

PSHE

INTENT: Lyndhurst Infant School is in an area with pockets of deprivation. We have 54% of our school which identifies as disadvantaged (Pupil premium, EAL, SEN, Vulnerable – known to social services). We have a Family Engagement Support Officer who supports many families with mental health needs. Our referrals to social services come under the category of Neglect and Sexual abuse. We are above National for EAL and SEN.

IMPLEMENTATION: We have decided as a school to use the Jigsaw scheme of work as our PSHE ‘skeleton’, this ensures that we are meeting the statutory requirements. We have chosen this scheme because it is spiral and each year group will revisit and build upon previous knowledge and skills. The scheme also echoes our whole school work on mindfulness and uses similar techniques to support the children in self-regulation. It follows the recommendations from the EEF Guidance report (Improving Social and Emotional Learning in Primary schools) to teach Social, Emotional Learning (SEL) skills explicitly. Alongside this scheme of work, we also add to our children’s understanding of the school community that they live in through monthly value assembly, Black History month, International days, who reflect books that reflect our diverse community, using a diverse range of role models in other curriculum areas; which foster positive relationships and respect for each other. We take part in national awareness day to reflect the diversity of our current cohort (e.g. Down Syndrome Awareness Day, Autism Awareness and disability community groups). This creates an environment where bullying or discrimination are not tolerated. We supplement our teaching with NSPCC Pantasaurus resources to further educate our children to keep them safe. We invite a wide range of visitors such as the police and fire services and Dogs Trust to support our work on keeping safe. We are a UNICEF Rights Respecting school because we believe that children should know their rights so if they are not met they have a voice to tell an adult and make a change.

SEND Provision

- At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.
- Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.
- Due to the sensory needs of children with autism and social communication needs, some children may find it challenging to participate in messy play and activities.

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION Being Me in My World	<p>Beginning:</p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. <p>Within:</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting <p>Expected:</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p>Beginning:</p> <ul style="list-style-type: none"> I can tell you why I like my class I can say how I make a friend happy <p>Within:</p> <ul style="list-style-type: none"> I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place. <p>Expected:</p> <ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. 	<p>Beginning:</p> <ul style="list-style-type: none"> I can tell you some things that make my class a safe place I can say how I feel about my class <p>Within:</p> <ul style="list-style-type: none"> I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair. <p>Expected:</p> <ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.
Developing Vocabulary	See Jigsaw Docs		
Key People and 'real-life' links	See Jigsaw Docs		
IMPACT:	See Jigsaw Docs		

	EYFS	YEAR 1	YEAR 2
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<p>IMPLEMENTATION Celebrating Difference</p>	<p>Beginning:</p> <ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community. <p>Within:</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. <p>Expected: ELG</p> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Beginning:</p> <ul style="list-style-type: none"> • I can talk about one thing that makes me different from someone else • I can tell you one way that I could be kind <p>Within:</p> <ul style="list-style-type: none"> • I can talk about one thing that makes me different from my friends and one thing that we have in common. • I can tell you ways that I could be kind to other people in my class. <p>Expected:</p> <ul style="list-style-type: none"> • I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. • I can explain what bullying is and how being bullied might make somebody feel. 	<p>Beginning:</p> <ul style="list-style-type: none"> • I can name some simple differences between me and other people in my class. • I can say why I like someone <p>Within:</p> <ul style="list-style-type: none"> • I can name some differences and similarities between me and other people in my class. • I can give a reason why a friend is special to me. <p>Expected:</p> <ul style="list-style-type: none"> • I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. • I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.
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<p>Key People and 'real-life' links</p>	<p>See Jigsaw Docs</p>		
<p>IMPACT:</p>	<p>See Jigsaw Docs</p>		

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION Dreams and Goals	<p>Beginning:</p> <ul style="list-style-type: none"> • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. <p>Within:</p> <ul style="list-style-type: none"> • Can describe self in positive terms and talk about abilities <p>Expected: ELG</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<p>Beginning:</p> <ul style="list-style-type: none"> • I can tell you about a challenge • I can say how a challenge made me feel <p>Within:</p> <ul style="list-style-type: none"> • I can tell you about a challenge and what I did well. • I can say why a challenge made me feel good about myself. <p>Expected:</p> <ul style="list-style-type: none"> • I can explain how I feel when I am successful and how this can be celebrated positively. • I can say why my internal treasure chest is an important place to store positive feelings. 	<p>Beginning:</p> <ul style="list-style-type: none"> • I can tell you something I did in my group • I can say if liked/disliked working in a group <p>Within:</p> <ul style="list-style-type: none"> • I can tell you what I did to help my group create an end product. • I can say how I felt about working in a group. <p>Expected:</p> <ul style="list-style-type: none"> • I can explain how I played my part in a group and the parts other people played to create an end product. • I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.
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IMPLEMENTATION Healthy Me	<p>Beginning:</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. <p>Within:</p> <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. <p>Expected: ELG</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Beginning:</p> <ul style="list-style-type: none"> • I can tell you something I need to do to keep my body healthy. • I know that I need to take care of it. <p>Within:</p> <ul style="list-style-type: none"> • I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. • I know that my body is special and I need to take care of it. <p>Expected:</p> <ul style="list-style-type: none"> • I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. • I can give examples of when being healthy can help me feel happy. 	<p>Beginning:</p> <ul style="list-style-type: none"> • I can tell you some things I can do to keep my body safe and healthy • I can say if I like being healthy <p>Within:</p> <ul style="list-style-type: none"> • I can tell you some things I can put in or on my body to keep it healthy. • I can say how I feel about being healthy. <p>Expected:</p> <ul style="list-style-type: none"> • I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. • I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.
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IMPLEMENTATION Relationships	<p>Beginning:</p> <ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. <p>Within:</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Expected:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>Beginning:</p> <ul style="list-style-type: none"> • I can name people who are special to me • I can tell you who I might go to for help if I need it. <p>Within:</p> <ul style="list-style-type: none"> • I can name some people who are special to me and can tell you ways they help me stay safe and feel special. • I can tell you why I like some people and who I might go to for help if I need it. <p>Expected:</p> <ul style="list-style-type: none"> • I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. 	<p>Beginning:</p> <ul style="list-style-type: none"> • When talking about my relationships with others I can tell you some of the things that I like and some things that I do not like • I can tell you who I might talk to if I had a problem with a relationship <p>Within:</p> <ul style="list-style-type: none"> • When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. • I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique. <p>Expected:</p> <ul style="list-style-type: none"> • I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. • I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.

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IMPLEMENTATION Changing Me	<p>Beginning:</p> <ul style="list-style-type: none"> Shows confidence in asking adults for help <p>Within:</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. <p>Expected:</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<p>Beginning:</p> <ul style="list-style-type: none"> I can tell you some ways that I have changed since being a baby I know that some parts of me are private. I can tell you some things that will change for me as I get older <p>Within:</p> <ul style="list-style-type: none"> I can tell you some ways that I have changed since being a baby I know the main body parts that make boys and girls different, some of the correct names for these and that they are private. I can tell you some things that will change for me and how I feel about this. <p>Expected:</p> <ul style="list-style-type: none"> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. 	<p>Beginning:</p> <ul style="list-style-type: none"> I can tell you how I am different now to when I was a baby I can use the correct names for the private parts associated with my own sex (penis & testicles, anus, vagina and/or vulva) and understand that they are private. I can tell you something that I like/dislike about being a boy/ girl <p>Within:</p> <ul style="list-style-type: none"> I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older. <p>Expected:</p> <ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and

		<ul style="list-style-type: none"> I can explain why some changes I might experience might feel better than others. 	recognise that other people might feel differently to me.
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