



MANLEY PARK

PRIMARY SCHOOL

G R O W I N G T O G E T H E R

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

PSHE Whole School Overview

EYFS

EYFS Statutory Educational Programme:	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EI values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	Be positive
EYFS Theme	All About Us (Diversity)	Celebrations and Festivals (Values and Perception)	Friendship and Fairness (Social Justice)	Caring for our Environment (Sustainable development)	People who Help Us (Interdependence)	Changes (Aspirations)
Nursery LQ	What Makes Me Special?	What Are Special Times for Me and My Family?	What Makes a Good Friend?	What is the Environment?	Who Helps Us?	How Have I Changed?
Ongoing Nursery	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Play with one or more other children, extending and elaborating play ideas. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 					

Termly Objectives Breakdown Nursery	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules understanding why they are important.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Talk with others to solve conflicts.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Show more confidence in new social situations.</p>
Reception LQ	How Are We All Different?	Why Do We Celebrate?	How Can I Be Fair?	How do I Look After the Environment?	How Do People Help Us?	Do I Notice How Things Have Changed?
Ongoing Reception	<ul style="list-style-type: none"> Build constructive and respectful relationships. 					
Termly Objectives Breakdown Reception	<p>Build constructive and respectful relationships. See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> Personal hygiene 	<p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>See themselves as a valuable individual.</p>	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p>

KS1/KS2

	Autumn			Spring			Summer		
Theme	Diversity	Values & Perceptions		Social Justice	Sustainable Development		Interdependence	Aspirations	
EI	Be respectful	Be understanding		Be compassionate	Be responsible		Be patient	Be positive	
PSHE Theme	RELATIONSHIPS			LIVING IN THE WIDER WORLD			HEALTH & WELLBEING		
Topic	Family and Friends	Safe Relationships	Valuing Difference	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Healthy Lifestyles	Growing and Changing	Keeping Safe
Year 1	Roles of different people Families Feeling cared for	Recognising privacy Staying safe Seeking permission	How behaviour affects others Being polite and respectful	What rules are Caring for others' needs Looking after the environment	Using the internet and digital devices Digital communication	Strengths and interests Jobs in our community	Keeping healthy Food and exercise, Hygiene routines Sun safety	Recognising what makes them unique and special Feelings Managing when things go wrong	How rules and age restrictions help us Keeping safe online
Year 2	Being a good friend Dealing with arguments with friends Recognising hurtful behaviour	Bullying When it is safe to keep a secret Feeling pressured	Similarities and differences between people Working together	About how people and other living things have different needs The different groups they belong to Different roles and	The internet in everyday life Knowing that not all information is true	What is money? Wants vs needs Taking care of money Making money choices	Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help	Growing older Transitions (to juniors)	Safety in different environments Risk and safety at home Emergencies

	Feeling lonely and getting help		Sharing ideas and listening to others	responsibilities people have in their community Recognise their similarities and differences with other people in their community					
Year 3	Family relationships Diverse families Family changes	What to keep private Online privacy Bullying Cyberbullying	Behaving responsibly Self-respect Treating people politely Respect and Courtesy	Rules and laws Human rights Rights vs. responsibilities	Positive and negative uses of the internet Assessing the credibility of online sources	Recognising strengths and achievements Different types of jobs Helpful skills for future jobs Stereotypes in the workplace Setting goals	Health choices and habits What affects feelings Expressing feelings	Personal strengths and achievements Managing and reframing setbacks	Risks and hazards Safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online Positive friendships What to do when you feel lonely Respectful digital communication What to do when digital	When to keep a secret Upstanders vs. bystanders Recognising and reporting hurtful online behaviour Feeling pressured	Similarities and differences in people Recognising and challenging discrimination	Importance of compassion within a community Shared responsibility Who makes up our community?	Sharing information online How people are targeted Understanding the impacts of advertisements	Different methods of payment How our spending decisions impact others How we make our spending decisions Keeping track of money	Maintaining a balanced lifestyle Oral hygiene and dental care	Physical and emotional changes in puberty Naming body parts Personal hygiene routines Support with puberty	Medicines and household products Drugs common to everyday life

	communication worries you								
Year 5	<p>Feeling included</p> <p>Peer influence</p> <p>Assertive communication</p> <p>Friendship challenges</p> <p>Changing friendships</p> <p>Seeking support in friendships</p>	<p>Appropriate and inappropriate touch</p> <p>Uncomfortable feelings</p>	<p>Types of discrimination</p> <p>Safely challenging and reporting discrimination</p> <p>Treating people equally</p>	<p>Who makes our laws and what happens if we break them?</p> <p>Shared responsibility for our environment.</p> <p>How our choices impact the environment</p>	<p>Understanding the different purposes if different types of media.</p> <p>Understanding that information (text and images) can be manipulated in the media.</p> <p>Evaluating the reliability of online sources.</p>	<p>Stereotypes in the workplace</p> <p>Job/career influences</p> <p>Routes into different careers</p>	<p>Healthy sleep habits</p> <p>Limiting the spread of bacteria and viruses</p> <p>Medicines, vaccinations, immunisations and allergies</p> <p>Sun safety</p>	<p>Personal identity</p> <p>Recognising individuality and different qualities</p> <p>Mental wellbeing</p>	<p>Keeping safe in different situations, including responding in emergencies, first aid</p>
Year 6	<p>Different types of loving relationship</p> <p>Gender identity vs sexual orientation</p> <p>Healthy/unhealthy relationships</p> <p>Types of marriage</p>	<p>Peer pressure and responsibility</p> <p>The dangers of online challenges/dangers</p> <p>Reporting concerns about personal safety</p> <p>Giving and seeking permission</p> <p>Personal boundaries</p>	<p>Values, behaviour and being a positive role model</p> <p>Discussing issues respectfully</p> <p>Being respectful in online discussions</p> <p>Managing conflict</p>	<p>The value of living in a diverse community</p> <p>Prejudice vs. discrimination</p> <p>Recognising and challenging stereotypes</p>	<p>Understanding why there are age restrictions on media</p> <p>Recognising the risks and challenges of sharing on social media</p> <p>Recognising what is appropriate to share online including rules and laws relating to this.</p> <p>Understanding how and why</p>	<p>Understanding 'value for money'</p> <p>Being a critical consumer</p> <p>Financial risks</p> <p>Gambling</p> <p>Money and mental health</p>	<p>What affects mental health and ways to take care of it</p> <p>Managing change, loss and bereavement</p> <p>Managing time online</p>	<p>Increasing independence</p> <p>Managing transition</p>	<p>Keeping personal information safe</p> <p>Regulations and choices</p> <p>Drug use and the law</p> <p>Drug use and the media</p>

					information can be manipulated online. Evaluating media sources; sharing things online				
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