

**PSHCE at Alvaston Infant and Nursery School**

This document shows the progression of our teaching and learning of PSHCE throughout Alvaston Infant and Nursery School. It has been informed by the suggested learning objectives from the PSHCE Association as well as being tailored to meet the needs and aspirations of the children at our school. Whilst some objectives may present themselves in EYFS, Year 1 and Year 2, we believe it is important to revisit these objectives so that they are best prepared for the world around them. 3 key strands of learning have been created with key concepts progressing throughout the school. These are as following:

**Discovery-** this includes the concepts of understanding ourselves, relationships (including healthy and unhealthy relationships), friendships, managing hurtful behaviour, bullying and understanding emotions

**Self-Care-** this includes learning about leading a healthy lifestyle through physical and mental health, actions and consequences, drugs, alcohol and other substances and safe relationships

**Wider World-** this includes learning about being a citizen of our world, communities, shared responsibilities, money and economic wellbeing and aspirations

As the children begin to 'discover' more, they learn the importance of how this links to 'Self-Care' and the 'Wider World'.

Theme	How does this look in EYFS?	How does this look in Year 1?	How does this look in Year 2?
Discovery (including feelings, friendships and relationships)	<ul style="list-style-type: none"> <li>• Trying out activities and reflecting on these experiences</li> <li>• Learning about themselves including how others and themselves show emotion, showing some awareness of empathy</li> <li>• Using emotion words e.g. happy, cross, sad</li> <li>• Talking about who is special to me</li> <li>• Introduced to the Alvaston Attitudes and show an awareness of what these mean</li> <li>• Developing their self-confidence and communication skills e.g. asking another child to play, asking for help</li> <li>• Reflecting on my own life journey so far and how different things have made me feel (including how some things live and die) and will talk about things that make me feel better</li> </ul>	<ul style="list-style-type: none"> <li>• Taught about a wider range of feelings and emotions and how their actions, thoughts and feelings affect the relationship (link) between themselves and others. They will learn about how actions and events can change relationships. They will also recognise that some relationships are healthy and some are unhealthy and can suggest how some relationships can be repaired, showing an awareness of a range of different strategies e.g. gestures, time, change of behaviour</li> <li>• Looking more closely at the roles of the significant people in their lives and will be able to give examples of how they help to care for them.</li> </ul>	<ul style="list-style-type: none"> <li>• Making the link between how we feel and how behave and how sometimes our actions affect our own and each others' feelings and emotions. Discovering that when negative feelings and emotions are felt, there may be a need for 'repair'. Children will be taught that should a repair not work, sometimes, the relationship may no longer be healthy. They will be taught to recognise hurtful and unkind actions and behaviours and will understand that these can hurt their bodies or their minds.</li> <li>• Understand that they need to be 'ready' to resolve conflicts and that they may need to wait for others to be ready after a disagreement/conflict. They will be able to resolve a range of conflicts, independently</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning about their likes and dislikes and understanding that we are all different</li> <li>• Taught about friendships and the importance of being kind.</li> <li>• Understanding we sometimes have disagreements and begin to resolve some conflicts by themselves</li> <li>• Taught about forgiveness and how we can ask people to forgive</li> <li>• Introduced to bullying, what this means and what to do if they think they have been treated unkindly</li> <li>• Learning about things we have in common with each other and understanding when people get older, they might get married</li> <li>• Learning that all of our brains are different (Protected Characteristic - Disability)</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and contrasting how family lives are different (Protected Characteristics - All)</li> <li>• Able to talk with more confidence about the Alvaston Attitudes and give some examples of how they use these skills</li> <li>• Consider what 'matters to them' and what makes them and others special and unique</li> <li>• Learning how they will become a good friend to others and what type of friend they would like to have and they will learn a range of 'friend making phrases'</li> <li>• Able to solve disagreements with increasing independence, using a model or a script to help them</li> <li>• Understanding we all have different strengths and areas that we are working on</li> <li>• Able to articulate that bullying is when someone is repeatedly unkind towards myself or someone else. They will be able to distinguish what is 'bullying' and what is unkind as well as talking about how they can report these behaviours</li> </ul>	<p>with minimal support using strategies and vocabulary learnt in school. During these meetings, children will demonstrate they are able to share their thoughts, feelings and emotions with more maturity.</p> <ul style="list-style-type: none"> <li>• Children will explore that relationships change as people get older and they have a right to 'love' who they chose. (See Protected Characteristic LGBT+)</li> <li>• Able to categorise types of bullying e.g. name calling, teasing, excluding others</li> <li>• Realising that some people may feel lonely for a variety of different reasons and they may benefit from being invited into their play. Children will be able share a bank of 'friend making' phrases.</li> <li>• Understanding that friendships need to be treasured, worked at and looked after and that should we exercise unkind behaviours, this may lead to loneliness, which affects the way we think and feel</li> <li>• Able to explain how the Alvaston Attitudes can positively impact upon their behaviour thoughts and actions</li> <li>• Demonstrating that they can work, play and co-operate with others in a range of circumstances</li> <li>• Engaging in debates, saying what they think and demonstrating an understanding that people's views and ideas may change (Protected Characteristic - Individual Liberty and Tolerance)</li> </ul>
<p>Self care (including</p>	<ul style="list-style-type: none"> <li>• Taught ways to communicate, self-regulate, manage their own behaviour and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Taught how they can express their feelings in a variety of different ways e.g. through their face, writing things</li> </ul>	<ul style="list-style-type: none"> <li>• Looking sensitively at the concept of death and loss and how this can affect our bodies</li> </ul>

<p>safety, health and wellbeing)</p>	<p>and will be given a variety of strategies to support this</p> <ul style="list-style-type: none"> <li>• Learning about simple consequences and showing an awareness of how to prevent negative consequences (British Value - Rule of Law)</li> <li>• Supported to care for themselves e.g. doing buttons up, help with toileting</li> <li>• Introduced to safety and risk taking, being able to say what is safe and what may be dangerous (this will include talking about substances and medicines as well as personal safety e.g. pants rule, road safety)</li> <li>• Making a list of 3 trusted adults who can help them and learning that there are other people in the world who help us be safe e.g. Fire Fighter</li> <li>• Taught how to seek help when they feel unsafe (Protected Characteristic - Age)</li> <li>• Using scientific terms for when naming their body parts, including their private parts</li> <li>• Learning about what they need to do to care for themselves and keep clean, safe and healthy, mentally and physically</li> <li>• Taught about the rights they have to give permission to have a photograph taken and shared, giving permission is called consent (British Values - Rule of Law)</li> <li>• Taught online safety and will understand that an adult should be near when they are using their devices. If they see something they don't like or recognise, they must tell an adult.</li> </ul>	<p>down/drawing. They will be taught about how feelings can have an effect and their body and will be able to say how they can ask for help if they feel overwhelmed</p> <ul style="list-style-type: none"> <li>• Learning about ways in which they can prepare for situations and change</li> <li>• Able to articulate how they stay safe (mentally and physically) in a range of different environments (including rule setting and the law) and will be able to talk about what to do if they need help in a range of differing situations e.g. calling the police, an ambulance etc.</li> <li>• Learning how different people help us to keep healthy bodies and minds e.g. dentist, doctor, counsellor</li> <li>• Able to say what some of their rights, as children are and articulate how they keep them safe and who they might go to for help if a right is taken away</li> <li>• Express what they will need to do if they, or someone that they know, is being bullied</li> <li>• Taught about privacy and how their private parts are private and are covered by underwear. They will be able to name and label the private body parts, using scientific vocabulary</li> <li>• Taught about vaccinations, and medicines including how we prevent germs and how these can be helpful and harmful</li> <li>• Taught about personal information and what should be kept private when using their computing devices</li> </ul>	<ul style="list-style-type: none"> <li>• Suggesting ways that they keep their own bodies and mind safe and healthy in situations (e.g. sleeping, not eating too much sugar, including online safety and knowing when it is time to take a break)</li> <li>• Learning how they can minimise risk and harm, including online safety e.g. following age restrictions, knowing how people can act differently online, people pretending to be who they are not.</li> <li>• Learning how to resist child on child pressure (including bullying) and who can support them with this and how to report these concerns</li> <li>• Learning about medicines and substances and how they can both help us and be harmful to us</li> <li>• Revisiting work done on body parts, privacy, managing big feelings, yes and no touches, secretes and preparing for change</li> <li>• Able to give specific examples about strategies that work and do not work for them when trying to stay mentally healthy, e.g. my 'What's Right For Me?' Bag.</li> <li>• Taught about the importance of asking for help and giving help to the right people, in the right place at the right time (link to protected characteristics, see below)</li> </ul>
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<p>The wider world (including community and economics)</p>	<ul style="list-style-type: none"> <li>• Understanding who is in my family and learning that I belong to different groups e.g. school and have been part of celebrations/events</li> <li>• Learning about different roles/jobs that are in society and that men and women can do any job (Protected Characteristic - Sex)</li> <li>• Thinking about what they would like to aspire to be when they get older e.g. Police Officer</li> <li>• Taught how the world is special and will be encouraged to show care and concern for the world and what is in it</li> <li>• Introduced to what money is and that we need money to pay for things and we normally get money from work</li> <li>• Learning about different ways of life e.g. families and communities (British Values - Mutual Respect and Protected Characteristic LGBT+, Race and Religion)</li> <li>• Know that they have choices that can make all throughout our lives (British Value link - Individual Liberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at 'community' and groups (this will encompass religious groups) and will be considering we have choice to belong to different communities or groups and these may be similar or different. Children will know how to demonstrate great respect when discussing this (See British Values - Mutual Respect)</li> <li>• Developing an awareness of British values, the government and laws and how we can vote for change (See British Value Section below)</li> <li>• Learning about what their responsibilities are and what responsibility means and how we must look after people who may need it more (See protected Characteristic - Pregnancy and Disability)</li> <li>• Learning that everyone should be offered choices but when they are not, there should usually be a reason (British Values - Individual Liberty)</li> <li>• Understanding that in the world we all have different needs and that over time, our needs might change. They will explore the idea and concept of children working and will understand that once 18, it is illegal to say you are too young to do a certain job (Protected characteristic - Age, Disability)</li> <li>• Looking at how people in the world have different jobs and how these are all</li> </ul>	<ul style="list-style-type: none"> <li>• Learning that there are choices but there are also 'jobs'/tasks that they must complete to be compliant with rules and law. They will recognise that when a law is broken, individual liberty may be restricted e.g. going to prison (See British Values - Individual Liberty and Rule of Law)</li> <li>• Articulating that we show respect in different ways and children will be able to give examples of how they do this in a variety of different contexts e.g. at the mosque, in school (British Values - Mutual Respect)</li> <li>• Taught how women sometimes are treated differently to men and how this is illegal. They will explore how this has happened over time and look back in history to see how things have changed (Protected Characteristic - Sex)</li> <li>• Introduced to the word discrimination and will look at ways to respond to this. (Protected Characteristics - All)</li> <li>• Looking at how equality is different to equity and that sometimes it is important to give people different things, for example, the right support, in the right place at the right time. (Protected Characteristics - All)</li> <li>• Showing an age appropriate understanding of democracy and knowing how their voice</li> </ul>

		<p>important, showing an awareness of how these help people to earn money. Children will be taught that both men and women can now do any jobs (Protected Characteristic - Sex), despite this not always being the case. They will learn that money can be spent or saved and it can come in different forms e.g. credit card, actual money, vouchers and they will begin to understand that what people want and what they 'need' are not always the same.</p> <ul style="list-style-type: none"> <li>• Learning about fairness and how people are treated unfairly because of the colour of their skin and that this is called racism and that this is wrong (Protected Characteristic - Race). They will also look at how people have been treated unfairly because of the religion that they follow and how this is wrong.</li> </ul>	<p>can be heard in school and wider afield (British Values - Democracy)</p> <ul style="list-style-type: none"> <li>• Learning about a wider range of jobs that people in the community do and seeing how in society, we need everyone</li> <li>• Considering what qualities they have and what job roles this may link to</li> <li>• Consider the benefits the internet brings to everyday life and the potential risks associated with this</li> </ul>
<p>Protected characteristics are mapped in the above sections but have been summarised in this section for clarity of progression</p> <p>*Some of these characteristics may be mapped</p>	<p>Through our provision and curriculum in EYFS, children are taught about the protected characteristics but we will not necessarily use the term 'Protected Characteristic'.</p> <p><b>Age</b> - Knowing that regardless of age, everyone has a right to be loved and cared for. Knowing that I have the right to speak out and say if I feel 'not sure' or worried about something that has been said or something that has happened to me.</p> <p><b>LGBT+-</b> Knowing that families may be different e.g. two mums/ two dads- one mum and one dad or just dad/ mum</p>	<p>Children will be taught that in life, some people are treated unfairly because of who they are. In order to help these people, the Government have put a law in place to make sure that people who have a certain characteristic are protected so that they can be treated fairly.</p> <p><b>Age</b> - Gaining an awareness of how in the past, children were expected to work, like adults, to get money for their families. This law has changed, as children need to access education. Whilst children who are above 13 can work, there are lots of strict rules around this to keep you safe. As soon as you</p>	<p>Children will revisit that some people have been treated unfairly due to certain characteristics and that the law is in place to help protect them. They will learn that some people are discriminated against because they have certain characteristics. Children will be expected to articulate what a protected characteristic is and should be able to name some of these. Children will begin to understand the difference between equity and equality and how these differ to help people to be treated fairly.</p> <p><b>Age</b> - Gaining an awareness of how in the past, children were expected to work, like adults, to get money for their families. This law has</p>

<p>through our bespoke reading curriculum offer which is carefully mapped to encompass stereotypes and barriers children may face</p>	<p><b>Sex</b>- Knowing that both girls and boys can belong to any group and can choose whatever they like. Boys can like pink and girls can play football  <b>Race</b> -Knowing that we all have similar and different features e.g. skin colour, colour of our hair  <b>Religion</b> - Knowing that we all have a right to believe or not to believe in whatever we wish to  <b>Disability</b> - Being aware that our brains and bodies don't work in the same ways and that we all need different things from time to time</p>	<p>become an adult, 18, people are not allowed to say you are 'too young' to do a job.  <b>LGBT+-</b> Knowing that families may be different e.g. two mums/ two dads- one mum and one dad or just dad/ mum  <b>Sex</b>- Knowing both men and women can do any job and that in the past, this hasn't always been allowed  <b>Marriage</b>- Knowing that some people might choose to get married and some people might not  <b>Race</b> - Learning that people are sometimes treated unfairly because of the colour of their skin and that this is called racism and that racism is wrong  <b>Religion</b> - Through our PSHCE and our RE curriculum, children will be taught about a range of religions and will understand that people have been treated unfairly or unkindly because of their religion and that this is wrong  <b>Disability</b> - Understanding that some people may need more help than others if they are disabled in body or in mind and that some disabled people are treated unfairly because they may need extra help and support  <b>Pregnancy</b> - Taught about how we all have different responsibilities and how their responsibilities are different from their parents/carers. Children will gain an awareness that sometimes women who carry babies are treated unfairly to those who do not. This may be because their parents may need time off to look after their baby. We have to be extra careful of pregnant women,</p>	<p>changed, as children need to access education. Whilst children who are above 13 can work, there are lots of strict rules around this to keep you safe. As soon as you become an adult, 18, people are not allowed to say you are 'too young' to do a job.  <b>LGBT+-</b> Knowing that families may be different e.g. two mums/ two dads- one mum and one dad or just dad/ mum. Children will learn that when they are older, relationships change and people have romantic relationships where they might kiss. They will learn when you are grown up enough for this, you can choose to kiss or love anyone you choose, if they give permission. *This will be sensitively broached and it will be made explicit that children at a young age should not be kissing each other  <b>Sex</b>- Learning that women have and still are sometimes treated unfairly in different ways e.g. through pay, through the jobs they are given or not given  <b>Marriage</b>- Knowing that some people might choose to get married and some people might not and that marriage  <b>Race</b> - Building on work done in Year 1 and talking about ways in which they can respond to racism e.g. challenging this and suggesting ways to prevent it  <b>Religion</b> - Building on work done in Year 1 and talking about ways in which they can respond to discrimination e.g. challenging this and suggesting ways to prevent it  <b>Disability</b> - Building on work done in Year 1 and identifying some things that should be</p>
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		<p>to keep them and their babies safe and this has led to some people treating them unfairly at work</p>	<p>done to help people who may have a disability. Children will begin to develop an awareness of the difference between equity and equality and will understand that giving someone something extra to help them is sometimes a fair thing to do. E.g. ensuring a child has mobility difficulties has a different seat to sit on to help them</p> <p><b>Pregnancy</b> - Taught about how we all have different responsibilities and how their responsibilities are different from their parents/carers. Children will gain an awareness that sometimes women who carry babies are treated unfairly to those who do not. This may be because their parents may need time off to look after their baby. We have to be extra careful of pregnant women, to keep them and their babies safe and this has led to some people treating them unfairly at work</p>
<p>British Values *This will be taught through our bespoke curriculum and some of these values will also be carefully mapped into our assembly plan and through the use of Picture News</p>	<p>Through our provision and curriculum in EYFS, children are taught about British Values but we will not necessarily use the term British Values.</p> <p><b>Tolerance</b> - Teaching children how to self-regulate and how to highlighting that we don't all think the same but everyone's opinion should be tolerated</p> <p><b>Democracy</b> - Voting in class, ensuring things are 'fair' and giving everyone a 'say'.</p> <p><b>Individual Liberty</b> - Children are given a variety of choices through the provision and are asked for</p>	<p>Children will be taught that in Britain, there are a set of values that the Government believe we should live by and that this helps us to become a 'good citizen'.</p> <p><b>Tolerance</b> - Learning that we all have the right to think and believe in what we wish but we must not force other people to feel the same way. They will learn the importance of listening to other points of view, respectfully</p> <p><b>Democracy</b> - Understanding that in Britain, we have a King, who rules the country and he has a government who suggest rules and</p>	<p>Children will be taught that in Britain, there are a set of values that the Government believe we should live by and that this helps us to become a 'good citizen'.</p> <p><b>Tolerance</b> - Engaging a wide range of discussions and debates, saying what they think, listening to others and then considering if after what they have heard/learnt, their view point may change</p> <p><b>Democracy</b> - Understanding that we can vote for a variety of different things and give some examples of what they have voted for. They will learn that there are members of</p>

	<p>consent and permission e.g. if we they are having their photo taken and shared</p> <p><b>Mutual Respect</b> - Knowing that we are all different and celebrating this, exploring different families, traditions, and communities</p> <p><b>Rule of law</b> - Knowing that children have rights. They will develop a sense of right and wrong. Understanding that is somebody does something wrong to you, there will be a consequence.</p>	<p>laws. Children will understand that they vote in school for improvements and the school council take this forward, for them. When they are an adult, they will be able to vote for things that are important to them and their country</p> <p><b>Individual Liberty</b> - Children will continue to be offered a variety of choices through the provision but will start to understand that they have choices and can do what they want 'within reason,' so therefore sometimes there is a choice and sometimes there is not and that there should be a reason for this. E.g. walking in the corridors helps to keep us safe, completing 'must do' activities help us to learn.</p> <p><b>Mutual Respect</b> - Giving examples of how different families may live their lives and showing respect towards this. Children will be expected to talk with greater confidence about traditions and celebrations that different families may practice.</p> <p><b>Rule of law</b> - understanding that some actions have consequences and that we have certain rules that we follow in life e.g. in the classroom at home. Children will begin to make sensible suggestions about what the consequences of wrong choices should be. Knowing that some rules are called laws and we have to live by the laws. Children will be able to say what some of their rights are and they can talk about who may help them if a right is taken away from them.</p>	<p>parliament who represent the majority of our local area and that people with the same views in parliament form a party. They will be taught that different groups of people in parliament (called parties) represent different views and ideas. Adults vote for the party that represents their views in an election. They will make the link that whilst age is a protected characteristic, they are unable to vote in an election, until they have become an adult (18) and have finished their education. This will hopefully help them to make choices based on what they have learnt.</p> <p><b>Individual Liberty</b> - Offered choices and in their classroom provision will begin to take more responsibility for the choices they are making and why. E.g. having a job list to complete throughout the week and also having choice time. Children will make the link between rules and laws and how this can sometimes restrict choices, to help us become the best that we can be.</p> <p><b>Mutual Respect</b> - Demonstrating the ways that they can show respect in a range of different situations e.g. going to the mosque and taking off shoes / covering our hair</p> <p><b>Rule of law</b> - Building on work done in Year 1 to understand that should laws be broken, individual liberty can sometimes be withdrawn for an amount time. E.g. Stealing from a shop may result in you going to prison and in prison, you do not have the same choices</p>
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