



PSHE-Sticky Learning

At Lons, we will be taking part in the following PSHE sessions:

Personal, Social and Emotional Development

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.

	3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
Reception 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. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	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. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	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 their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately



		<p>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.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</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>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 positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>
--	--	---	--	--



	Make healthy choices about food, drink, activity and toothbrushing.				
Sticky Knowledge					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Differences and diversity</u> It is ok to be different. It is kind to ask other children if they want to play.</p>	<p><u>Exploring emotions</u> Emotions include happy, sad, angry, calm, scared, confused.</p>	<p><u>Relationships</u> It is ok to lose. Problems can be solved by working with others.</p>	<p><u>Being responsible</u> It is important to wash my hands and catch my sneezes. Please and thank you are good manners. Recycling is a responsible thing to do.</p>	<p><u>Bullying matters</u> People can be kind and unkind.</p>	<p><u>Being Healthy</u> Sleep helps my body to rest. Brushing my teeth helps keep them clean. There are foods that are healthy and foods that are unhealthy.</p>
Sticky Skills					
Talk about similarities and differences. Form positive relationships with adults and children. Initiate play and invite others to join in.	Name different emotions.	Listen to what others say. Work with others to solve a problem. Be a good winner and loser. Ask for help and help others.	Identify dangers Talk about how to cross the road safely. Talk about fair and unfair. Demonstrate good manners.	Understand why being kind is important. Explain how people can be unkind to others.	Talk about why sleep is important. Talk about why brushing my teeth is important. Talk about healthy food.
Vocabulary					



	Kind Friend	Emotion Feeling	Listen Problem Winner Loser	Danger Road safety Fair Unfair Manners Please Thank you	Kind Unkind	Sleep Toothbrush Toothpaste Teeth Fruit Vegetable Healthy Unhealthy
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

Difference and Diversity

Exploring Emotions

Relationships

Being Responsible

Bullying Matters

Being Healthy



	<ul style="list-style-type: none">• Food is necessary to keep our bodies healthy.• Physical activity can help us to stay healthy.• Sleep and relaxation are important for growing and keeping healthy.	<ul style="list-style-type: none">• I am different to other children in my class.• I am the same as the children in my class.• I am special.	<ul style="list-style-type: none">• Feelings are ok.• Feelings can affect my body.• Not everyone feels the same what about the same things.	<ul style="list-style-type: none">• I have special people in my life.• I need to tell someone if I am worried about something in a relationship.• Families can look the same or different.	<ul style="list-style-type: none">• Rules should be followed to help each other.• Rules need to be fair.• Different people have different needs.	<ul style="list-style-type: none">• Our bodies and feelings can be hurt by words and actions.• Hurtful behaviour is not acceptable.• Bullying should be reported to a trusted grown up.
	Sticky Skills					



	<ul style="list-style-type: none">• Demonstrate how to brush teeth.• Explain what good dental hygiene is.• Demonstrate simple hygiene routines that stop the spread of germs.• Recognise different ways of staying healthy in the sun.	<ul style="list-style-type: none">• Talk about ways I can treat myself and others with kindness.• Know what it means if something is fair and unfair.	<ul style="list-style-type: none">• Name a range of words to describe feelings.• Talk about how we can recognise what others might be feeling.• Talk about ways to manage big and uncomfortable feelings.• Identify who I can ask for help.	<ul style="list-style-type: none">• Explain what makes a good friend.• Talk about some ways to make friends.• Recognise kind and unkind behaviour.• Resolve conflict in simple ways.	<ul style="list-style-type: none">• Give examples of rules from different situations.• Describe some simple ways to manage waste.• Describe some ways to care for people, animals and other living things.	<ul style="list-style-type: none">• Explore what is bullying and what is not.• Recognise kind and unkind behaviour in themselves and others.• Explore simple strategies to resolve arguments between friends.
--	---	--	--	---	--	---