**PSHE/Safeguarding at Crowle First School**

Our school vision of “Caring, Confident and Committed to Learning” runs through all we do and say. We also have half termly Christian values that support us throughout too.

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|  | Autumn Term | Spring Term | Summer Term |
| **Reception** | **PSHE**  Getting to know others and stranger danger.  What to do if we get lost.  Being kind to others and recognizing qualities of how to be a good friend (caring).  Identify what is special about themselves – me, myself and my family.  Beginning to understand the different types of family.  Exploring feelings you may have i.e. anxious, nervous, sad and understanding empathy.  Personal hygiene – importance of keeping clean.  Site safety.  Road safety.  Staying safe in school – e.g. scissors  **ICT**  Children recognize a range of technology used in places such as home and school.  Select and use technology for particular purposes.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  NSPCC – Speak Out, Stay Safe  The Dogs Trust  People Who Help Us topic – Doctor, Dentist, Vicar etc  Diwali – respect for other cultures and beliefs  Nativity performance – confidence to perform, work together as a team, understand and respect towards people’s beliefs.  Class trips to Smart Trees and Smite Farm. | **PSHE**  Celebrating similarities and differences.  Understanding how we are all different and how to celebrate being different.  Exploring gender stereotypes.  Understanding how to stay safe online.  Children learn about who to tell if you are worried or scared.  Children develop their ability to identify, manage and express a range of emotions.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Pedestrian Training  E-Safety Day  Pantosaurus (NSPCC) | **PSHE**  Children will explore what makes them happy/sad and how to manage difficult feelings.  Children will understand why medicine is used and begin to explore ways to use medicine correctly.  **ICT**  Children will learn how to log in safely.  Learn how to independently access Reading Eggs etc.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Health and Wellbeing Day  SCARF – Life Education Bus  Swimming lessons  Keeping safe in the sun.  Sports Day – dealing with difficult feelings  Whole school trip – focus on teamwork and resilience |
| **Y1/2**  **(Cycle 1)** | **PSHE (Me and My Relationships)**  Understand that classroom rules help everyone to learn and be safe;  Explain their classroom rules and be able to contribute to making these.  Recognise how others might be feeling by reading body language/facial expressions;  Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)  Identify a range of feelings;  Identify how feelings might make us behave:  Suggest strategies for someone experiencing 'not so good' feelings to manage these.  I know when I need help and who to go to for help.  I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.  Most of the time I can express my feelings in a safe, controlled way.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  NSPCC – Speak Out, Stay Safe  The Dogs Trust  Fire Safety (linked to Bonfire Night)  Nativity performance – confidence to perform, work together as a team, understand and respect towards people’s beliefs. | **PSHE (Valuing Difference)**  I can say ways in which people are similar as well as different.  I can say why things sometimes seem unfair, even if they are not.  I can say how I could help myself if I was being left out.  I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.  I can tell you how I recognise if someone else is being left out, and I can say some ways I could help them.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Pedestrian Training  E-Safety Day  Swimming lessons  Worcester Cricket Club – skills and team work  Chinese New Year – similarities and differences in cultures  Natwest Moneysense – financial wellbeing and resilience. | **PSHE (Keeping Myself Safe)**  I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).  I can give examples of how I keep myself healthy.  I can say when medicines might be harmful (e.g. overdose, if not needed, another person’s medicine, etc.)  I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.  I can give other examples of touches that are ok or not ok (even if they haven’t happened to me) and I can identify a safe person to tell if I felt ‘not OK’ about something.  I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Health and Wellbeing Day  Keeping safe in the sun.  Sports Day – dealing with difficult feelings  Whole school trip – focus on teamwork and resilience.  SCARF – Life Education Bus |
| **Y1/2**  **(Cycle 2)** | **PSHE (Rights and Responsibilities)**  I can give some examples of how I look after myself and my environment - at school or at home.  I can also say some ways that we look after money.  I can give examples of when I’ve used some of these ideas to help me when I am not settled.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  NSPCC – Speak Out, Stay Safe  The Dogs Trust  Topic: Great Fire of London - Fire Safety (linked to Bonfire Night)  Relax Kids consultant – offering 1:1 or small group intervention | **PSHE (Being my Best)**  I can name a few different ideas of what I can do if I find something difficult.  I can say why certain foods are healthy and why it’s important to eat at least five portions of vegetables/fruit a day.  I can explain about different food groups and why we need to choose and eat food from these different groups.  I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy.  I can explain how setting a goal or goals will help me to achieve what I want to be able to do.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Pedestrian Training  E-Safety Day  Swimming lessons  Worcester Cricket Club – skills and team work  Relax Kids consultant – offering 1:1 or small group intervention  Chinese New Year – similarities and differences in cultures  Natwest Moneysense – financial wellbeing and resilience. | **PSHE (Growing and Changing)**  I can identify an adult I can talk to at both home and school. If I need help.  I can tell you some things I can do now that I couldn’t do when I was a toddler.  I can tell you what some of my body parts do.  I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn’t when I was younger.  I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).  I can give examples of how to give feedback to someone.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Topic – Florence Nightingale – explores themes such as role of women in the past and how it has changed over time, hygiene, germs, bacteria and keeping clean  Health and Wellbeing Day  Keeping safe in the sun.  Relax Kids consultant – offering 1:1 or small group intervention  Sports Day – dealing with difficult feelings  SCARF – Life Education Bus  Whole school trip – focus on teamwork and resilience. |
| **Y3/4**  **(Cycle 1)** | **PSHE (Me and My Relationships)**  I can usually accept the views of others and understand that we don’t always agree with each other.  I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we’ve fallen out.  I can give a lot of examples of how I can tell a person is feeling worried just by their body language.  I can say what I could do if someone was upsetting me or if I was being bullied.  I can explain what being ‘assertive’ means and give a few examples of ways of being assertive.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  NSPCC – Speak Out, Stay Safe  The Dogs Trust  Relax Kids consultant – offering 1:1 or small group intervention  Nativity performance – confidence to perform, work together as a team, understand and respect towards people’s beliefs. | **PSHE (Valuing Difference)**  I can give examples of different community groups and what is good about having different groups.  I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.  I can say a lot of ways that people are different, including religious or cultural differences.  I can explain why it’s important to challenge stereotypes that might be applied to me or others.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Pedestrian Training  E-Safety Day  Relax Kids consultant – offering 1:1 or small group intervention  Rogation Service - thankfulness  Natwest Moneysense – financial wellbeing and resilience. | **PSHE (Keeping Myself Safe)**  I can say what I could do to make a situation less risky or not risky at all.  I can say why medicines can be helpful or harmful.  I can tell you a few things about keeping my personal details safe online.  I can explain why information I see online might not always be true.  I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.  I can say a few of the risks of smoking or drinking alcohol on a person’s body and give reasons for why most people choose not to smoke, or drink too much alcohol.  I can give examples of positive and negative influences, including things that could influence me when I am making decisions.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Worcester Warriors – Mental Health and Wellbeing  Bikeability  SCARF – Life Education Bus  Health and Wellbeing Day  Bellboating – keeping healthy, taking risks  Three Counties Showground – confidence to perform, team work and resilience.  Whole school trip – focus on teamwork and resilience. |
| **Y3/4**  **(Cycle 2)** | **PSHE (Rights and Responsibilities)**  I can say some ways of checking whether something is a fact or just an opinion.  I can say how I can help the people who help me, and how I can do this. I can give an example of this.  I can explain how a ‘bystander’ I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.  I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.  I can give examples of these decisions and how they might relate to me.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  NSPCC – Speak Out, Stay Safe  The Dogs Trust  Relax Kids consultant – offering 1:1 or small group intervention  Nativity performance – confidence to perform, work together as a team, understand and respect towards people’s beliefs. | **PSHE (Being my Best)**  I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I’ve done which shows this.  I can explain and give an example of a skill or talent that I’ve developed and the goal-setting that I’ve already done (or plan to do) in order to improve it.  I can give a few examples of different things that I do already that help to me keep healthy.  I can give different examples of some of the things that I do already to help look after my environment.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Pedestrian Training  E-Safety Day  Relax Kids consultant – offering 1:1 or small group intervention  Rogation Service - thankfulness  Natwest Moneysense – financial wellbeing and resilience. | **PSHE (Growing and Changing)**  I can name a few things that make a positive relationship and some things that make a negative relationship.  I can identify when someone hasn’t been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.  I can label some parts of the body that only boys have and only girls have.  I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).  I can tell you why people get married.  **OTHER PLANNED CURRICULUM OPPORTUNITIES**  Worcester Warriors – Mental Health and Wellbeing  SCARF – Life Education Bus  Bikeability  Health and Wellbeing Day  Bellboating – keeping healthy, taking risks  Three Counties Showground – confidence to perform, team work and resilience.  Whole school trip – focus on teamwork and resilience. |

Clubs on offer linked to healthy lifestyles: Relax Kids, Yoga, Multiskills, Zumba, Crafty Cooks etc.

Other links: Artsmark, Worcester Cricket Club, Worcester Warriors (Rugby)