



Curriculum Intent	PSHE Intent
<p>Everyone at Brookland Infant and Nursery School recognises that our curriculum has to be broad and balanced, offer children opportunities to grow and make progress from whatever their starting points may be. We believe that childhood should be a happy and investigative time, where curiosity and a thirst for new experiences and knowledge is nurtured. We want our children to develop the necessary skills, knowledge and understanding to think and act in ways that will enable them to engage in the culture in which they live and to understand and appreciate the cultures of others. We believe that learning should be memorable, hands on, active and challenging. We also want to develop children's specific subject knowledge, understanding and skills. We want all our children to become confident and successful lifelong learners.</p> <p>Our curriculum is based upon 4 main principles:</p> <p>Creative:</p> <ul style="list-style-type: none">• Inclusive, exciting and engaging.• Stimulates creative thinking and problem solving.• Develops effective communication skills.• Discovers, nurtures and celebrates children's talents. <p>Ambitious:</p> <ul style="list-style-type: none">• Ensures children seek out and enjoy challenges.• Teaches resilience and the ability to persevere.• Promotes independence and motivation.• Develops the ability to self-reflect and know how to move forward.• Fosters enthusiasm and a love of learning. <p>Curious:</p> <ul style="list-style-type: none">• Encourages questions to be asked to extend thinking.• Enables ideas and experiences to be connected to help make sense of the world we live in.• Supports British Values and our School Values.• Practical, memorable and fun. <p>Healthy:</p> <ul style="list-style-type: none">• Encourages a mentally and physically healthy lifestyle.• Nurtures and supports social and emotional development.• Encourages collaboration with others.	<p>At Brookland Infant and Nursery School, Personal Social Health Education (PSHE) weaves its way into everything we do. Our school motto is:</p> <p><i>Be Kind, Grow Together, Learn Forever</i></p> <p>This summarises our whole school ethos and underpins everything that we do at Brookland Infant School. This is enhanced by our 6 Brookland Values: Courage, Respect, Friendship, Tolerance, Honesty and Responsibility.</p> <p>At Brookland Infant and Nursery school, we provide children with the knowledge and skills to ensure appropriate development of their emotional literacy and social skills. We create a positive culture around difference and diversity, equipping children with the vocabulary necessary to express and describe themselves (physically and emotionally) and their bodies, knowing the correct names for body parts and the importance of personal hygiene.</p> <p>We want to ensure that children develop a sense of who they are and belonging within the community and own families. We encourage children to be aware of their own thoughts and feelings as they happen, supporting them in finding strategies to manage their own thoughts and feelings so they can become more independent in regulating their emotions and building emotional resilience. Children leave our school as respectful citizens with the skills required to successfully live in today's ever-changing world, enabling them to lead confident, healthy and independent lives.</p> <p>Effective PSHE at Brookland Infant and Nursery School is essential to safeguard and equip children to deal with situations they might encounter throughout their lives and is the building block to the next steps in their school journey.</p>



PSHE Implementation

Our PSHE curriculum builds social skills, grows emotional literacy, enables mental health and nurtures children's positive relationships with themselves and others. We recognise PSHE is a vast area of learning for our young children and is very much cross-curricular as skills are developed through all subjects and through daily routines in school life.

In the **EYFS** we follow the EYFS Statutory Framework which is supported by Development Matters 2021, with the focus on Personal, Social and Emotional Development (PSED). In the EYFS, PSHE skills are taught and developed through a combination of adult directed activities and continuous provision. to ensure a broad and rich PSHE curriculum. The children learn how to show sensitivity to others' needs, which then allows them in KS1 to recognise and manage emotions within a range of relationships.

In **KS1** We teach PSHE in KS1 weekly and follow the Jigsaw: The Mindful Approach to PSHE scheme of work. Jigsaw is a progressive and spiral scheme of learning which ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. Lessons are taught sensitively and inclusively, respecting the backgrounds and beliefs of the children, families and staff members that make up our school community. PSHE is taught using a variety of active learning techniques including; drama, puppets, stories, circle time, debates, drawings/posters and songs. We adapt our teaching to reflect the needs of particular cohorts. The PSHE lead has ensured that each year group has a progression of skills document and a vocabulary progression table that is used when planning lessons and for assessment purposes.

In both EYFS and KS1, we ensure that the PSHE curriculum is relevant to our children by recognising that opportunities are often spontaneous, following the children's experiences, ideas and learning. Teachers are prepared for unplanned situations in order to maximise opportunities to develop PSHE and Spiritual, Moral, Social and Cultural Education (SMSC) for all children.

We have clear and succinct Golden Rules that are introduced in September in all year groups and revisited regularly with the children. Zones of Regulation are also used across the school to support children to understand and explain how they are feeling. The children are encouraged to use variety of strategies to self-regulate.

Through our School Council and half termly Pupil Voice sessions, children are given the opportunity to experience democracy first hand. We encourage children to share their thoughts on a variety of school topics whilst listening to and appreciating the views of others.

PSHE Impact

We have a whole school inclusive ethos (staff, governors, parents and children) which allows for acceptance of diversity and difference. Children are equipped to keep themselves safe: physically, emotionally and whilst navigating the online world; knowing where to get help if needed. We want our children to leave Brookland Infant and Nursery School with happy memories of their school experience.

In PSHE, our children will:

Creative Learners: *How the children express themselves*

- Confidently communicate their feelings and needs in a variety of ways.
- Use correct vocabulary to effectively communicate their feelings to others, recognising how others show their feelings.



- Children are equipped to keep themselves safe: physically, emotionally and whilst navigating the online world; knowing where to get help if needed.

Ambitious Learners: *How the children demonstrate positive learning behaviours*

- Have the opportunity to ask questions.
- Are resilient and persevere.
- Reflect on their learning.
- Challenge themselves and resolve conflicts.
- Know how to use different effective strategies to self-regulate.

Curious Learners: *What the children learn and how it links to their understanding of their place in the world*

- Name a range of feelings and recognise these in themselves and others.
- Understand the things that make them unique and talk about similarities and differences.
- Understand the importance of respecting others, even when they are very different from them (for example, gender identification, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Understand that their behaviour choices have consequences.
- Being aware of online safety and know that the same principles apply to online relationships as to face-to-face relationships.
- Talk about what makes a family and the important people in their lives and that every family is different.
- Name the external parts of the body and know that the body changes as they grow.
- Know how to keep themselves safe and healthy.
- Start each new year of learning with the necessary skills and knowledge to build upon through a variety of different experiences.

Healthy Learners: *How the children ensure they are ready to learn*

- Know the importance of being calm in order to do their best learning and know how to get there.
- In EYFS, children are encouraged to explore their learning environment independently and develop their social and emotional skills.
- Learn about the basic principles of a healthy lifestyles – keeping mentally and physically safe and well.
- Show kindness and respect to everyone.
- Form positive relationships with others.
- Identify ways to keep safe and understand that secrets should not always be kept.
- Recognise bullying behaviour and what to do if it happens to them.
- Be proud of themselves.

We will be able to see that the children know more and remember more in PSHE, through evidence in their special books, Topic books and Child's Voice. Children are able to recall prior learning and apply it.



If you were to walk into a PSHE lesson at Brookland Infant and Nursery School you would see:

- Calm learning environment.
- Excellent learning behaviours and positive attitudes towards themselves, life and learning.
- Children who are polite, well-mannered and considerate to others, working together as a whole class or in small groups.
- Engaging activities enabling children to deepen their understanding of the world, relationships and health and wellbeing.
- Collaboration and opportunities for children to develop discussions through their learning.
- A mix of talk based and written based lessons.
- New vocabulary modelled by adults and children using the correct vocabulary in context.
- Opportunities for the children to show what they have learnt and given time to reflect on their learning including next steps.
- Children using their prior learning to help move them forward and know what they are learning about and why.
- Teachers demonstrating secure subject knowledge and providing interactive activities that are inclusive of all needs.
- Respectful children who listen to others and cooperate.