	I have the right to water/ food. Article 24	The right to a good quality education. Article 28
Jigsaw Content overview	Being me in my world  (Unique Me)	Celebrating difference (Unique Me)	Dreams and goals  (Clever Me)	Healthy Me (Active Me & Safe Me)	Relationships (Friendly me)	Changing Me
Nursery & YR	<ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying talents being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges</li> <li>• Perseverance</li> <li>• Goal-setting</li> <li>• Overcoming obstacles</li> <li>• Seeking help</li> <li>• Jobs</li> <li>• Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>• Exercising bodies</li> <li>• Physical activity</li> <li>• Healthy food</li> <li>• Keeping clean</li> <li>• Sleep</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Family life</li> <li>• Friendships</li> <li>• Breaking friendships</li> <li>• Falling out</li> <li>• Dealing with bullying</li> <li>• Being a good friend </li> </ul>	<ul style="list-style-type: none"> <li>• Bodies - respecting my body</li> <li>• Growing up</li> <li>• Growth &amp; change</li> <li>• Fun and fears Celebrations</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Feeling special and safe</li> <li>• Being part of a class</li> <li>• Rights and responsibilities</li> <li>• Rewards and feeling proud</li> <li>• Consequences</li> <li>• Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Understanding bullying and knowing how to deal with it</li> <li>• Making new friends</li> <li>• Celebrating the differences in everyone</li> </ul> 	<ul style="list-style-type: none"> <li>• Setting goals</li> <li>• Identifying successes and achievements</li> <li>• Learning styles</li> <li>• Working well and celebrating achievement with a partner</li> <li>• Tackling new challenges</li> <li>• Identifying and overcoming obstacles</li> <li>• Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping myself healthy</li> <li>• Healthier lifestyle choices</li> <li>• Keeping clean</li> <li>• Being safe</li> <li>• Medicine</li> <li>• Road safety</li> <li>• Linking health and happiness</li> </ul> 	<ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Making friends/being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> <li>• Qualities as a friend and person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself</li> <li>• Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles – animal and human</li> <li>• Changes in me</li> <li>• Changes since being a baby</li> <li>• Linking growing and learning</li> <li>• Coping with change</li> <li>• Transition</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Hopes and fears for the year</li> <li>• Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender</li> <li>• Understanding bullying</li> <li>• Standing up for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving realistic goals</li> <li>• Perseverance</li> <li>• Learning strengths</li> <li>• Learning with others</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Healthier choices</li> <li>• Relaxation</li> <li>• Healthy eating and</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> </ul>

	<ul style="list-style-type: none"> <li>• Rewards and consequences</li> <li>• Safe and fair learning environment</li> <li>• Valuing contributions</li> <li>• Choices</li> <li>• Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Making new friends</li> <li>• Gender diversity</li> <li>• Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>• Group co-operation</li> <li>• Contributing to and sharing success</li> </ul> 	<ul style="list-style-type: none"> <li>• nutrition</li> <li>• Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing independence</li> <li>• Assertiveness</li> <li>• Preparing for transition</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Setting personal goals</li> <li>• Self-identity and worth</li> <li>• Positivity in challenges</li> <li>• Rules, rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Responsible choices</li> <li>• Seeing things from others' perspectives</li> </ul> 	<ul style="list-style-type: none"> <li>• Families and their differences</li> <li>• Family conflict and how to manage it (child-centred)</li> <li>• Witnessing bullying and how to solve it</li> <li>• Recognising how words can be hurtful</li> <li>• Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult challenges and achieving success</li> <li>• Dreams and ambitions</li> <li>• New challenges</li> <li>• Motivation and enthusiasm</li> <li>• Recognising and trying to overcome obstacles</li> <li>• Evaluating learning processes</li> <li>• Managing feelings</li> <li>• Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Fitness challenges</li> <li>• Food labelling and healthy swaps</li> <li>• Attitudes towards drugs</li> <li>• Keeping safe and why it's important online and off line scenarios</li> <li>• Respect for myself and others</li> <li>• Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship and negotiation</li> <li>• Keeping safe online and who to go to for help</li> <li>• Being a global citizen</li> <li>• Being aware of how my choices affect others</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• Staying safe in the sun</li> <li>• Staying safe around water</li> <li>• Different ways I can pay for things and track money</li> <li>• How and why people decide to spend money</li> <li>• Transition </li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul> 	<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and falling out</li> <li>• Showing appreciation to people and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the basic concepts of first aid</li> <li>• Know how to make an emergency call</li> <li>• Keeping healthy teeth and gums.</li> <li>• Transition to Middle School</li> </ul>

# PSHE

AT MEADOWS FIRST SCHOOL, OUR PSHE CURRICULUM PROMOTES PUPIL'S PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT, AS WELL AS THEIR HEALTH AND WELL BEING. IT HELPS TO GIVE CHILDREN THE KNOWLEDGE AND SKILLS THEY NEED TO LEAD CONFIDENT, HEALTHY, ENGAGED AND INDEPENDENT LIVES.



## Intent



To develop the knowledge and skills needed to lead confidence, healthy, engaged and independent lives.



To prepare to play a positive and active role as a citizen.



To develop a healthy and safe lifestyle with the ability to make appropriate risk assessments.



To develop good relationships and respect and celebrate the differences between people.



To make a positive contribution to the life of the school.



To develop self confidence and self belief in order to make the most of their abilities.

## Implementation

### CURRICULUM APPROACH



PSHE is a non statutory subject but is an important and necessary part of all pupils' education. We at Meadows place high importance on prompting the pupils' personal, social and emotional development as well as their wellbeing. Guidance from the DFE outlines key relationships and health objectives to focus on at school. At Meadows First School, we follow the jigsaw scheme of work and have adapted this to suit our children. This provides teachers with a framework and curriculum map of the year group(s) they teach.

### LESSON STRUCTURE

Jigsaw sets out a structure for all lessons to follow:

- Connect us – circle time/warm up/ game activity to encourage children to participate
- Calm me – Relaxation session/ grounding activity
- Open my mind – Teacher lead session
- Tell me or show me – Children respond to the taught session
- Let me learn – small activity linked to the learning
- Help me and reflect – Review their learning



### WELLBEING WHEEL

As a school we created a wellbeing wheel to show the important components that contribute towards good health and wellbeing (happy me). These include: being active, having time to relax and reflect, celebrating our differences, keeping ourselves safe, being a good friend and citizen to those around us and having people around us who care for us and also being able to learn.



### PSHE TOPICS

As part of this mindful approach to PSHE we focus on the following aspects which link to our wellbeing wheel and each one is covered each half term.

- Being me in my world (Unique Me) (Autumn 1)
- Celebrating difference (Unique Me) (Autumn 2)
- Dreams and goals (Clever me) (Spring 1)
- Healthy me (Active Me and Safe Me) (Spring 2)
- Relationships (Friendly me) (Summer 1)
- Changing me (RSE) This is covered in some year groups in Summer 2. Other year groups topics have been adapted to cover other key knowledge such as water and sun safety.



### RETRIEVAL

Each year group focuses on the same topic each half term to allow for progression in knowledge. It enables teachers to follow the recap previous years knowledge also.





# Implementation (Continued)

## RIGHTS RESPECTING

At Meadows First School, we put children's rights at the heart of everything we do. We use the United Nations Convention on the Rights of the Child (UNCRC) to teach about the rights of children across the world, and to encourage our children to be ambassadors in promoting and protecting the rights of others. As a result of the hard work of pupils and teachers to embed rights teaching throughout our school, we were recently awarded the Gold Rights Respecting Schools Award,

## INTERVENTIONS



At Meadows we use a thrive/ trauma informed approach to meet the emotional and social needs of the children in school. It supports children who have experienced traumas where it is now a barrier to their learning. We focus on seeing behaviour as a form of communication. For some children who need additional SEMH interventions we run thrive/ trauma informed interventions.

## RSE

Relationships and sex education is a statutory subject to be taught in each year group. At Meadows we focus on developing an understanding of the importance of loving and caring relationships. We met with our school feeder school to discuss the progression of knowledge. The middle school focus more on the 'sex' and physical changes to the body element of the subject and at Meadows we focus more on the relationships aspect.

## ADAPTIVE TEACHING AND SEND



Our aim at Meadows is to provide an ambitious curriculum for all. The adaptations and scaffolding outlined are to ensure that our disadvantaged pupils or pupils with SEND do not receive a reduced curriculum but are provided with the tools and support they need to access the curriculum alongside their peers. Resources and learning environments are planned and designed to enable all children access to the learning required.

## WIDER LINKS IN SCHOOL



Alongside our PSHE curriculum we aim to provide opportunities for personal and social development at a wider school level. This includes: working as a team, school and eco councils or provide leaderships opportunities, planning trips and visits to widen children's experiences beyond the local area, school assemblies to celebrate achievements and diversity, events to encourage the school to work together eg buddy reading, performances, opportunities to learn musical instrument. We seek involvement of the whole school community: weekly newsletters, website regularly updated, parents./carers to support trips, holding parent information sessions.

We also promote good physical wellbeing and self confidence through: a range of after school clubs, promoting walking to school, virtual sports challenges, healthy eating.



## Impact



Children are happy learners who talk enthusiastically about school and their interests.



Children have developed social and emotional readiness to be engaged and challenged to their full potential



Children are confident in themselves and their abilities to try things even when difficult.



Children have developed appropriate trusting relationships with adults and their peers.



Children are able to communicate their feelings and know how to manage them effectively.



Children take an active role in their learning and are realistic about their goals and aspirations.





The children relate to our Meadows Calm Me mouse when learning about being calm and relaxed.

“Children have been helped to develop a range of strategies to keep themselves calm and talk about these positively”.  
Ofsted March 2019

We use the Jigsaw PSHE scheme.  
In every lesson the children take part in a “calm me” activity involving relaxation. A relaxation chime is used for the children to listen to whilst being quiet and calm.



#### Slide 7

##### Calm Me Script

Share these ‘calm’ pictures with the children, and establish which picture makes them feel the most calm.

Ensure all children understand what calm is and how it feels. They might like to suggest when and where they feel the most calm.

Explain that to do the best learning we need calm, focussed minds, and to help us with this we will use our breathing. Tell the children that the Jigsaw Chime is the start of our Calm Me exercise.

Invite the children to put both feet on the floor, to sit up straight, but relaxed and to have hands on their tummies.

They can then close their eyes or focus on the calmest picture.

Gently sound the Jigsaw Chime and ask the children to listen to it until the sound is all gone.







## Jigsaw unit title &amp; focus:

## Autumn 1: BEING ME IN MY WORLD

I can tell you I am in nursery and who some of my friends are. I will play and learn in nursery and let the other children play and learn too.

Meadows Wellbeing wheel link: **Friendly Me/unique Me**



## Autumn 2: CELEBRATING DIFFERENCE

I can tell you about my family. I know that all families are different. I can tell you about my home. I know there are lots of different houses and homes.

Meadows Wellbeing wheel link: **Unique Me**



## Spring 1: DREAMS AND GOALS

I like to try to do new things. If it is tricky I will keep trying hard to do it. I can help other children if they are finding something tricky.

Meadows Wellbeing wheel link: **Clever Me**



## Spring 2: HEALTHY ME

I know the names of some of my body parts. I know what healthy means and that some foods are healthier than others. I know how to help myself go to sleep. I can wash my hands. I know how to say no to strangers.

Meadows Wellbeing wheel link: **Safe Me/Active Me**



## Summer 1: RELATIONSHIPS

I can tell you about my family. I know how to make. I know what to do if someone is mean. I have ways to stay calm when I'm feelings cross.

Meadows Wellbeing wheel link: **Friendly Me**



## Summer 2: CHANGING ME

I can name some of my body parts. I can tell you some of the things I can do. I can talk about how I feel about moving to Reception.

Meadows Wellbeing wheel link: **Clever Me**



## Key Vocabulary

Term	Some key words / phrases we will use and learn
Autumn 1	friends, take turns, share, happy, sad, kind hands.
Autumn 2	mummy, daddy, brother, sister, house, flat, apartment etc.
Spring 1	Challenge, tricky, practice, improve, horrible, kind, nice, job, uniform, equipment
Spring 2	Body words eg shoulders, heart, sugar, healthy, unhealthy, bedtime, quiet, clean, strangers,
Summer 1	Family words eg brother, family, friend, happy, kind, unkind, sad, happy, angry, cross, calm
Summer 2	some body parts e.g. nose, eyes, feet, school, scared, brave, excited.

## Links to Rights respecting article links

I have the right to Friends. (Article 15)

I have the right to be safe. (Article 19)

I have the right to be listened to (Article 12)

I have the right to play and rest. (Article 31)

I have the right to water and food. (Article 24)

I have the right to a good quality education. (Article 28)

## Calm Me

Each lesson we will also have a "calm me" section. This fits in well with our **Calm Me** mouse.





## Jigsaw unit title &amp; focus:

## Key Vocabulary

## Autumn 1: BEING ME IN MY WORLD

I will make new friends in my new class. I will learn to play with the other children, taking turns and using kind hands. I can use words like happy and sad to say how I am feeling.

Meadows Wellbeing wheel link: Friendly Me/Unique Me



## Autumn 2: CELEBRATING DIFFERENCE

I will try lots of new things and keep trying if they are hard. I know that we all like different things and that is ok. I can be friends with lots of different children.

Meadows Wellbeing wheel link: Unique Me



## Spring 1: DREAMS AND GOALS

I can tell you what I want to be when I am older. My teacher will help me to know how my learning in school will help me with my job. I can use kind words or offer help if someone else is finding something tricky.

Meadows Wellbeing wheel link: Clever Me



## Spring 2: HEALTHY ME

I understand that I need to exercise to keep healthy. I understand can make healthy eating choices. I understand why sleep is good for me. I can wash my hands thoroughly. I know how to stay safe if a stranger approaches me.

Meadows Wellbeing wheel link: Safe Me/ Active Me



## Summer 1: RELATIONSHIPS

I can identify some of the jobs I do in the family. I feel like a belong. I know how to stop myself being lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words.

Meadows Wellbeing wheel link: Friendly Me

## Summer 2: CHANGING ME

I can name lots of my body parts. I know that we grow from babies into adults. I can tell you the best bits of Reception and what I am excited/worried about in Year 1.

Meadows Wellbeing wheel link: Clever Me



Term	Some key words / phrases we will use and learn
Autumn 1	friends, take turns, share, happy, sad, kind hands, rules, allowed, not allowed.
Autumn 2	good at, enjoy, find tricky, same, different, like, dislike, friend.
Spring 1	Challenge, tricky, determined, improve, persevere, job, skill
Spring 2	Exercise, breathing, healthy, unhealthy, routine, hygiene, stranger danger.
Summer 1	Family, friendly, lonely, hurt, feelings, relax, friendship, kind, unkind.
Summer 2	baby, toddler, child, adult, remember, worried, excited, nervous.

## Links to Rights respecting article links

I have the right to Friends. (Article 15)

I have the right to be safe. (Article 19)

I have the right to be listened to (Article 12)

I have the right to play and rest. (Article 31)

I have the right to water and food. (Article 24)

I have the right to a good quality education. (Article 28)

## Calm Me

Each lesson we will also have a "calm me" section. This fits in well with our Calm Me mouse.



### Jigsaw unit title & focus:

#### Autumn 1: BEING ME IN MY WORLD

I will see my friends again, settle into my new class and remember our school rules and routines making sure everyone can learn.

Meadows Wellbeing wheel link: **Friendly Me**



#### Autumn 2: CELEBRATING DIFFERENCE

I will learn that everyone is different and celebrate everyone's uniqueness.

Meadows Wellbeing wheel link: **Unique Me**



#### Spring 1: DREAMS AND GOALS

I will learn how to face new challenges and celebrate personal achievement.

Meadows Wellbeing wheel link: **Clever Me**



#### Spring 2: HEALTHY ME

I will learn how medicines help me when I'm poorly and how to stay safe when crossing the road.

Meadows Wellbeing wheel link: **Safe Me/Active Me**



#### Summer 1: RELATIONSHIPS

I will learn about my family and think about how my family make me feel. I will also be looking at healthy relationships – NSPCC: Pants.

Meadows Wellbeing wheel link: **Friendly Me**



#### Summer 2: CHANGING ME

I will be able to tell you how my body has changed since I was a baby and explain how animals may change too.

Meadows Wellbeing wheel link: **Clever Me**



### Key Vocabulary

Term	Some key words / phrases we will use and learn
Autumn 1	friends, belonging, rules, rewards, consequences.
Autumn 2	similar, same as, different, difference, similarity, fair, unfair, special, unique.
Spring 1	challenge, goal, feelings, proud, success,
Spring 2	healthy, unhealthy, medicines, safe, green cross code,
Summer 1	belonging, qualities, caring, kind, community, special
Summer 2	baby, child, adult, mature, life cycle,

### Links to Rights respecting article links

I have the right to Friends. (Article 15)

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### Calm Me

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## Jigsaw unit title &amp; focus:

## Autumn 1: BEING ME IN MY WORLD

I can help to make my class a safe and fair learning space. I know that our rules allow this to happen. I know who to ask if I'm worried or need help.

Meadows Wellbeing wheel link: Friendly Me/Unique Me



## Autumn 2: CELEBRATING DIFFERENCE

I will learn some of the ways that we are different and accept that this is OK. I will be able to explain how someone who is being bullied may feel. I will learn how to stand up for myself and how to get help if I am being bullied.

Meadows Wellbeing wheel link: Unique Me



## Spring 1: DREAMS AND GOALS

I will be able to tell you some of my strengths as a learner. I will be able to work together with others to solve problems.

Meadows Wellbeing wheel link: Clever Me



## Spring 2: HEALTHY ME

I can tell you which foods I enjoy most, which foods are healthy/unhealthy and can talk about lots of ways to keep my body healthy.

Meadows Wellbeing wheel link: Safe Me/Active Me



## Summer 1: RELATIONSHIPS

I accept that everyone's family is different. I am learning that sometimes friends fall out and ways to fix this. I can explain which types of physical contact I like and which I don't.

Meadows Wellbeing wheel link: Friendly Me



## Summer 2: CHANGING ME

I can explain some of the changes that happen as you get older. I can tell you some of the things I can do by myself now I'm getting older. I can name some people who are older than me.

Meadows Wellbeing wheel link: Clever Me



## Key Vocabulary

Term	Some key words / phrases we will use and learn
Autumn 1	rights, responsibilities, worries, hopes, fears, praise, reward, consequences.
Autumn 2	similarities, differences, stereotypes, bullying, bullied, unkind, sad, lonely.
Spring 1	strengths, challenges, easy, difficult, teamwork, success, celebrate, problem-solve.
Spring 2	healthy, unhealthy, choices, balanced diet, relax, tense, medicines, dangerous.
Summer 1	different, similar, relationship, conflict, point of view, physical contact, hugs, kisses, tickling.
Summer 2	growing up, independent, teenager, adult freedom, responsibility, respect.

## Links to Rights respecting article links

I have the right to Friends. (Article 15)

I have the right to be safe. (Article 19)

I have the right to be listened to (Article 12)

I have the right to play and rest. (Article 31)

I have the right to water and food. (Article 24)

I have the right to a good quality education. (Article 28)

## Calm Me

Each lesson we will also have a "calm me" section. This fits in well with our Calm Me mouse.





## Jigsaw unit title &amp; focus:

## Key Vocabulary

### Autumn 1: BEING ME IN MY WORLD

I can name some emotions and recognise them in myself and others. I understand that my behaviour is controlled by me and brings reward or consequence.

Meadows Wellbeing wheel link: **Friendly Me/Unique Me**



### Autumn 2: CELEBRATING DIFFERENCE

I will be able to describe what family means to me and appreciate those who care for me. I can explain ways to calm myself down when I get upset. I know that sometimes words are used to be hurtful, but I try not to do this.

Meadows Wellbeing wheel link: **Unique Me**

### Spring 1: DREAMS AND GOALS

I respect and admire other people who overcome difficulties to achieve success. I can break a goal down into smaller steps to help me achieve it. I can manage the feelings of frustration when obstacles occur.

Meadows Wellbeing wheel link: **Clever Me**

### Spring 2: HEALTHY ME

I can show you where food is labelled and what some of the labels mean e.g. sugar, fat, kcals. I can talk about safe / harmful uses of medicines/drugs.

Meadows Wellbeing wheel link: **Safe Me/ Active Me**

### Summer 1: RELATIONSHIPS

I can describe how taking some responsibility in my family makes me feel. I have a range of strategies to 'mend' friendships. I know who to turn to if I am worried about something online.

Meadows Wellbeing wheel link: **Friendly Me**

### Summer 2: CHANGING ME

I know ways to stay safe in the sun and around water and know it is my responsibility to help to keep myself and others safe. I will find out different things to spend money on, reasons to save and the difference between a 'want' and a 'need'.

Meadows Wellbeing wheel link: **Clever Me**



Term	Some key words / phrases we will use and learn
Autumn 1	Valued, achievements, proud, personal goal, acknowledge, feelings, solutions, rights, responsibilities, support, co-operate
Autumn 2	family, conflict, solutions, resolve, witness, bystander, unkind, hurtful.
Spring 1	challenge, perseverance, motivated, ambition, future, co-operation, teamwork.
Spring 2	healthy, unhealthy, energy, labels, drugs, attitudes, safe harmful.
Summer 1	men, women, unisex, job, role, responsibility, conflict, solution, internet, social media, gaming.
Summer 2	sun protection factor, vitamin d, protective clothing, drowning, canal, pier, river, sea etc.

## Links to Rights respecting article links

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I have the right to be safe. (Article 19)

I have the right to be listened to (Article 12)

I have the right to play and rest. (Article 31)

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I have the right to a good quality education. (Article 28)



## Calm Me

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## Jigsaw unit title &amp; focus:

## Autumn 1: BEING ME IN MY WORLD

I can tell you how it feels to be part of a group and how it feels to be excluded. I care about other people's feelings and try to ensure my behaviour has a positive influence on other people.

Meadows Wellbeing wheel link: Friendly Me/Unique Me



## Autumn 2: CELEBRATING DIFFERENCE

I will try to accept people for who they are. I will question what I think about other people and consider why different people may have different opinions. Meadows Wellbeing wheel link: Unique Me



## Spring 1: DREAMS AND GOALS

I know how disappointment feels and how to cope when I am disappointed. I can support others who are disappointed. I can explain what it means to be resilient and have a positive attitude, even when things feel hard.

Meadows Wellbeing wheel link: Clever Me



## Spring 2: HEALTHY ME

I am aware how different friends can influence my behaviour and have strategies to avoid this. I will find out how peer pressure could influence my healthy lifestyle choices e.g. through smoking, alcohol etc. I can explain the difference between a healthy and unhealthy friendship. (Plus a unit of first aid in Summer 2)

Meadows Wellbeing wheel link: Safe Me/ Active Me



## Summer 1: RELATIONSHIPS

I can tell you different ways people might feel when they lose someone or something they love. I can tell you about someone I no longer see, but I know I can still remember them. Meadows Wellbeing wheel link: Friendly Me

Meadows Wellbeing wheel link: Friendly Me

## Summer 2: CHANGING ME

I know that moving schools is a big change. I know which school I am going to and what is the same and different about it compared to Meadows. I will ask questions about my new school.

Meadows Wellbeing wheel link: Clever Me



## Key Vocabulary

Term	Some key words / phrases we will use and learn
Autumn 1	included, excluded, welcomed, valued, community, responsibility, democracy, fair.
Autumn 2	character, assumption, judgement, appearance, influence, accept.
Spring 1	determination, perseverance, motivation, positive attitude, disappointment, resilience.
Spring 2	friendships, emotions, peer pressure, assertive, fear, leader, follower.
Summer 1	loss, shock, sadness, pain, anger, acceptance, souvenir, memento, remember, special.
Summer 2	transition, change, growing up, feelings, worried, excited.

## Links to Rights respecting article links

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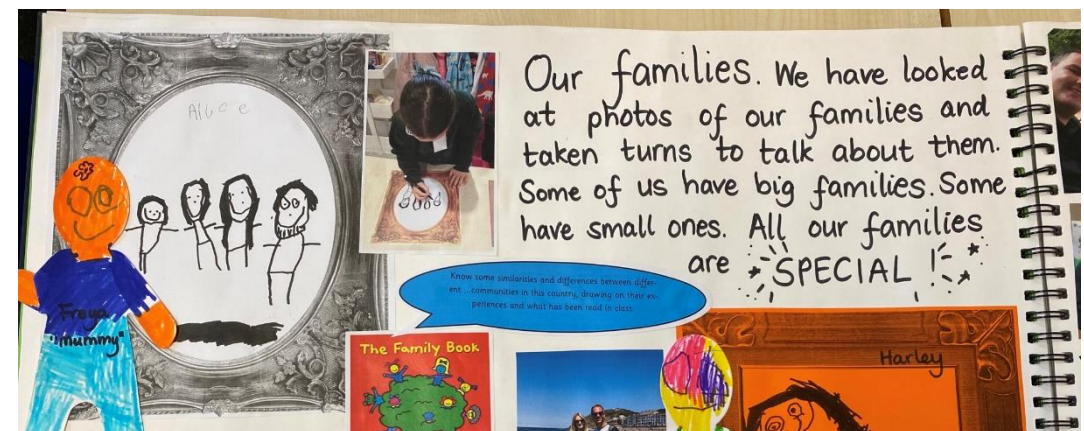
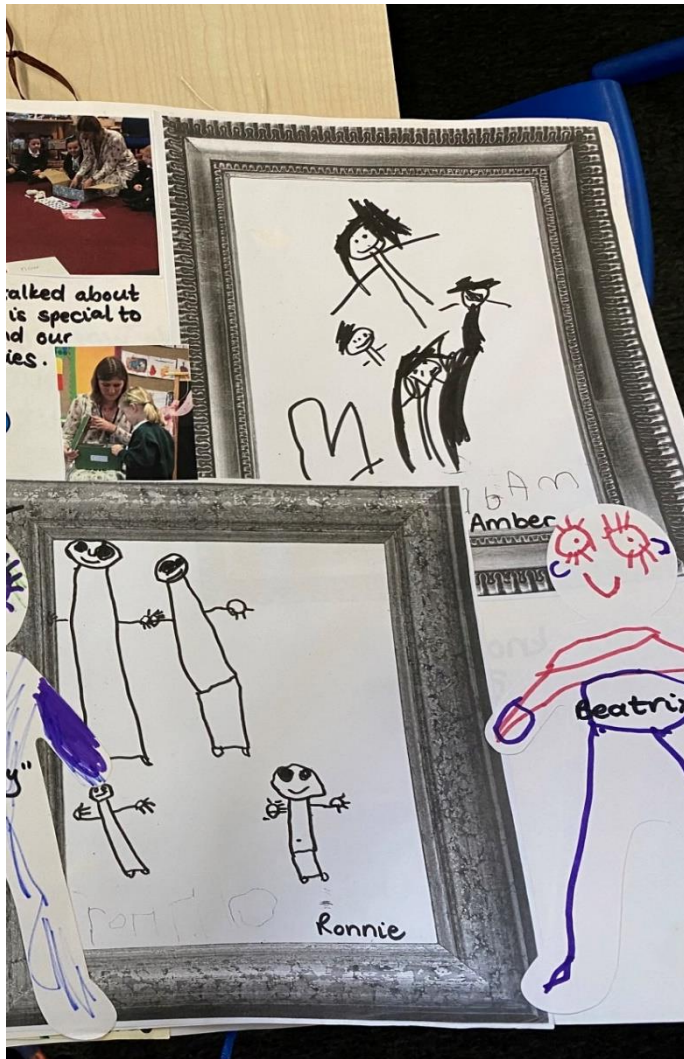






## PSHE At Meadows

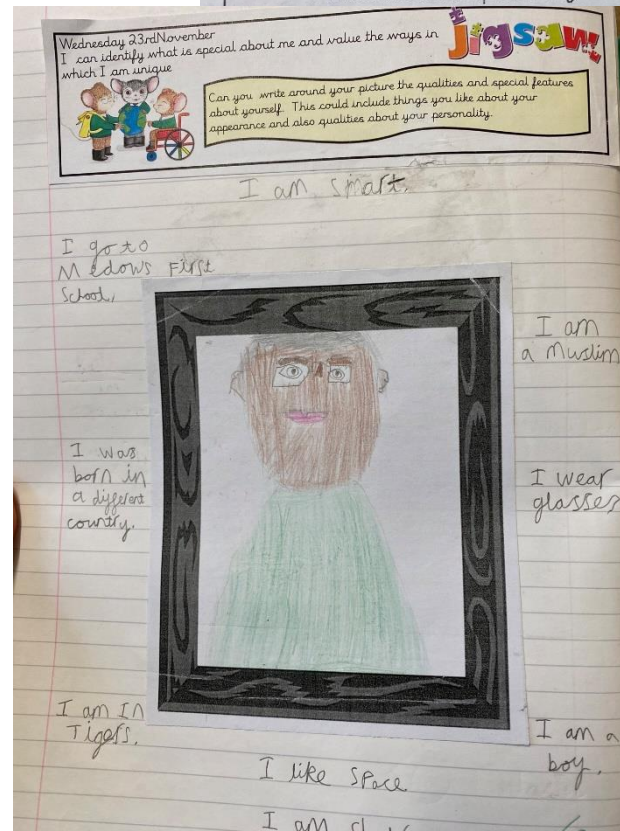
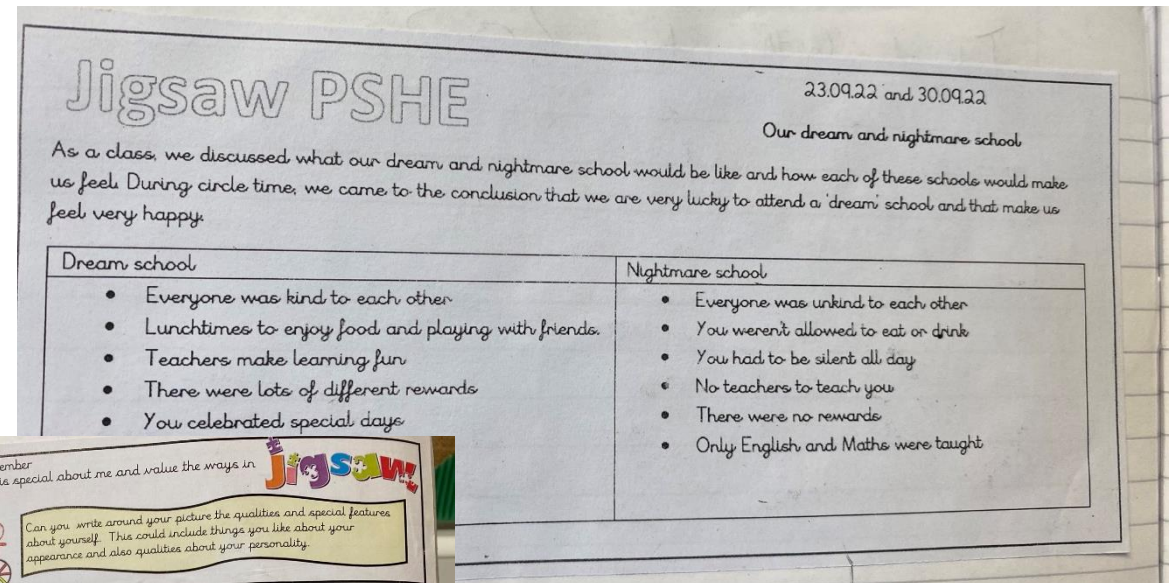
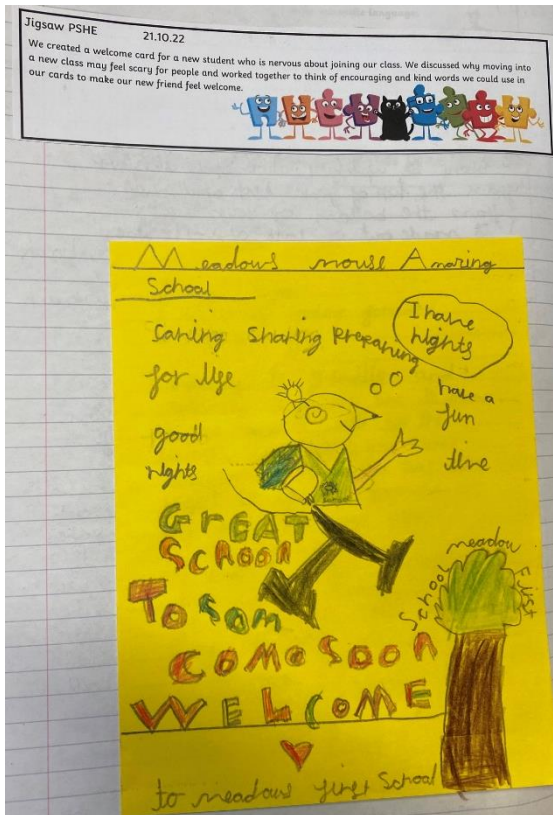
The children in Nursery and Reception have a short whole class PSHE session each week, but most of their PSHE is through their continuous provision (play based learning)







## PSHE At Meadows



The children in Year 1 – Year 4 have a lesson each week. They complete tasks and activities each lesson.