






Hillborough Infant and Nursery School Scheme of Work



<p>PSHE & RHE Personal, Social, Health, Economic & Relationship Health Education</p> <p>2021 - 2022</p>	<p>Autumn Term Happy Mind, Happy Me <i>Let's build the big jigsaw of happiness for you and me.</i></p> 	<p>Spring Term Year 3000 <i>Working together to design the future.</i></p> 	<p>Summer Term Around the World in 80 Days <i>Fly with me and let's explore the world.</i></p> 
<p>Key events</p>	<p>Children in Need November 2021</p>	<p>Comic Relief Friday March 2022</p>	<p>Values Money and Me</p> <ul style="list-style-type: none"> • Year 1 Do the Right Thing • Year 2 Charity Job Week <p>Transition Day</p>
<p>Nursery Curriculum links</p> <p><i>Development Matters Sep 2020</i></p>	<p>PSED - Personal Social and emotional Development - 3-4 years</p> <ul style="list-style-type: none"> • 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. 		



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	<ul style="list-style-type: none"> • 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. 		
<p>Ages 3 to 5 Progression of Skills</p> <p><i>Jigsaw</i></p>	<p>Being Me in My World To start to understand self-identity To start to understand feelings To experience being in a classroom To learn to be gentle To start to understand rights and responsibilities</p> <p>Celebrating Difference To identifying talents To learn about being special To understand families To know where we live To start to know how to make friends To begin to stand up for yourself</p>	<p>Dreams and Goals To begin to understand challenges and perseverance To start to do goal-setting To Overcome obstacles To know how to seek help To learn about jobs To begin to know how to achieve goals</p> <p>Healthy Me To know how to exercise our bodies To know about physical activity To know about healthy food To understand about sleep To know how to keep clean To know about safety</p>	<p>Relationships To understand family life To understand friendships To know about breaking friendships and falling out To know how to deal with bullying Understanding how to be a good friend</p> <p>Changing Me To know about bodies To understand how to respect my body To begin to understand about growing up To begin to learn about growth and change To understand about fun and fears To understand about</p>



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			celebrations
Key Vocabulary	feelings, classroom, rights, responsibilities, talents, families, friends, yourself	challenges, goals, jobs, exercise, healthy food, sleep, clean, safety	family, friendship, bullying, growing, change, fun, fear, celebration, charities, calculations, fundraising
<p>Reception Curriculum links</p> <p><i>Children at the expected level of development, at the end of their Reception year, will:</i></p> <p><i>Development Matters Sep 2020</i></p>	<p>PSED - Personal Social and emotional Development - Reception</p> <ul style="list-style-type: none"> • 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. • Manage their own needs. • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <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 		
Year 1 Curriculum links	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me Values Money and Me
Progression of skills	Being in My World	Dreams and Goals To set goals	Relationships



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<p><i>Jigsaw</i></p>	<p>To know how to feel special and safe To understand how to be part of a class To know my rights and responsibilities To experience rewards and to feel proud To understand consequences To own the Learning Charter I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.</p> <p>Celebrating Difference To understand similarities and differences To understand bullying and know how to deal with it To make new friends To celebrate the differences in everyone.</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p>	<p>To identifying successes and achievements To understand learning styles To work well and celebrate achievement To tackle new challenges To identify and overcoming obstacles To recognise feelings of success. I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings</p> <p>Healthy Me To keep myself healthy To make healthier lifestyle choices To understand how to keep clean To know how to be safe To understand medicine safety and safety with household items To know road safety To see the link between health and happiness.</p>	<p>To understand what it means to belong to a family To make friends & be a good friend To know physical contact preferences To consider people who help us To identify their qualities as a friend and person To understand self-acknowledgement To know how to be a good friend to myself To celebrate special relationships.</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>Changing Me To understand about the life cycles of animals and humans</p>
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	<p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>To know about changes since being a baby</p> <p>To understand the differences between female and male bodies (correct terminology)</p> <p>To be able to link growing and learning</p> <p>To know how to cope with change</p> <p>To understand transition.</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.</p> <p>Values Money and Me</p> <p>Year 1 Do the Right Thing</p> <p>Choose and justify a response to a dilemma around money.</p> <p>Make a simple moral decision around money.</p> <p>Understand that money cannot always replace the value of a precious item.</p>
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			Understand that helpful acts have a value that can be nonmaterial.
Key Vocabulary	special, rights, responsibilities, rewards, proud, learning, similarities, difference, bullying, friends, celebrate	success, achievement, learning styles, overcoming, obstacles, safety, medicine, health, happiness	relationships, belong, family, physical contact, preferences, friend, self-acknowledgment, life cycle, difference, male, female, changes, transitions
Year 2 Curriculum links	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me Values Money and Me
Progression of skills <i>Jigsaw</i>	<p>Being Me in My World</p> <p>To recognise hopes and fears for the year.</p> <p>To know their rights and responsibilities.</p> <p>To know their rewards and consequences.</p> <p>To know what is a safe and fair learning environment.</p> <p>To value contributions.</p> <p>To make choices.</p> <p>To recognise feelings.</p> <p>I can explain why my behaviour can impact other people in my class. I can compare my own and my friends' choices and can</p>	<p>Dreams and Goals</p> <p>To know how to achieve realistic goals.</p> <p>To understand perseverance To identify strengths.</p> <p>To understand how to learn with others.</p> <p>To understand group co-operation.</p> <p>To contribute to and share success.</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to</p>	<p>Relationships</p> <p>To understand about different types of family.</p> <p>To know physical contact boundaries.</p> <p>To know about friendship and conflict.</p> <p>To understand trust and appreciation.</p> <p>To know how to express appreciation for special relationships.</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with</p>



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	<p>express why some choices are better than others.</p> <p>Celebrating Difference</p> <p>To understand assumptions and stereotypes about gender To understand bullying.</p> <p>To know how to stand up for self and others.</p> <p>To know how to make new friends</p> <p>To understand gender diversity</p> <p>To celebrate differences and remain friends.</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend.</p> <p>I can also explain why it is OK to be different from my friends.</p>	<p>be part of a group and can identify a range of feelings about group work.</p> <p>Healthy Me</p> <p>To understand motivation</p> <p>To know how to make healthier choices.</p> <p>To know about relaxation</p> <p>To understand healthy eating and nutrition.</p> <p>To know about healthier snacks and sharing food.</p> <p>I can explain why foods and medicines can be good for my body by comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Changing Me</p> <p>To understand life cycles in nature.</p> <p>To know about growing from young to old.</p> <p>To understand about increasing independence.</p> <p>To understand assertiveness</p> <p>To prepare for transition.</p> <p>To know the differences in female and male bodies (correct terminology)</p> <p>I can use the correct terms and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
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			<p>Values Money and Me</p> <p>Year 2 Charity Job Week</p> <p>Name some charities and the good causes they support.</p> <p>Express a preference for a charity to support and explain their choice and the feelings behind it.</p> <p>List some ways they could raise money to support a charity or good cause.</p> <p>Understand that good teams combine people with different strengths and qualities who work together.</p> <p>Make simple calculations involving distance and money.</p> <p>Use their understanding to identify a realistic fundraising goal.</p>
Key Vocabulary	hopes, fears, rights, responsibilities, rewards, consequences, safe, fair, learning environment, contributions, choices, feelings, assumptions, stereotype, gender, difference, celebrate	realistic, goals, perseverance learning strengths, co-operation contributing, sharing, success, motivation, healthier choices, relaxation, healthy eating, nutrition, snacks sharing	family, physical contact, boundaries, friendship, conflict, appreciation, appreciation, Life cycles, growing, young, old, independence, differences, female, male, assertiveness, transition, money, material, charity