

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 **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in **PSHE**. **For example, our children are introduced to a wide range of text that encourage them to think about their relationships, health and wellbeing and the rights of themselves and others around the world.** We want children to develop a thirst for learning by using memorable and purposeful learning experiences. **For example we develop links within our community to encourage our pupils to become active citizens, such as finding our about democracy, and as part of the global community, raising money for local charities and our social action projects.**

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 have several pupil leadership councils in school.**

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.**

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.**

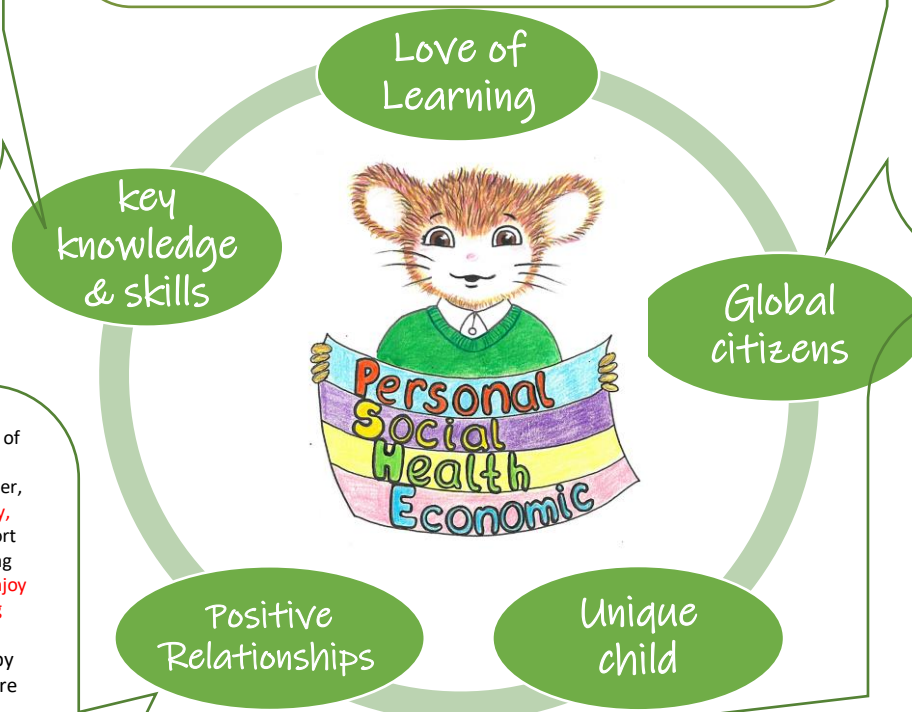
Children use Meadows Mouse to develop lifelong learning habits to be;

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







The PSHE curriculum at Meadows supports the development of positive, 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 summer Fair.**





Life in 21st 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 our 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 ideals.

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"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Identifying talents being special • Families • Where we live • Making friends • Standing up for yourself 	<ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Keeping clean • Sleep • Safety 	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend  	<ul style="list-style-type: none"> • Bodies - respecting my body • Growing up • Growth & change • Fun and fears Celebrations
Year 1	<ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owing the Learning Charter 	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone 	<ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success 	<ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean  • Being safe • Medicine  • Road safety • Linking health and 	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself 	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Linking growing and learning • Coping with change • Transition

				happiness	<ul style="list-style-type: none"> • Celebrating special relationships 	
Year 2	<ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings 	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends 	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success 	<ul style="list-style-type: none"> • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food 	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Assertiveness • Preparing for transition
Year 3	<ul style="list-style-type: none"> • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives 	<ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments 	<ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting 	<ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off line scenarios • Respect for myself and others • Healthy and safe choices 	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices impact on others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	<ul style="list-style-type: none"> • Staying safe in the sun • Staying safe around water • Different ways I can pay for things and track money • How and why people decide to spend money • Transition 
Year 4	<ul style="list-style-type: none"> • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour 	<ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<ul style="list-style-type: none"> • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes 	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength 	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and falling out • Showing appreciation to people and animals. 	<ul style="list-style-type: none"> • Know the basic concepts of first aid • Know how to make an emergency call • Keeping healthy teeth and gums. • Transition to Middle School

PSHE Skills & Knowledge progression through school from Nursery to year 4

	EYFS	Year 1	Year 2	Year 3	Year 4
Friendly Me	<p><i>I can show affection and concern for people who are special to me.</i></p> <p><i>I can describe people who are important to me.</i></p> <p><i>I can talk about ways to make others happy.</i></p> <p><i>I can talk about why my family is important.</i></p> <p><i>I can describe how families can be different.</i></p>	<p><i>I understand what human rights are.</i></p> <p><i>I understand that people share the same rights.</i></p> <p><i>I know about Universal Declaration of Human Rights and the Declaration of the Rights of the Child.</i></p> <p><i>I can identify groups they belong to and say how it feels to be part of a team and/or class.</i></p> <p><i>I can follow instructions by applying good listening. Use key vocabulary to think of ways to show kindness to other.</i></p> <p><i>I can work in a group to discuss what they could do if they saw others being teased or bullied.</i></p> <p><i>I know the difference between good and not so good choices.</i></p>	<p><i>I know about the Universal Declaration of Human Rights and the Declaration of the Rights of the Child.</i></p> <p><i>I can describe what makes someone a good friend.</i></p> <p><i>I can discuss the how my family care for and support me.</i></p> <p><i>I can describe how different families can give the same love.</i></p> <p><i>I know the skills involved in successful cooperation. Identify ways to show others they care.</i></p> <p><i>I can explain who the special people in their lives are (why they are important).</i></p> <p><i>I know how to resolve an argument in a positive way.</i></p>	<p><i>I understand what human rights are.</i></p> <p><i>I understand that people share the same rights.</i></p> <p><i>I know about the Universal Declaration of Human Rights and the Declaration of the Rights of the Child.</i></p> <p><i>I can use pictures and images to express my ideas, thoughts, feelings and worries.</i></p> <p><i>I can identify a feeling and how it is being expressed.</i></p>	<p><i>I know about Universal Declaration of Human Rights and the Declaration of the Rights of the Child.</i></p> <p><i>Revisit Rights Respecting language.</i></p> <p><i>I can discuss what it feels like to be unwelcome.</i></p> <p><i>I can work with others to achieve a shared goal.</i></p> <p><i>I can discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship.</i></p> <p><i>I can identify that caring relationships are important for children's security as they grow up, and these may be of different types.</i></p> <p><i>I can use appropriate language to describe these relationships.</i></p>
Safe Me	<p><i>I can identify how to stay safe (eg be careful when walking on the pavement)</i></p> <p><i>I can describe how to keep myself safe</i></p>	<p><i>I know how to stay safe in different situations, including online.</i></p> <p><i>I have an awareness of safe places to go, and adults who can help.</i></p> <p><i>I understand importance of keeping safe.</i></p> <p><i>I can develop safe strategies to seek help when lost.</i></p>	<p><i>I can identify some everyday dangers.</i></p> <p><i>I understand some basic rules that help keep people safe.</i></p> <p><i>I know what to do if I feel in danger.</i></p> <p><i>I can identify which information I should never share on the Internet.</i></p>	<p><i>I know when to ask for help.</i></p> <p><i>I can describe what a dare is/peer pressure.</i></p> <p><i>I can give examples of a range of risky or dangerous situations.</i></p> <p><i>I can appreciate what being responsible means and name some of my responsibilities.</i></p> <p><i>I appreciate that doing something risky may lead to danger and give examples.</i></p> <p><i>I can describe where pressure to do things can come from.</i></p>	<p><i>I can appreciate what being responsible means and name some of my responsibilities.</i></p> <p><i>I can identify and discuss some school rules for staying safe and healthy.</i></p> <p><i>I can describe what a dare is and identify situations involving peer pressure.</i></p> <p><i>I know when to seek help in risky or dangerous situations.</i></p> <p><i>I can give examples of a range of risky or</i></p>

			<p><i>I know that myr private body parts are private.</i></p> <p><i>I can recall the number to call in an emergency.</i></p> <p><i>I can list some people who can help me stay safe.</i></p>	<p><i>I can describe drugs, alcohol and cigarettes in basic terms.</i></p> <p><i>I can explain some of the ways in which drugs, cigarettes and alcohol affect the human body.</i></p> <p><i>I know how to use mobile devices and the Internet responsibly.</i></p> <p><i>I can sdvise others on staying safe.</i></p> <p><i>I understand why certain information should never be shared online.</i></p> <p><i>I can explain what it means to be kind online</i></p>	<p><i>dangerous situations.</i></p> <p><i>I can list some of the dangers we face when we use the road.</i></p> <p><i>I can identify safety precautions that can be taken on and near roads.</i></p> <p><i>I can describe drugs, cigarettes and alcohol in basic terms.</i></p> <p><i>I can explain some of the ways in which drugs, cigarettes and alcohol affect the human body.</i></p> <p><i>I understand how to stay safe online when using websites, games and activities.</i></p> <p><i>I can identify which information they should never share online.</i></p> <p><i>I know how to use mobile devices and the Internet responsibly.</i></p> <p><i>I can identify who I should tell if I see something online that worries, upsets or confuses me.</i></p> <p><i>I can explain what it means to be kind and respectful online.</i></p> <p><i>I can identify behavior that constitutes cyberbullying.</i></p>
<p>Unique Me</p>	<p><i>I can share my ideas and opinion.</i></p> <p><i>I am confident to talk and communicate freely about home and their wider community.</i></p> <p><i>I am able to listen well to other people when they are talking.</i></p>	<p><i>I know where I live and the community where I belong.</i></p> <p><i>communities they belong to.</i></p> <p><i>I can identify things that harm and things that help a community.</i></p> <p><i>I can identify what it is like to live in Britain.</i></p> <p><i>I can iidentify similarities/ differences between British people.</i></p>	<p><i>I know that all people have rights.</i></p> <p><i>I understand that there are people who protect my rights.</i></p> <p><i>I know what to do if I don't feel safe.</i></p> <p><i>I can discuss what respect means.</i></p> <p><i>I can explain what being fair means.</i></p>	<p><i>I can describe what it is like to live in Britain.</i></p> <p><i>I can describe what being British means to others.</i></p> <p><i>I can talk about what democracy is.</i></p> <p><i>I understand why democracy is important.</i></p> <p><i>I can talk about what rules and laws are.</i></p> <p><i>I can talk about what liberty means.</i></p> <p><i>I can describe a diverse society and its benefits.</i></p> <p><i>I can describe what being British means to me.</i></p> <p><i>I can xplain in detail my own thoughts on human rights.</i></p>	<p><i>I know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child.</i></p> <p><i>I understand that people share the same rights-they are universal.</i></p> <p><i>I understand that no one should take away our human rights- they are inalienable.</i></p> <p><i>I can explain what respect means.</i></p> <p><i>I can describe what a stereotype is and understand how stereotypes can be harmful.</i></p>

		<i>I can talk about what makes me feel proud of being British.</i>	<i>I know how to make a positive difference in school and understand why this is important.</i>		
Calm Me	<p><i>I can understand that we have different emotions</i></p> <p><i>I can identify emotions in others</i></p> <p><i>I can develop strategies to be calm and mindful</i></p>	<p><i>I can identify their own special qualities.</i></p> <p><i>I can identify and name common feelings.</i></p> <p><i>I can talk about what makes them feel unhappy or cross.</i></p> <p><i>I can explain how change and loss make me feel.</i></p> <p><i>I understand the importance of sharing my thoughts and feelings respectfully.</i></p> <p><i>I can develop strategies to promote my own wellbeing.</i></p>	<p><i>I can identify and discuss feelings and emotions.</i></p> <p><i>I can describe positive and negative thoughts.</i></p> <p><i>I can describe what makes me happy/sad.</i></p> <p><i>I understand that I have a choice about how to react when things happen.</i></p> <p><i>I can think about consequences of my actions.</i></p> <p><i>I can talk about my personal achievements and goals, and set goals for myself.</i></p> <p><i>I can describe difficult feelings and the causes.</i></p> <p><i>I can recognise triggers for certain emotions.</i></p> <p><i>I know strategies that I can use.</i></p> <p><i>I can discuss things I am thankful for.</i></p> <p><i>I can describe what being mindful is.</i></p> <p><i>I know this can make you happier.</i></p>	<p><i>I can identify my own strengths.</i></p> <p><i>I can list some of my achievements and say why I am proud of them.</i></p> <p><i>I can identify facial expressions associated with different feelings.</i></p> <p><i>I can describe strategies that I could use to help me cope with uncomfortable feelings, including online.</i></p> <p><i>I can suggest ways to make things right after a mistake has been made.</i></p> <p><i>I can explain that mistakes help me to learn and grow.</i></p>	<p><i>I can understand that it is important to look after our mental health.</i></p> <p><i>I am able to recognize and describe a range of positive and negative emotions.</i></p> <p><i>I can identify ways to cope with negative thoughts</i></p> <p><i>I can discuss changes people may experience in their lives and how they might make them feel.</i></p> <p><i>I can discuss things that make me happy and help me to stay calm.</i></p> <p><i>I can identify uncomfortable emotions and what can cause them.</i></p> <p><i>I can identify some mindfulness techniques and discuss which ones I like to use.</i></p>
Active Me	<p><i>I can understand that exercise keeps me fit and healthy</i></p> <p><i>I know not to touch medicines and that substances in the house can be dangerous</i></p> <p><i>I can identify different ways to keep myself healthy</i></p>	<p><i>I can explain how much sleep I need.</i></p> <p><i>I can discuss why exercise is good for me.</i></p> <p><i>I understand I can choose what happens to my body..</i></p> <p><i>I can make a list of healthy snacks</i></p> <p><i>I know to ask a trusted adult if I am uncertain about whether something is safe to eat.</i></p> <p><i>I can demonstrate hygienic ways to look after my body.</i></p>	<p><i>I know the scientific names introduced to name male and female body parts.</i></p> <p><i>I can identify some differences between males and females.</i></p> <p><i>I understand that people's bodies and feelings can be hurt.</i></p> <p><i>I can identify an adult I can talk to if I am concerned about inappropriate touch.</i></p> <p><i>I can describe how I have changed since I was a baby.</i></p>	<p><i>I can explain what happens if they don't sleep enough.</i></p> <p><i>I can discuss what happens to muscles when we exercise them.</i></p> <p><i>I understand I can choose what happens to my body and know when a 'secret' should be shared</i></p> <p><i>I know the difference between medicine and harmful drugs and chemicals</i></p> <p><i>I can explain how germs travel/spread disease.</i></p> <p><i>I can explain why eating a balanced diet is important.</i></p>	<p><i>I understand where money comes from.</i></p> <p><i>I can identify things I want and /or need.</i></p> <p><i>I can discuss ways to keep money safe.</i></p> <p><i>I can talk about ways I keep my belongings safe.</i></p> <p><i>I can talk about prioritizing what we buy and how to choose.</i></p> <p><i>I can identify what influences what we buy.</i></p>

			<p><i>I understand that peoples' needs change as they grow older inc responsibilities;</i> <i>I can alk about things I would like to do when I am older.</i></p>	<p><i>I can talk about my family and the relationships within it</i></p> <p><i>I understand that there are many different types of families.</i></p>	<p><i>I can alk about ways we can keep track of what we spend.</i></p> <p><i>I can explain ways I can save money.</i></p> <p><i>I can discuss advertisements and offers that try to influence what we buy.</i></p>
<p>Clever Me</p>	<p><i>I can tell you about the different types of work people do</i></p> <p><i>I can tell you some of my strengths as a learner</i></p> <p><i>I have thought about how I learn and how I can achieve a goal</i></p>	<p><i>I can discuss my star qualities.</i></p> <p><i>I can identify what a positive learning attitude is</i></p> <p><i>.I can discuss jobs I can do when I grow up.</i></p> <p><i>I can talk about my hopes for the future.</i></p>	<p><i>I candentify things I want and need.</i></p> <p><i>I can talk about ways we can keep track of what we spend.</i></p> <p><i>I can discuss ways to keep money safe.</i></p> <p><i>I can talk about ways I keep my belongings safe.</i></p> <p><i>I can explain ways we can save mone.</i></p> <p><i>I can dentify what influences what we buy.</i></p> <p><i>I an talk about prioritizing what we buy .</i></p> <p><i>I can discuss advertisements and offers that try to influence what we buy.</i></p>	<p><i>I can discuss my personal achievements and skills</i></p> <p><i>I can identify what a positive learning attitude is</i></p> <p><i>I can talk about jobs that people do</i></p> <p><i>I can discuss skills needed for certain jobs</i></p> <p><i>I can talk about jobs I would like to do</i></p> <p><i>I can what a growth mindset is.</i></p> <p><i>I can challenge stereotypes</i></p> <p><i>I can discuss challenges people may face to achieve their goals.</i></p>	<p><i>I can discuss things that are exciting about moving on to Middle School.</i></p> <p><i>I can share my fears or anxieties about moving on (worry box).</i></p> <p><i>I can develop strategies to cope with transition, in class sessions and during transition activities.</i></p> <p><i>I can dentify key individuals who can help me with transition.</i></p>

PSHE at Meadows



At Meadows we use jigsaw to support our PSHE teaching. This is an online PSHE scheme that provides visual aids and interactive resources. We have adapted and tailored the curriculum to ensure it meets the needs of our learners. The scheme is broken into 6 units that we cover in all year groups: Being me, celebrating difference, dreams and goals, healthy me, relationships and changing me.



In each topic, the children take part in activities that support their personal, social and emotional development. They also take part in a project at the end of each topic. This often involves team work with a focus on building relationships.



In our assemblies we focus on different themes each week, which often celebrate difference. This includes "wear red to say no to racism." We also hold events to support local charities such as the Macmillan coffee morning and have links with the community such as gathering food for a local food bank as part of the harvest festival. We also regularly invite parents into school to build relationships.



We have a forest school that the children in Reception access and also have a wellbeing garden which all children use.

We have also developed wellbeing champions this year. This council meet regularly together to discuss how we ensure

that we are supporting the wellbeing of all children in school.

In school we have developed a wellbeing wheel that shows 6 key components that keep us happy and healthy: active me, calm me, unique me, safe me, friendly me, clever me. We use this within our lessons and refer to it regularly. This forms the basis of our charter.

We run after school clubs that focus on these aspects too, such as lego club for calm me.

