

Dobcroft Infant School Curriculum Map



YEAR	2022-2023					
SUBJECT	PSHE					
<p>WHOLE SCHOOL INTENT: At Dobcroft Infant School, our intent is to create an exceptional, well-sequenced and ambitious curriculum, which challenges and excites all learners. Through quality first teaching and effectively planned provision, children will develop their ability to “know more, remember more and do more” to achieve clear end points.</p>						
<p>SUBJECT INTENT: At Dobcroft Infant School, our <b>intent</b> for Personal, Social and Health Education (PSHE) is to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It also teaches children about healthy choices within relationships and a healthy lifestyle. At Dobcroft Infant School children take part in dedicated PSHE teaching and it is also embedded within the school ethos.</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>FS2</b>	<p><b>SEAL</b> <b>New Beginnings</b></p> <p><b>Key Texts:</b> Share books about starting school. How do you feel?</p> <p><b>Key Vocabulary:</b> Belong, class, group, school, same, different, feelings,</p> <p><b>Key Concepts:</b> belonging, community</p>	<p><b>SEAL</b> <b>Getting on and Falling out</b></p> <p><b>Key Texts:</b> Ugly Duckling</p> <p><b>Key Vocabulary:</b> Friend, turn, wait, feelings, put it right, emotions, expression, calm down, angry, happy, sad, excited, worried</p> <p><b>Key Concepts:</b> belonging, community</p>	<p><b>SEAL</b> <b>Going for Goals</b></p> <p><b>Key Texts:</b> Chopsticks</p> <p><b>Key Vocabulary:</b> Same, different, goal, get better, improve, practise, resilience</p> <p><b>Key Concepts:</b> feelings, emotions, goals</p>	<p><b>SEAL</b> <b>Good to Be Me</b></p> <p><b>Key Texts:</b> Inclusive books that reflect how the children are the same/different E.g. The Swirling Hijab, etc.</p> <p><b>Key Vocabulary:</b> Like, dislike, same, different, similar</p> <p><b>Key Concepts:</b> feelings, emotions, goals</p>	<p><b>SEAL</b> <b>Making Relationships</b></p> <p><b>Key Texts:</b> Books that reflect different family structures E.g. Three to Tango, I have two Mummies.</p> <p><b>Key Vocabulary:</b> Feelings, family, friend, happy, sad, angry, excited, relationship, same, different.</p>	<p><b>SEAL</b> <b>Changes/Transition</b></p> <p><b>Key Text:</b> Big Bag of Worries My history</p> <p><b>Key Vocabulary:</b> Change, move, grow, the same, different, feelings, school, class</p> <p><b>Key Concepts:</b> relationships, changes</p>

Dobcroft Infant School Curriculum Map



					<p><b>Key Concepts:</b> relationships, changes</p>	
<p><b>Sequence:</b></p>	<p>Home Visits/ treasure boxes. Start to identify similarities and differences between each other.</p> <p>Tour of the school/ classroom. Introduce daily routines.</p> <p>Daily circle time to learn the names of the children and other adults in my class</p> <p>Introduce children to the toilets/urinal. Support the children with independence.</p> <p><b>Recorded Activity</b> Children to share family photos/ treasure</p>	<p>Introduce Turnaround Table/ Put it right area, Worry Monster, Ready steady Go – problem solving, Calming down Techniques</p> <p>Introduce different language to describe feelings and emotions.</p> <p>Encourage children to look at different feelings photos. Can they say how someone is feeling based on their expressions?</p> <p>Anti-Bullying week Read the story of the Ugly Duckling. How did the Duckling feel? Is it bullying? What is bullying?</p>	<p>Think about what the children are already good at. What would they like to get better at? Discuss similarities and differences.</p> <p>Introduce class Goal and metacognition. Children to try to put coat on and do up independently.</p> <p>Children to set themselves an individual goal. Highlight using the 5r's to achieve their goal. Celebrate children's achievements with Stickers.</p> <p>Use Smarty the Penguin clip to</p>	<p>Children to bring a special object t to school and give a talk about something that is special/ personal to them.</p> <p>Children to generate questions to ask following the talk.</p> <p>Discuss comic relief/ Sports relief. Why are we raising money? What is charity? How can we help? Why should we help?</p> <p>Look at ways to manage oral health. Invite dentist parents in to give a talk.</p> <p><b>Recorded activity</b> Record the children's comments about their special object in a speech bubble.</p>	<p>Children to draw and label pictures of their families. Who lives in your house?</p> <p>Discuss different types of relationships eh family, friends, teachers etc.</p> <p>Children to use felt tips to paint a picture of a special person. Record the children direct speech to explain why this person is special.</p> <p><b>Recorded activity</b> Labelled family pictures. Pictures and speech bubbles of a special family member</p>	<p>Children to think about how they have changed since they were a baby. What has also stayed the same?</p> <p>Highlight the fact that some changes are planned and others happen naturally.</p> <p>Discuss transition. What are they looking forward to about changing classes?</p> <p>Do they feel nervous? Feeling nervous or worried is ok.</p> <p>Think of questions for their new teacher.</p> <p>Transition visits to new classroom</p>

Dobcroft Infant School Curriculum Map



	<p>boxes with other children in the class. Snap shot.</p> <p>Create picture for the class contract. Discuss who class expectations.</p>	<p>What should we do in a bullying situation? Children to make BLUE buddies/ class anti bullying poster.</p> <p>Children to plan healthy/ treat food menu for Christmas Party.</p> <p><b>Recorded Activity</b> Take photographs of the children showing different expressions. What makes them feel like that? Create feelings paintings.</p> <p>Cards to preschool to share what they like about their new school.</p>	<p>introduce staying safe online. Create a class penguin with a safety message.</p> <p><b>Recorded activity</b> Record individual goals and snap shots of children achieving goals where appropriate</p>			<p><b>Recorded Activity</b> Question for new teacher.</p> <p>When I was a baby I could...? Now I can?</p>
<p><b>End Points</b> PSED – end of year expectations</p>	<p><b>Managing self</b> Be confident to try new activities. Explain the reasons for rules. Understand healthy food choices.</p>	<p><b>Managing self</b> Be confident to try new activities. Manage basic hygiene</p> <p><b>Building Relationships</b></p>	<p><b>Building Relationships</b> Show an understanding of their own feelings and those of others. Begin to regulate behaviour accordingly</p>			



	<p><b>Building Relationships</b> Follow instructions. Give focused attention to what others say. Show an understanding of their own feelings and those of others. Begin to regulate behaviour accordingly.</p> <p><b>Self-Regulation</b> Work and play cooperatively. Take turns Form positive attachments</p>		<p>Set and work towards simple goals. Show an understanding of their own feelings and those of others. Begin to regulate behaviour accordingly.</p> <p><b>Self-Regulation</b> Show sensitivity to others needs.</p>		<p><b>Self-Regulation</b> Form positive attachments</p>	
<b>Y1</b>	<p style="text-align: center;"><b>Community</b></p> <p><b>Key Texts</b> All Are Welcome</p> <p><b>Key vocab</b> community, school. rule, contribute, team work</p> <p><b>Key Concepts</b> community, belonging</p>	<p style="text-align: center;"><b>Friends</b></p> <p><b>Key Texts</b> The Recipe for a Perfect Friend.</p> <p><b>Key vocab</b> Friend, stranger, acquaintance, same, different, agree, disagree, respect.</p> <p><b>Key Concepts</b> friendship, respect</p>	<p style="text-align: center;"><b>Family</b></p> <p><b>Key Texts</b> Who is in my Family?</p> <p><b>Key vocab</b> Family, connection, relationship, same, different, change, feelings</p> <p><b>Key Concepts</b> family, belonging</p>	<p style="text-align: center;"><b>Feelings</b></p> <p><b>Key Texts</b> The Colour Monster Penguin's Hidden Talent</p> <p><b>Key vocab</b> Feelings, emotions, talk, discuss, express, calm down</p> <p><b>Key Concepts</b> feelings, emotions</p>	<p style="text-align: center;"><b>Staying Healthy</b></p> <p><b>Key Texts</b></p> <p><b>Key vocab</b> Active, lifestyle, exercise, able, disabled</p> <p><b>Key Concepts</b> healthy</p>	<p style="text-align: center;"><b>Growing Up</b></p> <p><b>Key Texts</b></p> <p><b>Key vocab</b> Child, adult, elderly, change, grow, age, natural change</p> <p><b>Key Concepts</b> changes</p>
<b>Sequencing</b>	<p><b>Unit C1: Being a member of a school community</b> What are the rules at school? To understand why we have rules and how they help us</p>	<p><b>Unit Fr1: Friendships</b> What makes a good friend? How to choose friends?  What makes a close friend? To understand that there is a difference</p>	<p><b>Unit Fa1: What makes a family?</b> To understand that families are made up of special group of people, which changes</p>	<p><b>Unit EW1: Feelings</b> We have a range of emotions, depending on experiences and situations (happy, sad, worried, scared, surprised)</p>	<p><b>Unit P1; How do I keep my body healthy?</b> To understand that active lifestyles including regular exercise can keep our bodies more healthy.</p>	<p><b>Unit G1: Growing up and Growing old</b> To recognise the 5 key stages of human life. To understand how their bodies will change as they age.</p>

Dobcroft Infant School Curriculum Map



	<p>to learn and be happy.</p> <p>Why is school good? For children to appreciate how important school is to them.</p> <p>What can I do to make school a better place?</p> <p>How should I behave in school? To understand how to behave appropriately and how to contribute to school life.</p> <p>Who are my special people in school? To be able to identify their special people in school. Identified important people in school.</p>	<p>between close friends, friends, acquaintances and strangers. To know what makes a close friend.</p> <p>Are people online our friends?</p> <p><b>Fr2: What makes a good friend?</b> To understand what makes a good friend, how to choose friends and consider what makes us happy and healthy. To understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.</p>	<p>gradually over time.</p> <p><b>R1: What makes a happy family?</b> How should we treat each other (manners, kindness, feel safe) How we should be treated (care, attention, rules, privacy) Asking for permission – link to peer massage</p>	<p>How to talk about feelings and what to do when we feel different emotions</p> <p>To understand that we have a range of emotions, depending on our experiences and situations.</p> <p><b>Unit M1: Where do feelings come from?</b> To understand that we have a range of emotions, depending on our experiences and situations. To know what to do when we experience strong emotions. To build language to talk about feelings.</p> <p><b>M2: Who am I?</b> To understand that each of us has skills and talents that are valuable. To understand that we are important,</p>	<p>To appreciate that some people live with disabilities or are differently abled.</p> <p>To understand that we can't always have healthy bodies because we get injured or ill sometimes.</p> <p><b>P3: How do we stop getting ill?</b> To understand that germs are spread by coughs, sneezes and physical contact with dirt and other people.</p> <p>To understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet or are unwell.</p> <p>To understand that we can prevent</p>	<p>To understand that come changes are natural and happen 'by themselves'. Understand how bodies change as they age</p> <p>Transition with Year 2. Labelling parts of the body Order stages of life</p> <p>Identified people at different ages.</p>
--	--	---	--	---	--	---

Dobcroft Infant School Curriculum Map



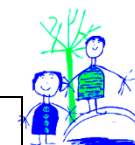
	<p>What makes a happy school? Children write own classroom rules. Discussed what makes school a happy place.</p>		<p>unique people who deserve kindness and respect. To appreciate that other people are important, no matter how good they are at certain things.</p> <p><b>Managing feelings – anger - ongoing throughout each half term</b></p> <p>I know when I am starting to feel angry I know what happens on the inside and the outside of my body when I start to get angry I know some ways to calm down when I am starting to feel angry</p> <p>Children identified different feelings and practised recognising emotions. Recapped calming down techniques</p>	<p>tooth decay by brushing our teeth regularly. Sleep diet, oral hygiene etc. Focus on washing hands</p> <p>Draw round bodies in chalk and talked about different ways to stay healthy</p>	
--	--	--	--	--	--

Dobcroft Infant School Curriculum Map



				Children design their own emotion monsters and talk about when they appear.		
<b>Y1 safety:</b>	<p><b>Stranger Danger</b></p> <p>What do I do in an emergency?</p> <p>To be aware of how to get help in an emergency. Tell adults and call emergency services.</p>	<p><b>Road Safety</b></p> <p><b>P4; How can I stay safe? Dangers outside the home.</b></p> <p>To be able to identify dangers when out and about in their communities; roads and cars, riding bicycles and scooters, railways.</p> <p>Follow resources from 'THINK'</p>	<p><b>Internet safety</b></p> <p><b>L1 screen time</b>  <b>S1 Personal information</b>  <b>P1 online strangers</b>  <b>P2 feeling uncomfortable online.</b>  <b>C1 passwords and C2 What is the internet?</b>  <b>N1 Content creators.</b></p>	<b>Fire Safety</b>	<p><b>Water Safety</b></p> <p><b>P4; How can I stay safe? Dangers outside the home.</b></p> <p>Water – rivers, ponds, reservoirs, lakes and the sea.</p> <p>Revisit key question – What do I do in an emergency?</p> <p>To be aware of how to get help in an emergency. Tell adults and call emergency services.</p>	<b>Stranger Danger</b>
<b>Endpoints</b>	To name school rules and why we need them and name important people in school	To name close friends and how a good friend acts and to know some ways to resolve	To name family members and ways they treat each other with care and respect	To name emotions and feelings, and recognise when they are beginning to feel angry and name	To name ways to stay fit and healthy and stop germs from spreading.	To name stages of life and how bodies change with age.

Dobcroft Infant School Curriculum Map



		conflicts between friends		some ways to calm down  To name their own skills and talents and identify these in others.		
<b>Y2</b>	<p><b><u>Community</u></b></p> <p><b><u>Key Texts</u></b> What if everyone did that?  The Koala that Could</p> <p><b><u>Key Vocab</u></b> Community, school. Rule, contribute, team work, reduce, reuse, recycle, global citizen</p> <p><b><u>Key Concepts</u></b> community, belonging</p>	<p><b><u>Friends</u></b></p> <p><b><u>Key Texts</u></b> A friend like you</p> <p><b><u>Key Vocab</u></b> Friend, stranger, acquaintance, same, different, agree, disagree, respect, common, exclude, respect, polite, viewpoint, physical contact, unwanted touch</p> <p><b><u>Key Concepts</u></b> friendship, respect</p>	<p><b><u>Family</u></b></p> <p><b><u>Key Text</u></b> The great big book of families</p> <p><b><u>Key Vocab</u></b> Family, connection, relationship, same, different, change, feelings, community, religion, culture, gender, responsibilities.</p> <p><b><u>Key Concepts</u></b> family, belonging</p>	<p><b><u>Feelings</u></b></p> <p><b><u>Key Texts</u></b> Badbye Goodbye I feel Worried</p> <p><b><u>Key Vocab</u></b> Feelings, emotions, talk, discuss, express, calm down, sleep, physical exercise, compliment.</p> <p><b><u>Key Concepts</u></b> feelings, emotions</p>	<p><b><u>Staying healthy</u></b></p> <p><b><u>Key Texts</u></b> What's for Lunch?</p> <p><b><u>Key Vocab</u></b> Active, lifestyle, exercise, able, disabled, healthy, goal, achieve, success</p> <p><b><u>Key Concepts</u></b> healthy</p>	<p><b><u>Growing up</u></b></p> <p><b><u>Key Texts</u></b> Hedgehogs first day.</p> <p><b><u>Key Vocab</u></b> Child, adult, elderly, change, grow, age, natural change, boys, girls, bodies (including body parts), habit change</p> <p><b><u>Key Concepts</u></b> changes</p>
<b><u>Sequencing:</u></b>	<p><b>C2: Being a good citizen:</b> Being a good citizen Who is my community outside of school? What culture do I come from?</p>	<p><b>Fr2: Keeping friendships healthy:</b> Do friends always agree? (speaking kindly, saying sorry) Are all friends the same? (diversity –</p>	<p><b>Fa2: Are all families the same and do families always stay the same?</b> To understand how changes and events can</p>	<p><b>EW2: How to stay happy</b>  Choosing activities Self-care (hobbies, interests, socialising, family, sleep, physical exercise.</p>	<p><b>PH1: Staying healthy</b> Active Lifestyles and exercise routines Healthy diet</p> <p><b>Setting a realistic goal</b></p>	<p><b>GU2: Our bodies</b> Familiarise children with the external (KS1) parts of their bodies  Understand that boys and girls have differences in their</p>



Dobcroft Infant School Curriculum Map



	<p>Who should I trust? Being polite and kind Being a citizen of the world: saving energy, plastic pollution and recycling</p> <p><b>C3: Living happily together:</b> What are the different communities near school? How should I treat people that are different to me and my family?</p> <p>Class activities Circle times to establish class rule</p> <p>Trip to sing in the community. Hearts for Homes</p>	<p>we all have more in common than we have differences) How many friends can I have? (as many as you like, there is no need to exclude others) Should friends tell us what to do? (listening with respect, saying no politely) (PSHE – Dares)</p> <p><b>Why do children bully?</b> (being unkind, being different)</p> <p><b>Physical contact:</b> Violence is always wrong, our body belongs to us, speaking out against unwanted touch What to do when friendships go wrong</p>	<p>influence our feelings.</p> <p>Explore and discuss changes that can happen to families and how we might feel when these changes happen.</p> <p><b>R2: Are all families the same?</b> Discuss the broad range of families that exist in our communities (religion, marriage, break-ups, food, culture, number/gender of siblings, number/gender of parents)</p> <p>Draw a family that was different to theirs and think of questions</p>	<p>Time outdoors, self-worth) Spending time online</p> <p><b>Managing feelings – anger</b> I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p> <p><b>Resolving conflict</b> I can use my ability to see things from the other point of view to make a conflict situation better</p> <p>Children think about why people might feel proud of themselves. Children to identify three things they are good at and one thing to get better at.</p>	<p>I can say what I want to happen when there is a problem (set a goal)</p> <p><b>Planning a to reach a goal</b> I can break a goal down into small steps I can choose a realistic goal</p> <p><b>Evaluation and review</b> I can learn from my successes I can tell you what I have learned</p> <p>How can we stay active? Children create their own ten minute shake up exercises/ based on a particular skill.</p> <p>How sleep is important and rest.</p>	<p>genitals when they are children</p> <p>I can tell you what a habit is and know that it is hard to change one</p> <p>I know that to make some changes is hard and takes a long time</p> <p>Our bodies belong to us; Reporting concerns</p> <p>I know that some changes are natural and happen 'by themselves' – link to transition</p> <p>Transition activities with the junior school</p>
--	--	---	--	--	---	--

Dobcroft Infant School Curriculum Map



		<p><b>Seeing things from another point of view</b>                      I know that people don't always see things in the same way                      I can see things from someone else's point of view</p> <p>Anti-bullying lesson                      Thinking about what happens when friendships goes wrong.                      Discuss what makes a healthy friendship.</p>	<p>to ask a different families.                      Discuss whether families always stay the same?                      Established that everyone has responsibilities with in them.</p> <p>Covered mental health awareness week.</p>	<p>Children to practise complimenting each other.</p>		
<b>Y2 Safety</b>	<b>Winter/dark night safety</b>	<b>Fire safety</b>	<b>Internet safety</b>	<b>Road safety</b>	<b>Medicine safety Stranger danger</b>	<b>Sun and water safety</b>
<b>End Points:</b>	<p>To know what a community is and identify which they belong to and know and follow rules for keeping safe</p>	<p>To name ways to be a good friend and how to deal with conflict with friends.</p> <p>To identify bullying behaviour and wat to do if they are being bullied</p>	<p>To identify a range of family types</p>	<p>To identify emotions and ways to manage them and resolve conflicts between themselves and others</p>	<p>To know ways to stay healthy through diet and exercise</p> <p>To set a realistic goal and achieve it or adapt steps if needed</p>	<p>To name the external parts of the body and identify which are public and private and know that some changes are natural and part of growing up</p>

Dobcroft Infant School Curriculum Map

