

The Personal, Social and Health Education (PSHE) Curriculum at Bernards Heath Infant and Nursery School

Subject: PSHE		
Skills	Knowledge	Context – What this looks like in the classroom:
<ul style="list-style-type: none"> • Confident in identifying and naming feelings. • Recognise the difference between right and wrong. • Communicating confidently. • Able to discuss likes and dislikes and express personal qualities. • Can discuss and share their opinions and their reasons for them. • Able to discuss issues with partners, in groups, and in whole class situations. Can take part in simple debates. • Able to cooperate with others and support each other. • Explain how families and friends can care for each other. • Learning to contribute to the life of the class and the school. 	<ul style="list-style-type: none"> • Children understand how to keep themselves healthy. • Able to identify the main parts of the body. • Aware of how best to keep clean. • Can describe some of the changes as people grow and age and the implications of this. • Understand simple definitions of bullying and describe why bullying is wrong. • Aware of how to help victims of bullying. • Understand the effect of their behaviour on others. • Can describe and respect the similarities and differences between people. • Aware of our school and class rules and how we should behave. • Understand how to look after our environment and what can harm it. • Can describe different groups and communities they belong to including family and school. 	<ul style="list-style-type: none"> • PSHE is part of every day at school and teachers take opportunities to promote our school values and discuss any problems that may arise as part of a playtime or friendship issue. • Children have regular opportunities to discuss feelings, talk about experiences and explain and share their thoughts. • Children take part in daily mindfulness sessions and practise positive affirmation. • Whole school assemblies have themes including: school issues, music, in the news, religious stories and festivals. Sometimes visitors attend assemblies and share their expertise and knowledge with the children. • Reflection time is a time for collective worship where children are taught to be still and think quietly on their own. These sessions include opportunities to reflect on music, artefacts, special places or prayers and poems. • Regular circle times give children the chance to listen to the thoughts, views and feelings of others and think about how they are similar and different to their own.