



Subject PSHE Incredible me Subject Lead: Mrs Joanna Watson

Resource to support planning

[Key stage 1-2 \(pshe-association.org.uk\)-
https://www.twinkl.co.uk](https://www.twinkl.co.uk)- PSHCE
 Resources on shared- PSHE resources 22
 SEAL- (social and emotional aspects of learning)
 Drugs scheme
 SRE Barnsley Scheme
 Use Incredible Me scheme for activity ideas

I am me (FS) Year r/1

Incredible Me! Statements (Learning outcomes)	Enquiry questions	ELG for EYFS	Vocabulary	Provision Opportunities/exemplification
1. I can initiate play and play well with other children	Who do you want to play with? How will you ask them to play?	Self regulation <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others - Be able to wait for what they want and control their immediate impulses when appropriate Building Relationships <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and others needs 	Play Kind hands Kind words- please, thank you Share Take turns Friendly Feelings Emotions Happy Angry Sad Mad Lonely excited	Adults modelling how to play alongside others encouraging waiting turns, sharing of resources and use of strategies to ensure fair turns. Adults encouraging friendships through games in groups and whole class so that children have opportunity to learn names of other children. Evidence- long observations of children in provision, photos
2. I can be confident in a range of	Do you want to join in or have a go?	Managing Self	Try Participate persevere	Seal Y1/1 It's good to be me



<p>situations and willing to try new things.</p>		<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience, perseverance in the face of challenge 		<p>Encouraging participation in a range of activities in the provision, Adults to encourage children into areas and activities they may not choose to go to.</p> <p>Evidence- long observations of children in provision</p>
<p>3. I can tell you about my interests, family and experiences and how I am different to others</p>	<p>Who is in your family? What do you enjoy doing? What are your favourite things to do? Do you friends like to do the same things as you?</p>	<p>Self regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others - Write class rules, use the golden rules and golden rules stories <p>Building Relationships</p> <ul style="list-style-type: none"> - Show sensitivity to their own and others needs 	<p>Friends Family Interests Favourite like Feelings Emotions Happy Angry Sad Mad Lonely excited</p>	<ul style="list-style-type: none"> • Making a time to shine poster at home with family members and then bringing to school to be displayed and shared with the class. • Taking Barnaby Bear home for the weekend and then recording in Barnaby's book your experiences to share in class. • Circle time interests dice • Show and tell opportunities <p>Read stories to talk about different feelings and how feelings change in different situations, such as the colour monster.</p> <p>Evidence- time to shine poster folder/Barnaby Bear</p>
<p>4. I can begin to control my behaviour in different situations</p>	<p>How can you show that you are listening to someone? What does respect mean?</p>	<p>Self regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others - Begin to regulate their behaviour accordingly - Be able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity <p>Managing Self</p>	<p>Listen Wait Respect Looking Interrupting Rules Property Wait</p>	<p>Use of visuals in the classroom to promote good listening behaviours. Experience of different group, class, assembly, visit/visitor settings where children have opportunities to manage and control their behaviour. Circle time puppet discussion around a scenario. Stories with themes where the character may or may not have behaved appropriately. Such as Annie Alligator (I want</p>



	What can you do if you are upset?	<ul style="list-style-type: none"> - Explain the reason for rules, know right from wrong and try to behave accordingly. <p>Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and others needs 	<p>Talk</p> <p>Feel</p> <p>Emotion</p> <p>Feelings</p> <p>Emotions</p> <p>Happy</p> <p>Angry</p> <p>Sad</p> <p>Mad</p> <p>Lonely</p> <p>excited</p>	<p>that..) The Highway Rat, Smartest Giant, 1 bag full.</p> <p>Evidence- long observations of children in provision, photos, behaviour log</p>
5. I can tell you about what I am good at and what I need to improve.	<p>What can I do?</p> <p>What could I get better at?</p> <p>What is a target?</p>	<p>Self regulation</p> <ul style="list-style-type: none"> - Set and work towards simple goals <p>Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience, perseverance in the face of challenge <p>Building Relationships</p> <ul style="list-style-type: none"> - Show sensitivity to their own and others needs 	<p>Target</p> <p>Challenge</p>	<p>Time to shine poster- sharing home interest and activities.</p> <p>Show and tell- sharing achievements.</p> <p>Incredible me class goals</p> <p>Personalised target</p> <p>Adults using positive vocab to talk about achievements and sharing with class/parents.</p> <p>Incredible me Wow! moments.</p> <p>Evidence- time to shine, Seesaw posts, Class Incredible Us targets, class WOW moments</p>
6. I can tell you how I am feeling	How can I show you how I am feeling?	<p>Self regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others <p>Building Relationships</p> <ul style="list-style-type: none"> - Show sensitivity to their own and others needs 	<p>Feelings</p> <p>Emotions</p> <p>Happy</p> <p>Angry</p> <p>Sad</p> <p>Mad</p> <p>Lonely</p> <p>excited</p>	<p>Incredible me display area with feelings emojis to help with reflection on behaviour when discussed with adults.</p> <p>Circle time discussion based on different feelings.</p> <p>Talk about emotions in story themes.</p> <p>Adults modelling language or emotions to children to provide the vocabulary to help articulate feelings.</p>
7. I can understand how my	How do you know how	<p>Self regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others 	As above	<p>Golden rule stories, display of golden rules.</p> <p>Writing of class rules</p>



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<p>behaviour can affect others</p>	<p>someone else is feeling?</p> <p>Why do we have rules in school?</p>	<ul style="list-style-type: none"> - Begin to regulate their behaviour accordingly <p>Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and others needs 		<p>Referring to positive reinforcement of rules use of rewards.</p> <p>Adults to model ‘good social play interactions’ in the classroom to help build attachments. Opportunities in provision for working in different situations.</p> <p>Turn taking games</p> <p>Evidence- long observations of children in provision,</p>
<p>8. I can follow instructions well.</p>	<p>How can I show that I am listening to instructions?</p>	<p>Self regulation</p> <ul style="list-style-type: none"> - Show and ability to follow instructions involving several ideas or actions 	<p>Sitting Listening Looking quiet</p>	<p>Instruction games</p> <p>Visuals to support good listening</p> <p>Clear instruction language, breaking down instructions into chunks, repeating/chd repeating instructions.</p> <p>Evidence- use of visuals/strategies to promote listening. Class IM targets</p>
<p>9. I can manage some of my basic needs</p>	<p>Why do I need to wash my hands? Why do I brush my teeth?</p> <p>Why do I need sleep?</p>	<p>Managing Self</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Germ Bacteria</p>	<p>Adult support and encouragement, class targets and discussions with parents around personal targets for those that need extra intimate care support. Rewards for tasting and trying different foods in dinner hall.</p> <p>Evidence- independence in toileting/handwashing Healthy me activity sheet</p>
<p>10. I can tell you some things that help keep me safe and healthy</p>	<p>Why are fruit and vegetables good for me?</p> <p>Why do I need to follow adult instructions?</p>	<p>Managing Self</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Stop Look Listen Safety Rules responsible</p>	<p>Healthy food themes and stories such as Oliver’s veg, tasting opportunities. Discussion about the vitamin benefits for keeping healthy and modelling /role play of brushing teeth.</p> <p>Dental team/info about sugar and how to brush properly.</p>



	<p>Why do I wear a seatbelt?</p> <p>Why do I look before crossing the road?</p>			<p>Little Red Riding Hood- discussion about stranger danger. Discussion about listening to adults/parents and the instructions for keeping you safe in different situations such as roads</p> <p>Evidence- Keep me safe activity sheet</p>
<p>11. I can maintain attention on a conversation or activity</p>	<p>What do I look like when I am engaging in learning?</p>	<p>Self regulation</p> <ul style="list-style-type: none"> - Give focused attention to what the teacher says, responding appropriately even when engaged in activity 	<p>Look Listen Quiet Responding interrupting</p>	<p>Visuals Use of class 'team stop' commands Opportunities to demonstrate attention in different scenarios. 1 to 1, building up to listening and responding as part of a larger group.</p> <p>Evidence-long observations</p>
<p>12. I can continue with a task, even when it is tricky.</p>	<p>What can I do if I find an activity difficult?</p>	<p>Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience, perseverance in the face of challenge 	<p>Challenge Difficulty trying</p>	<p>Class talk about who helps. Ask a friend, ask and adult. Stories like Cleversticks.</p> <p>Evidence- observations/photos</p>



I am understanding (KS1)

Y 1, 1/2 Y 2 Y2/3

DELIVERY METHOD: During the year we have a whole school PSHE theme weeks where PSHE knowledge, skills and enquiry are planned and delivered through the context of meaningful topics such as anti-bullying week, SRE week. Other objectives may be taught as discrete topics. Teachers and subject leaders carefully plan out a sequence for learning to ensure progression coverage and challenge for pupils as they move through school. Where possible PSHE vocabulary, knowledge and cross-curricular links and concepts are made explicit to pupils throughout the curriculum.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, celebration assemblies, class presentations, educational visits.

Incredible Me statement (Learning outcomes)	Enquiry question	PSHCE programme of study	Key Vocab	Strategies /teach
1. I can recognise and name different feelings.	How do you know how someone is feeling?	Wellbeing H12. how to recognise and name different feelings H16. about ways of sharing feelings; a range of words to describe feelings H11. about different feelings that humans can experience	Empathy Emotion Expression Body language	SEAL- y1/2 getting on and falling out Look at pictures of different expressions- can you name the feelings? Sort the feelings? Make a paper plate expression face Create your own emojis Do an action for a different feeling words. Talk about character behaviour in stories.
2. I can talk about how different feelings effect my body	How do feelings affect your body?	Wellbeing H13. how feelings can affect people's bodies and how they behave H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	Lonely Angry Jealous Sad Excited Happy distress	SEAL- y1/2 getting on and falling out Act in roles for different feelings- children guess the feeling from the actions. Circle time- when I am ... I.... Stories about loss eg)- The Memory Tree



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<p>3. I can recognise how others might be feeling.</p>	<p>How can I tell how someone is feeling?</p>	<p>Relationships H14. how to recognise what others might be feeling R23. to recognise the ways in which they are the same and different to others R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p>Similarity Difference Empathy</p>	<p>Act in role for a different emotion</p>
<p>4. I can use different strategies to help me when I don't feel right.</p>	<p>What can I do when I need help? Who can I do if I am feeling upset or angry? How can I help myself to calm down?</p>	<p>Wellbeing H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H24. how to manage when finding things difficult H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it Relationships R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p>Help Communicate Calm regulate</p>	<p>SEAL Y1/2 Its good to be me Pants rule- NCPPC Twinkle KS1- Be yourself KS1</p>
<p>5. I can identify some things I can do to keep myself healthy</p>	<p>What do you know about keeping healthy?</p>	<p>Wellbeing H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H8. how to keep safe in the sun and protect skin from sun damage</p>	<p>Healthy Exercise Safety Active Rest Suncream protection</p>	<p>Twinkl- My body KS1 Brain awareChange for life- food plate Brushing teeth eness- need for sleep/exercise/rest Applying suncream safely</p>
<p>6. I can understand rules are needed to keep us safe.</p>	<p>What rules are to help keep me safe?</p>	<p>Personal Safety H28. about rules and age restrictions that keep us safe H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>Personal Private Trust Information</p>	<p>SEAL Y1/2 New beginnings School rule Computer game and TV ratings U/PG (purple mash ICT, Internet safety day)</p>
<p>7. I can identify some things I can</p>	<p>What can I do to keep myself safe?</p>	<p>Physical Safety risk management</p>	<p>Drug Medicine</p>	<p>Road safety week Household product safety</p>



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<p>do to keep myself safe</p>		<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely R17. about knowing there are situations when they should ask for permission and also when their permission should be sought H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) Personal safety R15. how to respond safely to adults they don't know R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) Online Safety L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p>	<p>Familiar Dangerous Permission Accident Truth</p>	<p>Water safety Stranger danger Internet safety (purple mash) Specific jobs- emergency services Twinkl- safety first KS1 Twinkl- digital wellbeing KS1</p>
<p>8. I can accept other people and appreciate different views.</p>	<p>Why do we like and dislike different things?</p>	<p>Wellbeing H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things L14. that everyone has different strengths L6. to recognise the ways they are the same as, and different to, other people</p>	<p>View Opinion Strength</p>	<p>SEAL Y1/2 Its Good to Be Me Interfaith week (cross curricular links with RE/Geography/history) Anti-bullying week Twinkl-diverse Britain KS1</p>
<p>9. I can say who cares about me and what they do to show me.</p>	<p>Who are the people who care for me?</p>	<p>Community R1. about the roles different people (e.g. wider community people, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own</p>	<p>Relative Community Belonging Care</p>	<p>BBC – class clips, our family caring networks, 2 mums Different family dynamics- same sex, single parent families, parents, step families, children</p>



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		R4. to identify common features of family life		who are looked after by other than their parents. Cross curricular links with RE (celebrating, shared interests, love care, belonging) Twinkl-VIPs KS1
10. I can say what is kind and unkind behaviour.	What do you think is kind or unkind behaviour? How do you know when you are being a good friend?	Relationships R6. about how people make friends and what makes a good friendship R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R21. about what is kind and unkind behaviour, and how this can affect others	Bullying Teasing Lonely Angry Jealous Sad Distressed Embarrassed	Anti-bullying week SEAL Y1/2 Say no to bullying Twinkl- TEAM KS1
11. I can play and work well with others.	Can you tell me how to get on and work with others?	Relationships R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	Argument Conflict Respect Cooperate Opinion	Talking object Twinkl-Think positive KS1
12. I can talk about things that matter to me.	What is important to you? How are you feeling?	Relationships H27. about preparing to move to a new class/year group R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	Change Feeling Confident Nervous Shy Scared	SEAL Y1/2 Changes Worry box Time to shine poster Worried Lollipop feelings/talk sticks



Objectives that can be covered through Science

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H5. simple hygiene routines that can stop germs from spreading
- H8. how to keep safe in the sun and protect skin from sun damage
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H37. about things that people can put into their body or on their skin; how these can affect how people feel
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H26. about growing and changing from young to old and how people's needs change
- L2. how people and other living things have different needs; about the responsibilities of caring for them

Objectives that can be covered through Maths

- L10. what money is; forms that money comes in; that money comes from different sources

Objectives that can be covered through Geography

- L3. about things they can do to help look after their environment

Objectives that can be covered through PE

- H10. about the people who help us to stay physically healthy
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

Objectives that can be covered through additional SRE sessions

- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

Objectives than covered through Summer fayre/enterprise

- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this



I am aware (LKS2)

Y 3 and Y3/ 4 , Y4

DELIVERY METHOD: During the year we have a whole school PSHE theme weeks where PSHE knowledge, skills and enquiry are planned and delivered through the context of meaningful topics such as anti-bullying week, SRE week. Other objectives may be taught as discrete topics. Teachers and subject leaders carefully plan out a sequence for learning to ensure progression coverage and challenge for pupils as they move through school. Where possible PSHE vocabulary, knowledge and cross-curricular links and concepts are made explicit to pupils throughout the curriculum.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, celebration assemblies, class presentations, educational visits.

Incredible Me statement (learning outcomes)	Enquiry question	PSHCE programme of study	Key Vocab	Strategies/ teach
1. I can take responsibility for my actions.	What are the consequences of my behaviour?	Relationships R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	Respect Responsibility Compassion Concern consequence	SEAL Y3/4 Getting on and Falling out
2. I can be considerate of other people's feelings.	How do I show empathy to other people?	Relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	Considerate Affect/effect Positive Negative Empathy/empathetic	ICT- cross curricular, internet safety SEAL Y3/4 relationships P4C/THUNKS
3. I can understand that people have different opinions.	What is a different opinion and who has them?	Community R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background	Opinion View Differing Lifestyle	R.E (cross curricular links) P4C/THUNK



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		R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	Tradition beliefs	TWINKL- One world LKS2
4. I can work out disagreements with friends. I can make and maintain positive friendships	How can I solve a disagreement? How do I make friends and stay friends?	Relationships R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	Experience Trusting Loyalty Generosity Patient Excluded disagreement	SEAL Y3/4 Its good to be me TWINKL- Think Positive LKS2
5. I can understand the need for rules	Why do I have to follow rules?	Personal safety H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone	Cause/consequence Regulations Permission Offence Law Restrictions Media society	Rules around physical contact- in school and outside world. What are the consequences? Right to safety/free from violence- UNISEF- Keeping Children Safe Right to education OXFAM- right to Education UNISEF- A good Education for everyone
6. I know how to keep myself safe	How can I keep myself safe ...? How do I know if a situation is dangerous?	Physical safety risk management H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	Dangerous Suspicious Concerning Personal Private Appropriate inappropriate	Bonfire Night Safety Road Safety- Belt up, look listen TWINKL-Safety first LKS2



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		<p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Online Safety</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>		<p>Purple Mash ICT, Internet safety day</p> <p>TWINKL – digital wellbeing LKS2 Y3/4</p>
<p>7. I can understand the difference between right and wrong.</p>	<p>Why do we have rules in school?</p> <p>How do I know if I'm making good choices?</p>	<p>Responsibility</p> <p>I can say what are acceptable and unacceptable behaviours in different situations</p> <p>I can follow school rules</p>	<p>Experience</p> <p>Acceptable</p> <p>Unacceptable</p> <p>Harmful</p> <p>Consequence conform</p>	<p>SEAL y3/4 Say no to Bullying</p> <p>Anti-bullying week</p> <p>Role play scenarios</p> <p>P4C/THUNKS</p>
<p>8. I can approach new tasks with confidence.</p>	<p>What makes someone confident?</p>	<p>Wellbeing</p> <p>H36. strategies to manage transitions between classes and key stages</p>	<p>Confidence</p> <p>Resilient</p>	<p>SEAL Y3/4 Going for Goals</p> <p>Worry box</p> <p>Friendship hands</p>
<p>9. I can manage my own frustrations.</p> <p>10. I can manage feelings of sadness, anger and frustration</p>	<p>What can I do when I am feeling distressed?</p>	<p>Wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>Frustration</p> <p>Intense</p> <p>Conflicting</p> <p>Powerless</p> <p>Powerful</p> <p>Physical</p> <p>Emotional</p> <p>distressed</p>	<p>SEAL Y3/4 Getting on and Falling out</p> <p>Circle time discussion/talk object</p> <p>Discussing themes from stories</p>



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<p>11. I can tell you about my family and how it may be different to others</p>	<p>What makes my family unique?</p>	<p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>	<p>Unique Stability Committed Security</p>	<p>(comparison with child in a developing country) OXFAM lives of 4 children comparison</p> <p>TWINKL- Diverse Britain LKS2 Cross curricular RE links</p>
<p>12. I can ask questions about how and why things happen.</p>	<p>What is it going to be like in my next class?</p>	<p>H36. strategies to manage transitions between classes and key stages</p>	<p>Explanation Response reason</p>	<p>SEALY3/4 Changes Circle time P4C/THUNKS</p>



I am Accepting (UKS2)

Years 5, Y5/6 and 6

DELIVERY METHOD: During the year we have a whole school PSHE theme weeks where PSHE knowledge, skills and enquiry are planned and delivered through the context of meaningful topics such as anti-bullying week, SRE week. Other objectives may be taught as discrete topics. Teachers and subject leaders carefully plan out a sequence for learning to ensure progression coverage and challenge for pupils as they move through school. Where possible PSHE vocabulary, knowledge and cross-curricular links and concepts are made explicit to pupils throughout the curriculum.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, celebration assemblies, class presentations, educational visits such as crucial crew

Incredible Me statement	Enquiry Question	PSHCE programme of study	Key Vocab	Strategies/ teach
1. I can show I am trustworthy and tell the truth when it matters.	What is a trustworthy person?	Responsibility H35. about the new opportunities and responsibilities that increasing independence may bring	Responsible Considerate Reliable	Jobs within school, monitors Extra responsibilities at home- pocket money Walking to school TWINKL- Team UKS2
2. I can select my friends based on shared interests.	What are the characteristics of a good friend?	Relationships R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	Empathetic Desire Approval Reconcile Mutual	SEAL Y5/6 relationships TWINKL- Relationships UKS2 Cross-curricular Literacy links/Art
3. I can appreciate myself as an individual.	What are the personal qualities that make me an individual?	Wellbeing H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities	Gender Ethnicity Cultural Faith Attributes	Sharing of certificates, achievements in school and out of school. TWINKL- Be Yourself KS2



WOMBWELL PARK STREET PRIMARY SCHOOL **WHOLE SCHOOL SUBJECT OVERVIEW**

		<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>Ego</p> <p>Self-esteem</p>	<p>SEAL Y5/6 Its good to be me</p>
<p>4. I can appreciate the values and points of view of others.</p>	<p>Why is it important to value different attitudes?</p>	<p>Wellbeing</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>Relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Community</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>Varying</p> <p>Discriminate</p> <p>Influence</p> <p>Prejudice</p> <p>Attitude</p> <p>value</p> <p>History</p>	<p>RE (cross curricular)</p> <p>Anti-bullying week (cross-curricular/ black rights)</p> <p>Comparing your class community with a differing community</p> <p>TWINKL –Diverse Britain UKS2</p> <p>SEAL Y5/6 – Getting on and Falling Out</p> <p>P4C/THUNKS</p>
<p>5. I can understand and be considerate of the feelings of others.</p>	<p>How do I show that I am considering others feelings and am empathetic?</p>	<p>Relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship</p> <p>Responsibility</p>	<p>Reconcile</p> <p>Anonymous</p> <p>Courteous</p> <p>Compassion</p> <p>Attentive</p> <p>empathetic</p>	<p>TWINKL- VIP (Very important People) UKS2</p> <p>TWINKL- One World UKS2</p>



WOMBWELL PARK STREET PRIMARY SCHOOL **WHOLE SCHOOL SUBJECT OVERVIEW**

		L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others		Consider an environmental issue such as plastic use and waste
6. I can stand up for what I believe in, in a non-threatening way.	How can I share opinions in a respectful way when I might disagree with others?	Relationships R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with	Judgemental Moral Debate Society Constructive Destructive Vindictive Violent oppositional	Choose a topical issue such as need to buy food locally TWINKL- One World UKS2 Anti-bullying week SEALY5/6- say no to bullying P4C/THUNKS Class debate/presentation to class on a given debatable topic
7. I can reflect on my experiences to help me be better.	What does it mean to reflect on my experiences and behaviour?	Wellbeing H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H36. strategies to manage transitions between classes and key stages	Reflect Process Consider Revise Apprehensive anxious	TWINKL-Think Positive UKS2 Mindmap for challenging unhelpful thoughts Steps to reach a goal
8. I can describe how I feel and why I feel that way.	How many different ways are there to describe how I feel?	Wellbeing H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages	Resentful Argumentative Reluctant Dejected Depressed Optimistic pessimistic agitated irritated elated aggravated antagonistic	SEAL Y5/6 changes



WOMBWELL PARK STREET PRIMARY SCHOOL **WHOLE SCHOOL SUBJECT OVERVIEW**

<p>9. I can understand the need for rules and boundaries and what is fair</p>	<p>Why do I need rules and boundaries?</p>	<p>Personal Safety H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities</p>	<p>Regulations Restrictions Boundaries Permissive Exclusive Adhering subordination</p>	<p>Crucial crew TWINKL- Digital Wellbeing UKS2</p>
<p>10. I understand how to keep myself safe in a variety of situations</p>	<p>What are dangerous situations and what do I need to do to keep safe?</p>	<p>Physical risk and safety H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>Online safety H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns L11. recognise ways in which the internet and social media can be used both positively and negatively</p>	<p>Anonymous Inappropriate Damaging Imposter Predator Encounter Suspicious Permission Consent Confidential Manipulate Misinformation Commercial targetted</p>	<p>TWINKL- Safety First KS2 TWINKL- Digital Wellbeing UKS2 Role play senarios</p>



		<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>Personal safety</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Wellbeing</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>		
<p>11.1 understand my place in my community</p>	<p>Who is in my community and what is my role in the community?</p>	<p>Community</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>Contribution Value Diversity Impact</p>	<p>TWINKL- Diverse Britain UKS2 Contrasting Wombwell with a different location. Cross curricular Geography/RE links</p>



<p>12. I have aspirations for the future and understand what I might need to do to achieve them</p>	<p>What are my aspirations for the future?</p> <p>How do I achieve my goals?</p>	<p>Career and aspirations</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>Money</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p>	<p>Achievement</p> <p>Aspirations</p> <p>Aspiring</p> <p>Negotiation</p> <p>Attitude</p> <p>Priorities</p> <p>Gambling</p> <p>Debt</p> <p>Loan</p>	<p>TWINKL- Aiming high UKS2</p> <p>SEAL Y5/6 Going for Goals</p> <p>TWINKL –Money Matters UKS2</p> <p>Planning a money raising activity for school/charity.</p> <p>P4C/THUNK</p> <p>Visitors in school/visits</p>
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Objectives that can be covered through Science

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness
- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g.walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Objectives that can be covered through RE

- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

Objectives that can be covered through History

- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results



L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

Objectives that can be covered through PE

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

Objectives that can be covered through additional SRE sessions

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

Objectives than covered through Summer fayre/enterprise

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money