



PSHE-Sticky Learning

At Lons, we will be taking part in the following PSHE sessions:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drug education	Being Healthy Being me Exploring emotions	Being Safe Being responsible	Relationships Growing up	Money matters Bullying matters	Changes Differences and diversity
Reception	<p>Personal, Social and Emotional Development</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>				
		3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.	
	Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control	



		<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none">• Personal hygiene <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none">• regular physical activity• healthy eating• toothbrushing• sensible amounts of 'screen time'• having a good sleep routine• being a safe pedestrian	<p>their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships - Work and play cooperatively and take turns with others; Form</p>
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	toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.				positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
Sticky Knowledge					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Drug Education</u>	<u>Being Me</u>	<u>Being Safe</u>	<u>Growing Up</u>	<u>Money Matters</u>	<u>Changes</u>
A grown-up should give me medicine. Healthy choices help our bodies work. Sleep helps my body to rest. Brushing my teeth helps keep them clean. There are foods that are healthy and foods that are unhealthy.	We are all different. People can like different things to me.	People can be kind and unkind. We can keep ourselves safe by following the rules. Emergency services are there to help us.	Babies grow into adults. It is important to be kind to others. Know the difference between old and young.	Money is used to buy things. We need to keep our money safe.	Emotions include happy, sad, angry, calm, scared, confused. Things change over time.
Sticky Skills					
Talk about why sleep is important. Talk about why brushing my teeth is important. Talk about healthy food.	Name different emotions. Talk about why I am special. Talk about differences.	Identify dangers. Talk about how to cross the road safely. Talk about fair and unfair.	Listen to what others say. Work with others to solve a problem. Be a good winner and loser.	Talk about what we use money for. Understand why being kind is important.	Talk about similarities and differences. Form positive relationships with adults and children.



	Understand what is safe and unsafe to eat and drink. Talk about how I feel when I am poorly.		Demonstrate good manners.	Ask for help and help others.	Explain how people can be unkind to others.	Initiate play and invite others to join in. Identify changes. Talk about changes.
Vocabulary						
	Medicine Safe Unsafe Healthy Sleep Toothbrush Toothpaste Teeth Fruit Vegetable Healthy Unhealthy	Emotion Feeling Different Me	Danger Road safety Fair Unfair Manners Please Thank you	Listen Problem Winner Loser Baby Young Old	Money Kind Unkind	Kind Changes Friend
Key Stage 1 National Curriculum Objectives						



Knowledge, skills and understanding Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- b. to share their opinions on things that matter to them and explain their views;
- c. to recognise, name and deal with their feelings in a positive way;
- d. to think about themselves, learn from their experiences and recognise what they are good at;
- e. how to set simple goals.

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class;
- b. to take part in a simple debate about topical issues;
- c. to recognise choices they can make, and recognise the difference between right and wrong;
- d. to agree and follow rules for their group and classroom, and understand how rules help them;
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them;
- f. that they belong to various groups and communities, such as family and school;
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them;
- h. to contribute to the life of the class and school;
- i. to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. how to make simple choices that improve their health and wellbeing;
- b. to maintain personal hygiene;
- c. how some diseases spread and can be controlled;
- d. about the process of growing from young to old and how people's needs change;
- e. the names of the main parts of the body;
- f. that all household products, including medicines, can be harmful if not used properly;
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people;
- b. to listen to other people, and play and work cooperatively;
- c. to identify and respect the differences and similarities between people;
- d. that family and friends should care for each other;



e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);
- e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);
- f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);
- g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
 - h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

Sticky Knowledge

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Drug Education</u></p> <p>We can use medicines to help us when we are ill. Household products can be harmful if not used properly. Things that people put into their bodies or on their skin can affect how they feel.</p>	<p><u>Being Me</u></p> <p>Friends can have both similarities and differences. Other's differences should be respected and celebrated. I am part of lots of different groups.</p>	<p><u>Being Safe</u></p> <p>Passwords should not be shared. Rules and age restrictions online are there to keep us safe. The emergency services can be contacted by phoning 999.</p>	<p><u>Growing Up</u></p> <p>People grow from young to old. People's needs and bodies change as they grow. Some parts of our bodies are private.</p>	<p><u>Money Matters</u></p> <p>Money comes in different forms. Money can be looked after in different ways. People make different choices about how to spent and save money.</p>	<p><u>Changes</u></p> <p>Loss and change can affect the way we think, feel and behave. Changes can produce big feelings. There are things we can do to prepare for changes.</p>



Sticky Skills



	<p>Explore the roles of medicines. Explore that medicines come in different forms and are used in different ways. Talk about some simple rules for staying safe around medicines and other household products. Identify people that they can go to if they are ill, worried or to help them.</p>	<p>Recognise and share facts about themselves. Identify their likes and dislikes and what they are good at. Talk about some ways that they are special. Name some groups that they belong to.</p>	<p>Identify possible risks/hazards in the home and outside. Explore how to keep safe and reduce risks at home and in their local environment. Recognise what to do if there is an accident and someone gets hurt.</p>	<p>Name the main parts of the body including vagina and penis. Recognise the difference between male and female body parts. Talk about some ways to keep clean. Understand that babies grow in the mother's body and have particular needs when they are born. Recognise what makes them special and unique. Identify different types of touch and how they make people feel. Understand the difference between happy surprises and secrets that make</p>	<p>Talk about some things we all need and some we want but don't need. Know that everyone has different strengths and talents. Name some different jobs that people do.</p>	<p>Identify examples of loss and change. Identify feelings associated with loss and change. Talk about some ways to help others when they are affected by change. Know that it is important to talk to someone if you are worried. Identify people who can help us if we feel worried.</p>
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Vocabulary						
Medicine	Similarity	own safety/privacy	Young	Money	Loss	
Ill	Difference	internet safety	Old	Cash	Change	
Sick	Respect	password	Body	Card	Behave	
Harmful	Like	rule	Private	Coins	Feelings	
Tablet	Dislike	age restriction	Body parts including vagina and penis	Spend		
Pill	Belong	emergency service	Baby	Need		
Injection		online	Need	Want		
Syringe		risk	Touch			
		hazard	Secret			
		safe				
		unsafe				
		accident				