

# PSHE

<b>OBJECTIVES CHILDREN WILL;</b>	<b>RANGE AND CONTENT ACROSS ALL LEVELS</b>
<p><b>P1-3 See Sensory Curriculum</b></p> <p><b>P4</b> Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, signs or symbols)</p> <ul style="list-style-type: none"> <li>• Develop confidence in their own abilities</li> <li>• Select and use activities and resources with support.</li> <li>• Be caring towards each other.</li> <li>• Begin to form friendships with other children.</li> <li>• Children express their feelings such as sad, happy, cross, scared, and worried.</li> </ul> <p><b>P5</b> Pupils take part in work or play involving other pupils. Enjoy responsibility of carrying out small tasks. Pupils can search out and use resources for familiar activities. Pupils can join in with others activities with 1-1 support.</p> <p><b>P6</b> Pupils respond to others in group situations, playing or working in a small group cooperatively. Children are confident to talk to other children when playing.</p>	<ul style="list-style-type: none"> <li>• Through body awareness activities including Tac Pac, Sensory Stories,</li> <li>• Give opportunities for children to have choices through enabling environments.</li> <li>• Through <b>EQUALS</b> give children opportunities to develop their social, emotional and behavioural skills. <b>See Lower School and Upper School PSHE Overview.</b></li> <li>• Give opportunities for children to have choices through enabling environments in the classroom, encouraging children to explore and talk about what they are learning, valuing their ideas and ways of doing things.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Reward Schemes</b></li> <li>• <b>Star of the Week</b></li> <li>• <b>Golden Table</b></li> <li>• <b>Bernard Harland Cup of Kindness</b></li> <li>• <b>Circle time</b></li> <li>• <b>Student Council</b></li> <li>• <b>Buddy System</b></li> </ul> <ul style="list-style-type: none"> <li>• Through activities such as <b>Routes for Learning, Tac Pac, Sensory Room and Communication Sessions, Swimming and Rebound Therapy</b> children will experience interactions with others.</li> <li>• Role play areas in each classroom broaden children's knowledge</li> </ul>

Pupils are able to share.  
Pupils willingly try new activities.

- Respond to boundaries and follow class rules and golden rules with support.

### **P7**

Pupils communicate feelings and ideas in simple phrases.

Pupils can take part in imaginative play.

Pupils can maintain attention in a small group.

- Begin to negotiate and solve problems without aggression.
- Be aware that our actions can hurt others.

### **P8**

Pupils join in with a range of activities in 1-1 situations and in small or large groups.

Pupils maintain attention to enjoyable activities.

- Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident in to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

and help to form relationships.

- Create snug areas/dens where children can sit and chat with friends.
- Provide opportunities that promote cooperation e.g. rolling or throwing a ball to each other.
- Plan activities which require collaboration such as parachute games and circle games.
- Children take part in circle time activities which involve turn taking and sharing in a small group.
  
- All children will participate in daily routines with predictable sequences and events e.g. morning greeting, break times, tidy up time.
- Children will participate in familiar circle time routines, such as turn taking games and familiar songs.
- Begin to recognise rules for being together with others such as waiting for a turn at play time.
- Lucinda and Godfrey SOW
  
- Demonstrate clear and consistent boundaries, routines and rules in class
- Provide opportunities for responsibilities e.g. register monitor, book monitor.
- Individual Behaviour Plans where appropriate.
- Golden Rules
- Provide time for independent play and social interactions using choosing boards etc.
- Through circle time talk about keeping safe and not hurting others. Use puppets and role play to demonstrate concern and respect for others, living things and the environment.

- Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### **National Curriculum Level 1**

Pupils maintain their attention to familiar or enjoyable small group activities for appropriate periods of time. Pupils organise themselves independently during simple routines and tasks.

### **National Curriculum Level 2**

Pupils take part as a group leader, follower or initiator and can organise themselves for familiar and new routines and activities. They review activities and use this to inform future planning of similar activities.

### **National Curriculum Level 3**

Pupils plan and review activities and tasks independently, anticipating the consequences of actions and decisions. Pupils express their feelings, thoughts and ideas about the activity and are able to consider those of other members of the group.

- Self awareness, self esteem and self expression skills
- Self advocacy
- Personal independence e.g. dressing, personal hygiene, eating and drinking
- Personal safety e.g. crossing the road, stranger danger, use of telephones and internet
- Dealing with bullying, prejudice, discrimination and racism

Pupils are encouraged to set personal targets through completion of their Progress Files.

### **Healthy Living and Drugs**

Pupils should be provided with opportunities to develop their understanding of:

- Healthy eating and a healthy lifestyle
- Effects of alcohol, drugs and tobacco on the body and behaviour
- Making choices and asking for help
- Refer to: Priory Woods Drugs Policy

### **Relationships and Sex Ed**

Pupils should be provided with opportunities to develop their understanding of:

- Relationships & appropriate behaviour
- Hygiene
- Risk taking
- Consequences including STI
- Physical changes e.g. puberty, menstruation, masturbation
- Human reproduction and contraception
- Where to go for help/advice
- Citizenship

## Personal, Social, health and Wellbeing Appendix

The Personal, Social, Health and Wellbeing Curriculum has been written with reference to the following documents and websites:

- ✚ Performance Indicators for Value Added Target Setting 4<sup>th</sup> Edition (PIVATS).
- ✚ P Scales 2014 <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>
- ✚ Development Matters. 2012.  
[http://www.lancsngfl.ac.uk/curriculum/early\\_years/download/file/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage1.pdf](http://www.lancsngfl.ac.uk/curriculum/early_years/download/file/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage1.pdf)
- ✚ EQUALS
- ✚ Lucinda and Godfrey