



## EYFS PSHE Curriculum

***‘You are never too old to set a new goal or to dream a new dream’ C.S Lewis***

Through our Personal, Social, Health and Economic (PSHE) Curriculum, we enable pupils to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. Through it, pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils stay healthy and safe, whilst preparing them to make the most of life and work. It also helps pupils to achieve their academic potential through developing a sense of self confidence and skills in resilience. Our PSHE curriculum includes, but is not limited to, statutory content, including Relationships Education at Key Stages 1 and 2. Relationships and Sex Education (RSE) at key Stages 3 and 4 and Health Education in both primary and secondary phases.

PSHE, alongside our enrichment and safeguarding and British values education, is central to the development of the pupils in our school and reflects our school’s vision of ‘Every Pupil, Every Chance’. Our programme of study is based around the SEND curriculum from the PSHE Association and ‘Learn and Thrive’ and provides appropriate learning opportunities for all pupils across The Forest School, regardless of their stage of development. The curriculum is designed to help pupils manage the challenging moral, social and health related issues that arise in their lives and society and supports them in having a voice and knowing their choices. It helps our pupils to develop the knowledge, skills and understanding they need to live confident, healthy, safe and independent lives. Our Programmes of Study take a thematic approach to PSHE and are designed so that all year groups experience coverage of the same core offer throughout the year. This approach ensures that pupils make developmental progress by revisiting themes each year and are able to build on prior learning and experiences. Links can also be made across the school in assemblies, educational visits and through enrichment activities.

Our PSHE Curriculum focuses on six key areas:

- Self- awareness
- Self-care, support and safety
- Managing Feelings



- Changing and Growing
- Healthy Lifestyles
- The World I live in



Key Stage 1, Lower Key Stage Two, Upper Key Stage 2 and Key Stage 4, the curriculum follows a two yearly cycle and in Key Stage 3 it follows a three yearly cycle, allowing pupils to revisit and build upon prior learning. This is reflected through our stages of development; Access, Build, Connect, Deepen.

Teachers will plan lessons that are inspiring and engaging with content that is appropriate to age and stage and adapted according to need. Learning objectives will be tailored to the development and understanding of the pupils across a common focus area. Learning will build on knowledge and skills over time and will link new knowledge to prior learning. Students will also be involved with celebration events such as external visits, assemblies and themed whole school events which focus on school values.



# EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
 MANAGING SELF  SELF REGULATION MAKING  RELATIONSHIPS  	<p>What makes me special? My special people. Who can help me (self-regulation)? Me and my feelings ZER (naming different feelings, thinking about how to feel with 'not so good feelings'. Self-care techniques. Know that some actions and words can hurt others feelings. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>I'm special you're special. Same and different. Same and different families. Same and different homes. Kind and caring. Independence, selecting and putting back own belongings. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>What's safe to go in my body? Keeping myself safe. Safe indoors and outdoors. Listening to my feelings. Keeping safe online. People who help to keep me safe. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>Looking after my special people. Looking after my friends. Being helpful at home and caring for our classroom. Caring for our world. Healthy eating, fruit kebabs/making a fruit smoothie. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>Bouncing back when things go wrong, resilience. Yes I can, confidence and resilience. Healthy eating. Move your body. A good night's sleep. Importance of exercise. Being kind to living creatures. Taking care of animals e.g. frogs/butterflies. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>	<p>Seasons Life stages, plants, animals, humans. Transition into my new class. Oral hygiene, daily teeth cleaning. Handwashing, before snack and dinner. Class rules, behavioural expectations in the class/boundaries.</p> <p>JIGSAW PSHE LINKS</p>