

Torpoint Nursery and Infant School  
Physical, Social, Health, Economic  
and Relationships Education (PSHRE)

Programme of Study

(EYFS: Personal, Social and Emotional Development)



## Our **ACHIEVE** curriculum ensures:

**A**ll children are provided with the very best learning experiences that engage, motivate, challenge and inspire.

**C**hildren develop their love for learning in stimulating and safe environments throughout the school.

**H**appiness of all is paramount.

**I**ndividual needs are recognised and met; an inclusive curriculum for all.

**E**arly Years expertise is used to meet the unique needs of the children from the ages of 3-7.

**V**oices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

**E**ach and every child makes the best possible progress, leading to lifelong academic and personal achievement.





## The Characteristics of Effective Learning are a key element to the EYFS Curriculum.

The characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes. Information about the child's characteristics of effective learning gives a vital background and context about the child's next stage of development and future learning.

They Consist of:

- Playing and exploring
- Active learning
- Creating and thinking critically

### Playing and exploring

Engagement:

Finding out and exploring is concerned with the child's open-ended hands-on experiences, which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

Using what they know in their play: Describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways.

Representing experiences through imaginative play -Supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.



Being willing to have a go- Refers to the child:

- finding an interest
- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn

### Active learning

Motivation:

Being involved and concentrating- Describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

Keeping on trying- Refers to:

- the importance of persistence even in the face of challenge or difficulties
- an element of purposeful control which supports resilience.

Enjoying achieving what they set out to do- Builds on the intrinsic motivation that supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.



## Creating and thinking critically

Having their own ideas- covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

Using what they already know to learn new things- Refers to:

- the way children use narrative and scientific modes of thought to:
- develop and link concepts
- find meaning in sequence, cause and effect
- find meaning in the intentions of others

Choosing ways to do things and finding new ways- Involves children in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies



The Personal, Social and Emotional Development (PSED) aspects of learning in our curriculum underpins everything we do and sets the foundations for the children's future learning. We use Development Matters documentation to underpin our progressive and cohesive PSED / PSHRE curriculum, our bottom up approach ensures children develop all of the skills they require for their future PSHRE learning.

## EYFS PSED

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

- 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.
- 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.

#### Cross Curricular-

##### Physical Development

- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Start eating independently and learning how to use a knife and fork.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

##### UTW

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue developing positive attitudes about the differences between people.

##### CAL

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

##### EAD

- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Respond to what they have heard, expressing their thoughts and feelings.

-Children select and use resources they need to achieve a goal they have chosen or one that is suggested to them e.g. sound mats for writing, tools for artwork, construction materials.



	<ul style="list-style-type: none"> <li>- Children develop their sense of responsibility and being a member of a community through different jobs and tasks during the day e.g. tidying up, taking the register, counting the lunchboxes.</li> <li>- Children see a range of people in school and are encouraged to interact with them such as taking the registers.</li> <li>-Children have long uninterrupted sessions where they can play with other children and extend their play ideas.</li> <li>- Children follow our 'Happy Classroom Rules' and use these to start to find their own solutions to conflicts and rivalries.</li> <li>-Children are given time to resolve their disagreements themselves, understanding that we are all equal .</li> <li>-Children are shown how to problem solve in a group situation, respecting each other's' differences.</li> <li>-Children develop an understanding of feelings and talk about their own feelings throughout the day including the use of our feelings displays which reflect different cultures.</li> <li>- Children start to understand how others might be feeling. Adults use questions such as 'how is ... feeling?' and 'why do you think they are feeling like that?'</li> <li>-Children start to use a knife and fork where appropriate at lunch and snack time (children also to be given the opportunity to use different utensils such as chop sticks and recognise that food may be eaten in different ways in different cultures).</li> <li>-Children become more independent with dressing such as putting on their coat and doing the zip up.</li> <li>-Children meet their own care needs such as brushing teeth, suing the toilet and washing their hands.</li> <li>-Children start to make healthy choices about food, drink and activity by having regular discussions about what is healthy and using stories/ books where appropriate. Children to understand that healthy food can be found in all cultures.</li> <li>-Children talk about their own family and start to make sense of their family history; respecting similarities, differences and cultures.</li> <li>-Children start to talk about different occupations and think about what their aspirations are.</li> <li>-Children express their feelings and emotions in a range of ways.</li> </ul>
Reception Year	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> </ul>

- 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.

### Cross Curricular-

#### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

#### UTW

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

#### CAL

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

#### .EAD

- Create collaboratively, sharing ideas, resources and skills.
- Explore and engage in music making and dance, performing solo or in groups.

-Children talk about themselves in a positive way thinking about their own strengths.

-Children are given time to talk about their family, likes and dislikes; respecting similarities, differences and cultures.

-Children build up respective relationships with both the adults and children in the setting.



- Children are encouraged to listen to each other as well as adults.
- Children's play regularly involves sharing and co-operating with peers.
- Children's kindness is recognised and rewarded.
- Children are able to talk about and express their own feelings and the feelings of others.
- Children show resilience and perseverance in the face of challenge. Adults model perseverance and resilience and talk through challenges out loud for the children to understand. Resilience and perseverance is recognised and rewarded.
- Children are able to reflect and self-evaluate their work (2 stars and a wish).
- Children develop problem-solving skills.
- Children work as part of group throughout the day.
- Children are encouraged to set their own goals and then helped to achieve them.
- Children are given time to identify and moderate their own feelings socially and emotionally including being given space to calm down and return to an activity.
- Children are given strategies for staying calm and explanations are given to aid understanding.
- Children are reminded of and follow our 'Happy Classroom Rules' within school whilst recognising that rules in other places such as the family home, churches, mosques, temples may be different.
- Children listen to stories from all cultures where characters deal with challenges and then discuss how they dealt with those challenges.
- Children manage their own needs such as washing their hands before snack.
- Children understand the need for safety with specific tools.
- Children know and can talk about their health and well-being and the factors such as sleep and food that affect them.



# Relationships Education

*This spiral curriculum will be taught alongside, and enhance, the PSED curriculum delivered to our children in EYFS.*

*Teachers will also refer to the school's Characteristics of Effective Learning document. (See explanation for Characteristics of Effective Learning above.)*



## Personal, Social, Health, Relationship Education

Objective	Year One	Year Two
<b>Relationships Education</b> <b>Families and People who care for me</b>		
<p>That families are important for children growing up because they can give love, security and stability.</p>	<p style="color: red;">Identify who is in their family and why their family is special.            What is love, who do you love? How is love different to friendship? How do you show love?</p>	<p style="color: red;">Identify who is in their family and why their family is special.            Why are families important?            What is love, who do you love? How is love different to friendship? How do you show love?            Why is it important to feel loved and cared for?</p>
<ul style="list-style-type: none"> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p style="color: red;">Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.            What do they enjoy doing with their family? Discuss feelings in different situations eg; sad when my brother won't play with me, happy when we read books etc.</p> <p style="color: red;">Identify who in their lives they could talk to if they are worried or sad.</p>	<p style="color: red;">Identify their special people (family, friends, carers), what makes them special and how special people should care for one another .            Discuss what is their role within their family eg; son, brother, cousin etc and why they are special to their family within each of these roles.            Learning to spot disrespectful or unhealthy relationships and identifying the people who look after them, their family and networks and who to go to if they are worried or sad.</p>
<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that</p>	<p style="color: red;">To identify and respect the differences and similarities and differences between people. Looking at</p>	<p style="color: red;">Identify and respect the differences and similarities between people.            To recognise and respect cultural differences such as</p>



<p>they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p><b>how different families are made up and how they are all special.</b>          To recognise and respect cultural differences such as clothing, skin colour, language and learn that our differences make us special.  <b>To identify that they belong to different groups and communities such as family, school, clubs etc ( discuss how these may have changed since the previous year)</b></p>	<p>clothing, skin colour, language and learn that our differences make us special.</p> <p>Looking at families within the classroom and wider world and identifying that although they are very different they are all very special to the people within them.</p> <p><b>To identify that they belong to different groups and communities such as family, school, clubs etc.</b></p>
<p>That stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p><b>To identify how they show their 'special people' that they care for them?</b>   <b>To discuss how they can make others feel by their actions.</b></p>	<p><b>To identify how they show their 'special people' that they care for them?</b>   <b>To discuss how they can make others feel by their actions.</b></p>
<p><b>Relationships Education</b>  <b>Caring Friendships</b></p>		
<p><b>Objective</b></p>	<p><b>Year One</b></p>	<p><b>Year Two</b></p>
<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<p><b>Explore what is friendship? /what makes a good friend?</b>  <b>How do you behave towards a</b></p>	<p><b>Exploring what is friendship? /what makes a good friend?</b>  <b>How do you behave towards a friend?</b></p>



<ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<p>friend?</p> <p>How does a friend treat you?</p> <p>To listen to other people and play and work cooperatively (including teaching strategies to resolve simple negotiations/ conflict).</p> <p>To discuss how the characteristics of a good friend can span across cultures, and are not determined by physical features.</p>	<p>How does a friend treat you?</p> <p>To recognise that their behaviour and their actions can affect other people.</p> <p>To listen to other people and play and work cooperatively (including teaching strategies to resolve simple negotiations/ conflict).</p> <p>To discuss how the characteristics of a good friend can span across cultures, and are not determined by physical features.</p>
<p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>Discuss different feelings that they may have within friendships eg; excited, happy, sad (what may make you feel sad?)</p> <p>Discuss ways to repair a friendship if they have made someone sad/ angry/ upset?</p> <p>Discuss the importance of using kind words and the effect that this can have on their friends. Understanding the consequences of having unkind words.</p>	<p>Identify different scenarios children may find themselves in with their friends.</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>How to repair a friendship if they have made someone sad/ angry/ upset?</p> <p>Discuss the importance of using kind words and the effect that this can have on their friends.</p> <p>Understanding the consequences of having unkind words</p>
<p>How to recognise who to trust and who not to trust, how to judge when a friendship is</p>	<p>To recognise when people are being unkind either to them or others, how</p>	<p>What does it mean to 'trust'?</p> <p>How do happy friendships make them feel?</p>



<p>making them feel happy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</p>	<p>to respond, who to tell and what to say.</p>	<p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>
---	---	--

**Relationships Education  
Respectful Relationships**

Objective	Year One	Year Two
<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>To identify and respect the differences and similarities between people. Discuss ways we are different including physical appearance, character, background, culture.</p>	<p>To identify and respect the differences and similarities between people, including physical, cultural, family and ethnicity. To understand that everyone is different but all special in our own way. <b>Create 'what makes me special' posters. Share these, identifying similarities and differences between themselves and their peers.</b></p>
<ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>The conventions of courtesy and manners</b></p>	<p><b>To recognise and respect other people's feelings and what can make them feel this way.</b> <b>What's the importance of good manners? Eg; please thank you. excuse me.</b> To discuss that manners may be different in countries and cultures. <b>Identifying how what they do and say</b></p>	<p><b>To recognise and respect other people's feelings and what can make them feel this way.</b> <b>What does having manners mean? How does having good manners make a difference to their relationships.</b> To discuss that manners may be different in countries and cultures. <b>Identify how what they say and do within relationships influence how others can feel.</b></p>



	<p>within relationships influence how others can feel.</p>	
<ul style="list-style-type: none"> <li>The importance of self-respect and how this links to their own happiness.</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	<p>To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>To discuss that respect may look different in other cultures, religions and families.</p>	<p>What does it mean to respect? How do we show that we respect others?</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect those rights ( including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>Link to Rights Respecting Schools.</p> <p>To discuss that respect may look different in other cultures, religions and families.</p>
<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Link to Friendship week</p> <p>To understand what is acceptable/ not acceptable and the importance of always having kind hands, words and feet and to understand what is wrong and not acceptable</p>	<p>Link to Friendship week</p> <p>To understand what is acceptable/ not acceptable and the importance of always having kind hands, words and feet and to understand what is wrong and not acceptable.</p>



**Relationships Education**  
**Online Relationships**

Objective	Year One	Year Two
<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<p style="text-align: center;"><b>Link to Internet Safety Week</b></p> <p>Identify positive uses of the internet and what the internet can be used for. Highlight the importance of having trusting friendships and discuss online friendships. What are they? What is a friend? Who are they talking to? How do they know? Can you be a friend for 5 minutes? Ensure children understand that they must never give any information about themselves over the internet. Children understand the difference between secrets and nice surprises and the importance of not keeping anything secret that makes them feel uncomfortable, anxious or afraid.</p> <p>Link to teaching of friendships and trust.</p>	<p style="text-align: center;"><b>Link to Internet Safety Week</b></p> <p>What do they use the internet for? Identify the positives of using the internet but highlight that people can pretend to be someone they are not when using the internet. Highlight the importance of having trusting friendships and discuss online friendships. What are they? What is a friend? Who are they talking to? How do they know? Can you be a friend for 5 minutes? Ensure children understand that they must never give any information about themselves over the internet. Children understand the difference between secrets and nice surprises and the importance of not keeping anything secret that makes them feel uncomfortable, anxious or afraid.</p> <p>Link to teaching of friendships and trust.</p>
<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and</li> </ul>	<p>Children learn how to stay safe on the internet through using the Think then Click poster.</p>	<p>Children learn how to stay safe on the internet through using the Think then Click poster. Identify rules for and ways of keeping physically and</p>



<p>how to report them.</p> <ul style="list-style-type: none"> <li>How information and data is shared and used online.</li> </ul>	<p>Identify rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</p>	<p>emotionally safe including responsible ICT use and online safety. To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'</p>
--	---	--

**Relationships Education  
Being Safe**

Objective	Year One	Year Two
<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Cross refer to Online Relationships</p>	<p>To understand personal boundaries eg; when they are using the toilet/ parts of the body that are private to them and that it is ok to say no.</p>	<p>To understand personal boundaries and that we all have rights to privacy. Discuss in context to body parts, using the toilet etc. Understanding that it is ok to say 'no'.</p>
<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know Cross refer to Online Relationships</p>	<p>What is a stranger? To understand that they must never talk to strangers, discuss scenarios and how they would respond in certain situations. Who to talk to if they were concerned about a relationship and how they would respond.</p>	<p>What is a stranger? To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</p>

	EYFS	Year One	Year Two
<p><b>Cross refer to TALK PANTS</b></p> <ul style="list-style-type: none"> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p><b>TALK PANTS - refer to NSPCC website</b></p> <p>The difference between secrets and nice surprises and the importance of not keeping anything secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To identify what kind of physical touch is good for us and makes us feel happy and by whom.</p> <p>To understand that if we are worried about something then we must tell an adult, identify who those adults may be, and that it is ok to say 'no'.</p>	<p><b>TALK PANTS- refer to NSPCC website</b></p> <p>What is meant by the term privacy, their right to keep things 'private', the importance of respecting others' privacy.</p> <p>The difference between secrets and nice surprises and the importance of not keeping anything secret that makes them feel uncomfortable, anxious or afraid</p> <p>To identify what kind of physical touch is good for us and makes us feel happy and by whom.</p> <p>To understand that if we are worried about something then we must tell an adult, identify who those adults may be, and that it is ok to say 'no'.</p>	<p><b>TALK PANTS - refer to NSPCC website</b></p> <p>What is meant by the term privacy, their right to keep things 'private', the importance of respecting others' privacy.</p> <p>The difference between secrets and nice surprises and the importance of not keeping anything secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', I'll ask, and I'll tell.'</p>



			<p>To understand that there are people who look after them, their family networks and who to go to if they are worried and how to attract their attention.</p>
--	--	--	--



# Physical Health and Mental Wellbeing

*This spiral curriculum will be taught alongside, and enhance, the PSED curriculum delivered to our children in EYFS.*

*Teachers will also refer to the school's Characteristics of Effective Learning document. (As above.)*



**Physical Health and Mental Wellbeing**  
**Mental Wellbeing**

Objective	Year One	Year Two
<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<p>Mindfulness sessions twice per day. Identifying what makes them feel happy ' in their minds.'</p>	<p>Mindfulness sessions twice per day. Identifying what makes them feel happy ' in their minds.' Help children to use breathing and other mindfulness techniques to help calm them when feeling stressed, worried or out of control.</p>
<ul style="list-style-type: none"> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<p>Explore and identify emotions and feelings. Explore what do emotions/feelings look like/feel like? What different words do we use to identify an emotion? Making others feel happy/sad? By doing what? How did you know? To understand that all feelings are natural, there is nothing wrong with them but that it is what we do with the emotions that matters. To identify both good and not so good feelings and provide a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p>	<p>Explore and identify emotions and feelings. Explore what do emotions/feelings look like/feel like? What different words do we use to identify an emotion? Making others feel happy/sad? By doing what? How did you know? To communicate their feelings to others, to recognise how others show feelings and how to respond. To understand that all feelings are natural, there is nothing wrong with them but that it is what we do with the emotions that matters. To identify both good and not so good feelings and provide a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p>



<ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<p>To identify both good and not so good feelings and provide a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. Understanding the feelings of others- developing empathy.</p>	<p>To identify both good and not so good feelings and provide a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. Understanding the feelings of others- developing empathy. What happens with our emotions as we grow up?</p>
<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Cross refer to PE curriculum</p>	<p>Link to the PE curriculum Understanding the importance of a healthy lifestyle and why physical activity is important on their health and mental wellbeing. Outdoor learning- how does it feel to be in the outdoors? To understand that a healthy body and healthy mind leads to healthy emotional mental wellbeing.</p>	<p>Link to the PE curriculum. To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest. Outdoor learning- how does it feel to be in the outdoors? To understand that a healthy body and healthy mind leads to healthy emotional mental wellbeing.</p>
<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>What hobbies and interests do they have and how does it make them feel to take part in these? Understanding that sporting hobbies can help to develop resilience and what is the meaning of resilience. What do they like to do with their families/ in</p>	<p>What makes them feel happy inside? What do they do in their own time to make them feel happy? Understanding that sporting hobbies can help to develop resilience and what is the meaning of resilience. The importance of looking after yourself.</p>



	their own time?	
That bullying ( including cyber bullying) has a negative and often long lasting impact on mental wellbeing .	Link to relationship education Revisit the importance of having kind hands, feet and words and the impact of their own actions on others.	Link to relationship education To understand what is acceptable/ not acceptable and the importance of always having kind hands, words and feet and to understand what is wrong and not acceptable.
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Identifying support networks and who to talk to should they feel worried or if things have upset them.	Identifying support networks and who to talk to should they feel worried or if things have upset them.
<b>Physical Health and Mental Wellbeing</b> <b>Internet Safety and Harms</b>		
<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	Cross refer to Online Relationships Link to Internet Safety Week Children learn how to stay safe on the internet through using the Think then Click poster. Identify rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.	Cross refer to Online Relationships Link to Internet Safety Week Children learn how to stay safe on the internet through using the Think then Click poster. Identify rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety. To recognise that they share a responsibility



<ul style="list-style-type: none"> <li>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul> <p>Cross refer to Online Relationships</p>	<p>To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes' ,no', 'I'll ask' and I'll tell'</p> <p>Highlight the importance of having trusting friendships and discuss online friendships. What are they? Never give any information about yourself over the internet.</p> <p>To understand ' digital footprint' and the fact that whatever they share cannot be removed.</p> <p>Link to teaching of friendships and trust</p>	<p>for keeping themselves and others safe, when to say 'yes' ,no', 'I'll ask' and I'll tell'</p> <p>Highlight the importance of having trusting friendships and discuss online friendships. What are they? Never give any information about yourself over the internet.</p> <p>To understand ' digital footprint' and the fact that whatever they share cannot be removed.</p> <p>Link to teaching of friendships and trust.</p>
<p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Cross refer to Online Relationships</p>	<p>Identify age ratings on games and discuss why these ratings are in place.</p> <p>Understanding that these are in place to keep themselves and others safe.</p>	<p>Identify age ratings on games and discuss why these ratings are in place. Understanding that these are in place to keep themselves and others safe.</p>
<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>Cross refer to Online Relationships</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest.</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest.</p>
<p>Physical Health and Mental Wellbeing Physical Health and Fitness</p>		
<ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p>Understanding what constitutes, and how to maintain, a healthy lifestyle including the benefits</p>	<p>Understanding what constitutes, and how to maintain, a healthy lifestyle</p>



<p>Cross refer to PE curriculum</p>	<p>of physical activity. Understanding that a healthy body and healthy mind leads to emotional wellbeing, being mentally strong and resilient.</p>	<p>including the benefits of physical activity. Understanding that a healthy body and healthy mind leads to emotional wellbeing, being mentally strong and resilient.</p>
<ul style="list-style-type: none"> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>Cross refer to PE curriculum</p>	<p>To make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. Understanding the positive effect of walking to school/ sports clubs on their own health and wellbeing.</p>	<p>To make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. Understanding the positive effect of walking to school/ sports clubs on their own health and wellbeing.</p> <p>Identifying who to speak to if they are concerned about food choices/ lifestyle.</p>
<p>Physical Health and Mental Wellbeing Healthy Eating</p>		
<ul style="list-style-type: none"> <li>What constitutes a healthy diet</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating</li> </ul> <p>Cross refer to PE curriculum</p>	<p>Understanding what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To understand that healthy food can be found in all</p>	<p>Understanding what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p>



cultures and that diets may not look the same.

To understand that healthy food can be found in all cultures and that diets may not look the same.

**Physical Health and Mental Wellbeing  
Health and Prevention**

About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage,

Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe

**Link to Child Safety Week**

Sun Safety- understanding how to stay safe in the sun and the importance of protecting and looking after themselves.

-Road Safety- Learning how to cross the road safely including the safest places to cross a road.

-Beach safety- different flags and their meanings and what to do if you are in danger at sea ( linked to work with RNLI)

-People who can help to keep them safe and their roles:

- Coastguard
- Police
- Paramedics
- Firefighters

**Link to Child Safety Week**

Sun Safety- understanding how to stay safe in the sun and the importance of protecting and looking after themselves.

Road Safety- Learning how to cross the road safely including the safest places to cross a road.

-Road signs and their meanings to keep pedestrians safe.

-Beach safety- different flags and their meanings and what to do if you are in danger at sea ( linked to work with RNLI)

-People who can help to keep them safe and their roles:

- Coastguard
- Police
- Paramedics
- Firefighters



<p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn.</p>	<p>Identifying how they feel after a good sleep and why sleep is important and effects how we feel. Discuss bedtime routines.</p>	<p>Identifying how they feel after a good sleep and why sleep is important and effects how we feel. Discuss bedtime routines.</p>
<p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p>Understanding what constitutes, and how to maintain, a healthy lifestyle including the benefits of dental health. How often we should brush our teeth? How long for? Discuss consequences of not having good dental health.</p>	<p>Understanding what constitutes, and how to maintain, a healthy lifestyle including the benefits of dental health. How often we should brush our teeth? How long for? Discuss consequences of not having good dental health.</p>
<p>About personal hygiene and germs <i>including bacteria, viruses, how they are spread and treated</i>, and the importance of handwashing.</p>	<p>Understanding that germs can be easily spread and the importance of how to maintain personal hygiene such as hand washing, using tissues when they have a cold etc. Well-being Recover Curriculum- Link to Covid-19, can the children talk about keeping themselves and others safe. Do they know how to stop the spread of germs- cleaning hands well, disposing of tissues in a hygienic manner.</p>	<p>Understanding that germs can be easily spread and the importance of how to maintain personal hygiene such as hand washing, using tissues when they have a cold etc. Well-being Recover Curriculum- Link to Covid-19, can the children talk about keeping themselves and others safe through preventative measures (good hand washing procedures, the use of face masks, hand sanitisers, socially distancing 'use it bin it' when using tissues etc.)</p>
<p>Physical Health and Mental Wellbeing Basic First Aid</p>		
<p>Concepts of basic first-aid, for example dealing with common injuries, including head</p>	<p>Learning about the 'special people' who work in their community and who are responsible for</p>	<p>Learning about the 'special people' who work in their community and who are</p>



injuries.	looking after them and protecting them; how people contact those special people when they need their help, including dialling 999	responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999
<p>How to make a clear and efficient call to emergency services if necessary.</p> <ul style="list-style-type: none"> <li>○ Coastguard</li> <li>○ Police</li> <li>○ Ambulance</li> <li>○ Fire</li> </ul>	<p>Understanding the need to phone 999 in an emergency.</p> <p>Why may they need to phone 999- discuss scenarios and who they will need to ask for depending on need.</p>	<p>Understanding the need to phone 999 in an emergency</p> <p>Why may they need to phone 999- discuss scenarios and who they will need to ask for depending on need.</p>

Additional objectives to enhance our curriculum

Objective	Year One	Year Two
<b>Developing confidence and responsibility and making the most of their abilities</b>		
<p>to recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>to share their opinions on things that matter to them and explain their views.</p>	<p>Identify likes and dislikes in a range of contexts eg; food, games, hobbies.</p> <p>Understand that these maybe linked to cultural background, and that we can all have different likes and dislikes.</p> <p>Look at a range of scenarios and decide what is fair /unfair/ is right or wrong and discuss these.</p>	<p>Identify likes and dislikes eg; food, games, hobbies and explain reasons for their choices. Understand that these choices maybe linked to cultural backgrounds.</p> <p>Look at a range of scenarios and decide what is fair /unfair/ is right or wrong and learn to respect the opinions of others even if they are different to their own.</p>



<p>to think about themselves, learn from their experiences and recognise what they are good at.</p>	<p>To acknowledge their strengths and weaknesses and to know that we are all good at different things.</p>	<p>To acknowledge their strengths and weaknesses and to reflect upon, and identify, their own next steps learning from their own and others' experiences.</p>
<p>how to set simple goals.</p>	<p>Children are introduced to learning wishes and know what their next steps are to work towards. To learn from our mistakes and celebrate achievements.</p>	<p>To set their own learning wishes and to talk about how they can develop as an individual and as a learner. To develop resilience and understand that we sometimes have to work hard to reach our full potential. Talk about how it feels to succeed and to fail.</p>
<p><b>Preparing to play an active role as citizens</b></p>		
<p>These objectives will be covered throughout all aspects of the PSHRE Programme of Study:          -take part in discussions with one other person and the whole class.          -to take part in a simple debate about topical issues</p>		
<p>to agree and follow rules for their group and classroom, and understand how rules help them</p>	<p>Understand what a rule is and their importance.          To set classroom rules and understand the importance of following these.          To follow school rules including playground rules.</p>	<p>Understand what a rule is and their importance, including those in school and in society.          To set classroom rules and understand the importance of following these.          To follow school rules including playground rules          To identify why rules are different in different situations, and recognise that these maybe culturally led rules, particular to a building eg) churches, mosques, temples.</p>
<p>to realise that money comes from different sources and can be used for different purposes</p>	<p>To understand the value of money and how it is needed to provide for everyone's basic needs eg; food, clothes, shelter.          How in different parts of the world life can be different because of money.          Raise money for charities and learn how we</p>	<p>To understand the value of money and how it is needed to provide for everyone's basic needs eg; food, clothes, shelter.          How in different parts of the world life can be different because of money.          Raise money for charities and learn how we can help others</p>



can help others.

and the differences money can bring.

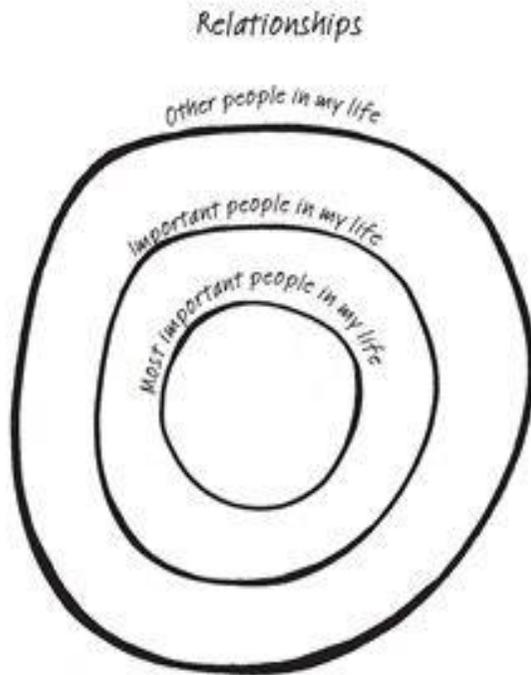
To develop an understanding of how money is earned e.g; if something breaks, to replace it costs money.



## SMSC opportunities to be taught through PSHRE

PSHRE	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	<p>Through PSHRE we give children opportunities to be thoughtful and reflective about their own ideas and the ideas and beliefs of others. Through discussions we strive to develop an environment in which mutual respect is fostered. Children develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. We also allow children to reflect on their own experiences around them. PSHRE also inspires curiosity into children's own bodies and minds, and how our identities are complex, can change over time and are informed by what it means to be a UK citizen. PSHRE allows pupils to reflect on self and develop their personal identity.</p>	<p>Moral development in PSHRE allows children to learn the difference between right, wrong, fair and unfair in different situations. Children are respectful of what other people think and we understand that our actions have consequences. Children also start to understand the consequences their behaviours can have on themselves and others. Through PSHRE we allow children to investigate moral and ethical issues and develop skills of critical thinking and enquiry.</p>	<p>Children learn how to communicate appropriately to different people from different places through a range of different contexts.</p> <p>Children begin to develop their social skills as they work in pairs, small groups and whole class sessions. It helps children to consider how respect is valued by people with different beliefs, backgrounds and traditions in a changing democratic society.</p> <p>PSHRE develops children's understanding of the importance of positive and supportive friendships as well as ways of dealing with conflict, and how communities work together.</p>	<p>Children will understand that we are all unique and all special; this links to the age appropriate teaching of the protected characteristics.</p> <p>Children will be aware that we live in Devon/Cornwall and, by further extension, Britain. Each of these regions has specific cultural traditions, Saints and festivals. Children learn to be aware that personal beliefs may differ from their peers.</p> <p>Children are provided with opportunities to make choices about some aspects of classroom and school life; this links to British Values of democracy. Our active School Council values the voice of our children.</p>

## Support materials



### A Relationship Circle

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/PersonCentredPlanningTools.pdf> -

### A Relationship Circle - P.3

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/relationship-circle/>

## My Circle of Support activities - Relationships Education



Ex Resources 1 My  
Circle of Support You



Ex Resource 1 My  
Circle of Support Old

## All about me/ My family



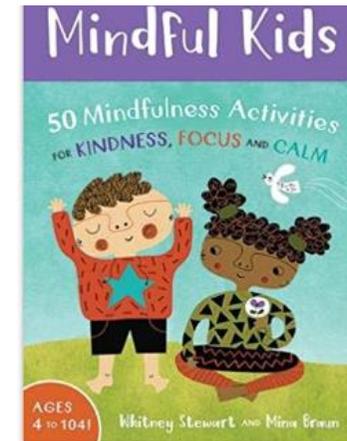
Ex Resources 2 My World Younger.pptx



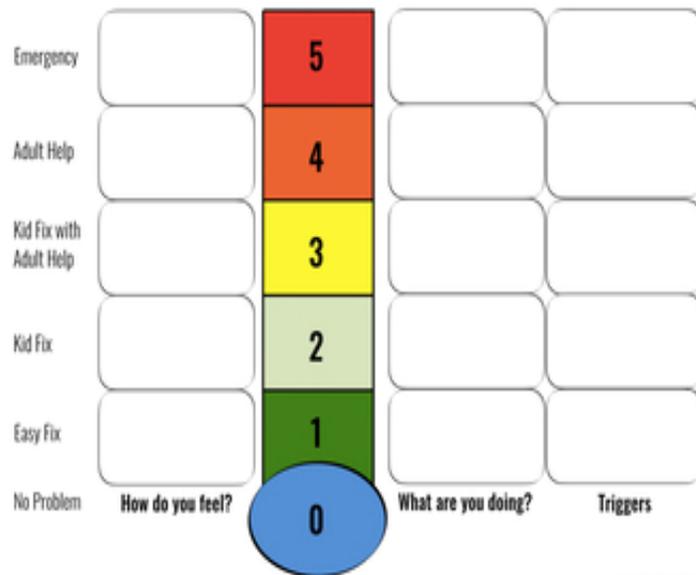
Ex Resources 2 My Family Younger.pptx

## Emotions

## Mindfulness



## Emotion Thermometer



The incredible 5-point scale is available as a book by Buron and Curtis (2012). *The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition: Assisting students in understanding social interactions and controlling their emotional responses.* Kansas: AAPC publishing

The 'Emotional thermometer' is one of the tools in Attwood, T. (2008). *The Complete Guide to Asperger's Syndrome.* Jessica Kingsley Publishers, London, UK.



## Additional Activity Ideas

### Emotions and Feelings

- Looking at pictures of children displaying different emotions, preferably photographs<sup>1</sup>, to recognise and name feelings. Adult to record the different words that children use to describe feelings.
- Group work activity - Photographs of emotions and photographs of situations (eg; falling over in the playground). Match these emotions to the situation and discuss why this person is feeling this way.
- Explore how emotions may make you feel physically (eg; what feeling does it give you in your body?)
- Act out emotions physically as a class (eg; clenched fists) and then children to take part in paired work where one person acts out an emotion and the other guesses what emotion they are feeling.
- Children to make a different emotion in front of mirrors.
- Use of creative arts to express and explore emotions
  - How does different music make us feel?
  - Painting to music and discussing how colours, lines and shapes can represent our emotions.
  - Using your body to move to music to express emotions (eg; moving in a calm/ angry way)

### Relationships and Friendships

- The teacher/ adult uses Russian Dolls to show number of people you have a relationship with- size may reflect strength of link.
- Children to draw their set of 'Russian Dolls' and label accordingly.
- Relationships in school- children to draw themselves in the middle of the paper and around the edge draw anyone within the school community who they have a relationship with (eg, buddies, teacher, LTS etc.)
- Relationships at home- children to draw themselves in the middle of the paper and around the edge draw anyone at home who they have a relationship with (eg, siblings, parents etc)
- Friendship web/chain.

---

<sup>1</sup> PSHE Association website has set of photographs

Yellow Door- Talk about How We Feel - CD Rom allows emotions to be displayed on board



- Children to work with a partner. The pair are given a set of unifix/ multilink ( using two colours) and between the two of them the children are given the challenge of making their own repeating pattern using the cubes.
- Activities to develop trust eg, Sherbourne
- Team games inside/ outside classroom eg:
  - parachute games
  - Working together to build a puzzle
  - Orienteering activities
- What makes a good friend? What are the qualities of a good friend? How do you behave towards a friend and how do friends behave towards you?<sup>2</sup>
- Piece of paper for every child. Children rotate around the group writing something about what makes that person special. Each child will then be left with a piece of paper listing their qualities as recognised peers.
- Pass a box around the circle, telling the children that inside the box is the most special that has a mirror in the lid (as they lift the lid they see themselves). The box is then passed around the circle again, each child then says what is special about them.
- Children to draw around their hands and talk about safe hands being a person you could trust / talk to. Children/ adult to write who they feel they can talk to on each finger.
- Puppets used for adults (teacher, TA, adult) to role play aspects of friendship e.g: negotiation, taking turns, sharing and the fact that relationships are not exclusive and do not exclude others.
- Puppets can also be used for adult/child interaction and child/child interaction.

### Rules and Expectations

- What is a rule? Why do we have rules?
- What rules can you think of? (e.g: board games/crossing the road etc)
- Road signs keep pedestrians safe. Look at road signs; some are mandatory some are not. What signs would you make for our classroom/ school/ wider community.
- Rules for class / rules for wider picture

---

<sup>2</sup> Is That What Friends Do? By Marjorie Newman -This is a good book to share for this activity.



- Adult to make up a game with rules that are not fair, play it with their group they realise it isn't fair and then rewrite it to make it fair. Discuss why we need rules.
- Play a well-known game, identify all rules and why the rules exist.
- Pictures of swimming pool / school / library/ cinema etc. what rules do we need in each place and why? This opens up a discussion about the importance of rules in our society.

### **Activities in relation to easing children's worries**

Worry bag - This should be done by the adult leading the group who demonstrates having worries in the bag. These worries are pulled out one by one, where the adult discusses how they may deal with that worry.

Mindful activities - eg; bubble activity, children to blow and pop worries away-Ensure children are aware that this is a strategy to help to manage their worries however this does not completely take their worries away. <sup>3</sup>

---

<sup>3</sup> Mindful Kids (Whitney Stewart).

# Letter provided to parents about the delivery of NSPCC Talk Pants at Torpoint Nursery and Infant School



As a school we are very aware that part of our role is to ensure that we enable our children to develop their knowledge and understanding of healthy relationships. This permeates the whole of our curriculum and is fundamental to our PSHE curriculum.

We are using the highly respected NSPCC Talk PANTS resources. This teaches children that their private parts are private, their body belongs to them and that they should always tell an adult if they are upset or worried.

Talk PANTS, which you may have seen on a T.V advertisement, encourages children to have simple conversations which help to keep them safe, teaching children five key messages:

- Privates are always private
- Always remember your body belongs to you
- No means no
- Talk about secrets that make you feel sad
- Speak up, someone can help

This may be seen as a sensitive area to discuss with your children but the NSPCC have provided guidance for early years settings which we will carefully follow to ensure that your children receive these important messages in a fun and age appropriate way. Your children will learn these key messages with the help of a friendly dinosaur called Pantosauros.

We understand the importance of sharing these messages with your children at a very early age as this can be extremely beneficial in helping to protect them. Research from the NSPCC also suggests that the messages are most valuable when taught at a young age and children can start to be taught them from the age of around three therefore we will start this with our three year old Nursery children.

It is important to note that PANTS use simple, child-friendly language to give your child the confidence and knowledge to feel safe.



We understand that children may wish to continue these discussions with you at home and PANTS has been created specifically, with the help of parents and professionals, to make sure that these conversations are as easy and appropriate for children as young as three years old.

**WHY TALK PANTS?**

**Time to talk PANTS...**

**How do I find the right words?**  
 There are resources on the NSPCC website which you may find useful.  
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

**When may be a good time to have these conversations?**  
 Every family is different and when and where you have these conversations can depend on the age of your child. Looking for good times to start the conversations? Here are a few examples:

- When you are running your child's bath, or helping them with things like getting dressed or applying cream.
- Car journeys are a great time to talk.
- Going swimming is a great time to talk about the idea that what's covered by your pants and swimwear is private.

**Privates are private**  
 Be clear with your child that underwear covers up your private parts and what 'private' means. Explain to them that no one should ask to see or touch their private parts or as them to look or touch anyone else's. Sometimes doctors, nurses or family members might have to. Explain this is ok but people should always explain why and should ask them if it is ok first.

**Always remember your body belongs to you**  
 Let your child know their body belongs to them and no one else.

**No means no**  
 Make sure your child understands that they have the right to say 'no'.

**Talk about secrets that upset you**  
 Explain to your child that they should always talk about things that make them worried and sharing it won't get them into trouble. Talk to them about the difference between good secrets and bad secrets.

**Speak up, someone can help**  
 Tell your child it's always good to speak to an adult they can trust about anything that is making them feel worried or sad.

**NSPCC THE TALK PANTS GUIDE FOR PARENTS**