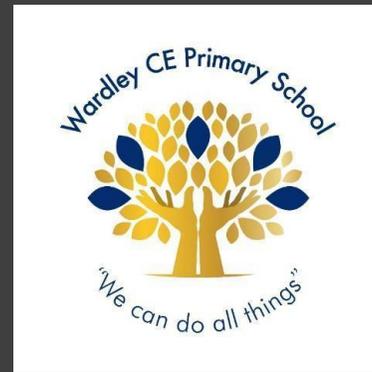
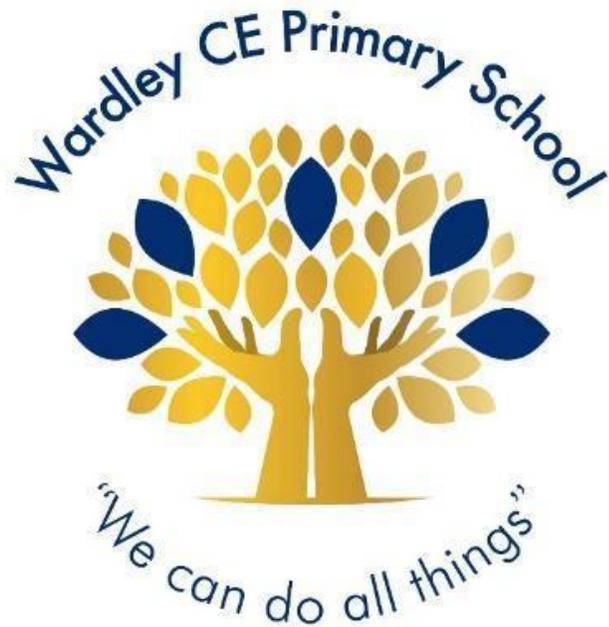


PSHE Curriculum



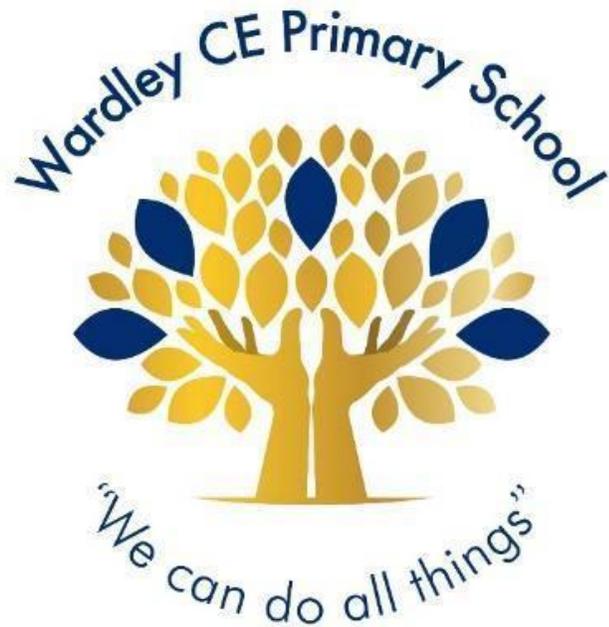
Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

PSHE Intent

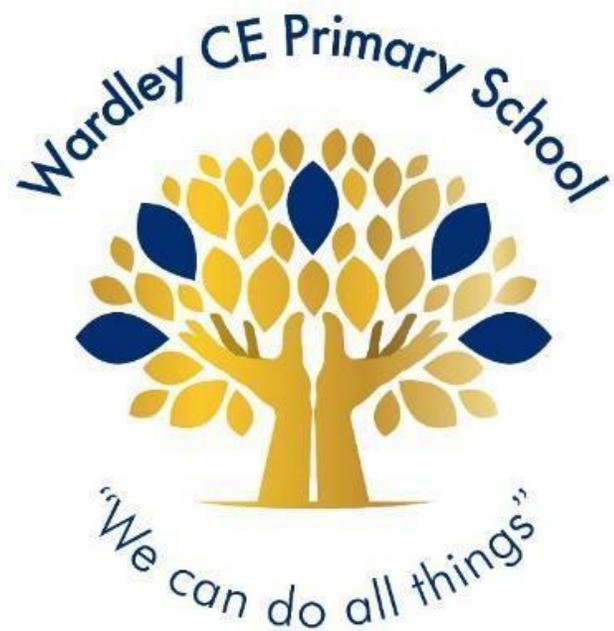


We believe that Personal, Social & Health education (PSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

We are dedicated to ensuring that our school is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitudes to learning is underpinned by values that are taught through PSHE lessons, making it integral to the success of the whole school. We participate in and promote national events such as Anti-Bullying Week as well as individual sessions where we can incorporate the expertise of outside agencies to support the learning in school.

We are committed to supporting the mental health and wellbeing of all pupils and take part in Children's Mental Health Week each year.

PHSE Curriculum



Early Years

PSHE Features in EYFS

In nursery and reception children will, within their Personal, Social and Emotional Development work towards the following outcomes:

- To grow into a unique individual
- To value ourselves and others
- To start to become an active member of society

By the end of Reception children should:

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.



PSED EYFS

Autumn term

Spring term

Summer term

Nursery

Jigsaw: Being Me in My World

Weekly Mindfulness sessions: separate planning

Naming emotions

How am I feeling?

Managing big emotions

Jigsaw: Celebrating Difference

Weekly Mindfulness sessions: separate planning

Link text; 'all welcome'

Jigsaw: Dreams and Goals

Weekly Mindfulness sessions: separate planning

Following instructions through games and listening activities

Jigsaw: Healthy Me

Weekly Mindfulness sessions: separate planning

Making good choices with regards to health

Jigsaw: Relationships

Weekly Mindfulness sessions: separate planning

Resilience and problem solving

Solving problems independently

Jigsaw: Changing Me

Weekly Mindfulness sessions: separate planning

Preparing for Reception

Transition into new environment with familiar adults

Reception

Jigsaw: Being Me in My World

Rules and expectations

Weekly Mindfulness sessions: separate planning

Naming emotions

How am I feeling?

Managing big emotions

Jigsaw: Celebrating Difference

Weekly Mindfulness sessions: separate planning

Turn-taking games
Sharing

Cooperative play and group games

Share social stories

Link text; 'all welcome'

Jigsaw: Dreams and Goals

Weekly Mindfulness sessions: separate planning

Following instructions through games and listening activities

Jigsaw: Healthy Me

Weekly Mindfulness sessions: separate planning

Jigsaw: Relationships

Weekly Mindfulness sessions: separate planning

Resilience and problem solving

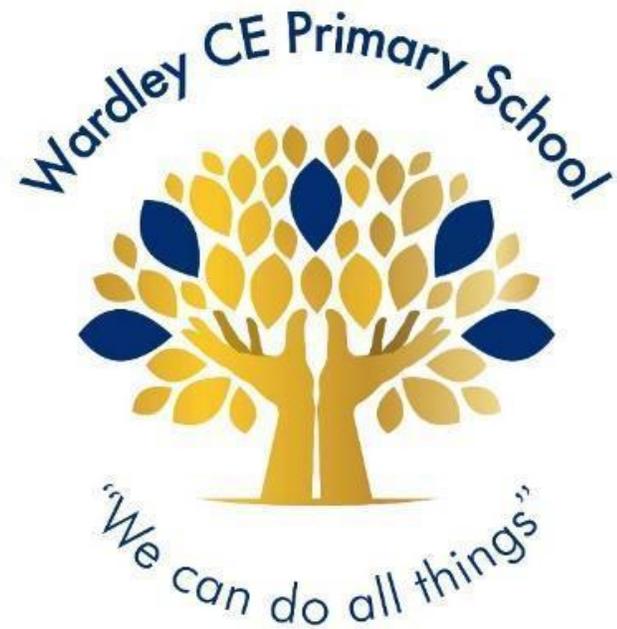
Jigsaw: Changing Me

Weekly Mindfulness sessions: separate planning

Preparing for Year 1



PSHE Curriculum



PSHE Overview

EYFS						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Being Me in my World</p> <ul style="list-style-type: none"> *Who...me? *How am I feeling today? *Being at nursery/pre-school *Gentle hands *Our Rights *Our responsibilities 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> *What am I good at? *I'm special *Families *Houses/Homes *Making friends *Standing up for yourself 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> *Challenges *Never give up *Setting goals *Obstacles & Support *Flight to the future *Award Ceremony 	<p>Healthy Me</p> <ul style="list-style-type: none"> *Everybody's body *I like to move it! *Food glorious Food *Sweet dreams *Keeping clean *Stranger danger 	<p>Relationships</p> <ul style="list-style-type: none"> *My family and me *Make friends *Never break friends *Falling out *Bullying *Being the best we can 	<p>Changing Me</p> <ul style="list-style-type: none"> *My body *Respecting my body *Growing up *Growth & change *Fun & Fear *Celebration
Reception	<p>Being Me in my World</p> <ul style="list-style-type: none"> *Who...me? *How am I feeling today? *Being at nursery/pre-school *Gentle hands *Our Rights *Our responsibilities 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> *What am I good at? *I'm special *Families *Houses/Homes *Making friends *Standing up for yourself 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> *Challenges *Never give up *Setting goals *Obstacles & Support *Flight to the future *Award Ceremony 	<p>Healthy Me</p> <ul style="list-style-type: none"> *Everybody's body *I like to move it! *Food glorious Food *Sweet dreams *Keeping clean *Stranger danger 	<p>Relationships</p> <ul style="list-style-type: none"> *My family and me *Make friends *Never break friends *Falling out *Bullying *Being the best we can 	<p>Changing Me</p> <ul style="list-style-type: none"> *My body *Respecting my body *Growing up *Growth & change *Fun & Fear *Celebration 

Key Stage 1						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Being Me in my World</p> <ul style="list-style-type: none"> *Special & safe *My class *Rights & *Responsibilities *Rewards & feeling proud *Consequences *Owning our learning charte 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> *The same as *Different from *What is bullying? *What do I do about bullying? *Making new friends *Celebrating differences 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> *My treasure chest of success *Steps to goals *Achieving together *Stretchy learning *Overcoming obstacles *Celebrating my success 	<p>Healthy Me</p> <ul style="list-style-type: none"> *Being healthy *Healthy choices *Clean and healthy *Medicine safety *Road safety *Happy, healthy me 	<p>Relationships</p> <ul style="list-style-type: none"> *Families *Making friends *Greetings *People who help us *Being my own best friend *Celebrating my special relationships 	<p>Changing Me</p> <ul style="list-style-type: none"> *Life cycles *Changing me *My changing body *Boys' and girls' bodies * Learning & growing *Coping with change
Year 2	<p>Being Me in my World</p> <ul style="list-style-type: none"> *Hopes & Fears for the year *Rights & Responsibilities *Rewards & Consequences *Our learning charter *Owning our learning charter 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> *Boys & girls *Why does bullying happen? *Standing up for myself and others *Try to solve problems *Try to use kind words *Know how to give & receive compliments 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> *Goals to success *My learning strengths *Learning with others *A group challenge *Celebrating our achievements 	<p>Healthy Me</p> <ul style="list-style-type: none"> *Being healthy *Being relaxed *Medicine safety *Healthy eating *The healthy me cafe 	<p>Relationships Families</p> <ul style="list-style-type: none"> *Keeping safe - exploring physical contact *Friends & conflicts *Secrets *Trust & appreciation *Celebrating my special relationships 	<p>Changing Me</p> <ul style="list-style-type: none"> *Life cycles in nature *Growing from young to old *The changes in me *Boys' and Girls' bodies *Assertiveness *Looking ahead

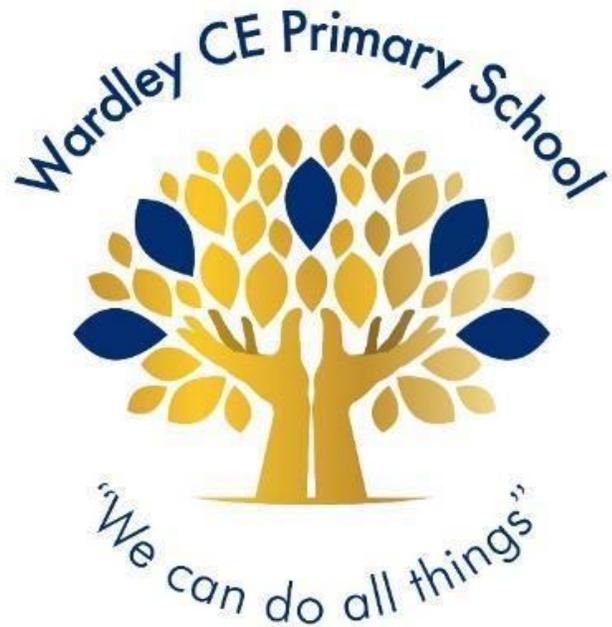


Key Stage 2						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Being Me in my World</p> <ul style="list-style-type: none"> *Getting to know each other *Our nightmare school *Our dream school *Rewards & consequences *Our Learning Charter *Owning our learning charter 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> *Families *Family conflicts *Witness and feelings *Witness and solutions *Words that harm *Celebrating difference: compliments 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> *Dreams & Goals *My ambitions *A new challenge *Our new challenge *Overcoming obstacles *Celebrating my learning 	<p>Healthy Me</p> <ul style="list-style-type: none"> *Being fit and healthy *What do I know about drugs? *Being safe *Being safe at home *My amazing body 	<p>Relationships</p> <ul style="list-style-type: none"> *Family roles & responsibilities *Friendships Keeping myself safe *Being a Global Citizen *Celebrating my web of relationships 	<p>Changing Me</p> <ul style="list-style-type: none"> *How babies grow *Babies *Outside body changes *Inside body changes *Family stereotypes *Looking ahead
Year 4	<p>Being Me in my World</p> <ul style="list-style-type: none"> *Becoming a class team *Being a school citizen *Rights, responsibilities & democracy *Rewards & consequences *Our Learning Charter *Owning our learning charter 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> *Judging by appearance *Understanding influence *Understanding bullying *Problem-solving *Special me *Celebrating difference - how we look 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> *Hopes & dreams *Broken dreams *Overcoming disappointment *Creating new dreams *Achieving goals *We did it! 	<p>Healthy Me</p> <ul style="list-style-type: none"> *My friends and me *Group dynamics *Smoking *Alcohol *Healthy friendships *Celebrating my inner strength and assertiveness 	<p>Relationships</p> <ul style="list-style-type: none"> *Relationship web *Love & Loss *Memories *Are animals special? *Special pets *Celebrating my relationships with people and animals 	<p>Changing Me</p> <ul style="list-style-type: none"> *Unique me *Having a baby *Girls and puberty *Cycles of change *Accepting change *Looking ahead <div data-bbox="1905 1110 2153 1353" data-label="Image"> </div>

Key Stage 2						
	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Being Me in my World</p> <ul style="list-style-type: none"> *My year ahead *Being me in Britain *Year 5 responsibilities *Rewards & consequences *Our Learning Charter *Owning our learning charter 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> *Different cultures *Racism *Rumours and Name-calling *Types of Bullying *Does Money Matter? *Celebrating Difference across the world 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> *When I Grow Up (My Dream Lifestyle) *Investigate Jobs and Careers *My Dream Job *Why I want it and the steps to get there *Dreams and Goals of Young People in Other Cultures *How Can We Support Each Other? *Rallying Support 	<p>Healthy Me</p> <ul style="list-style-type: none"> *Smoking *Alcohol *Emergency Aid *Body image My *relationship with food *Healthy Me 	<p>Relationships</p> <ul style="list-style-type: none"> *Recognising Me *Getting On and Falling Out *Girlfriends and Boyfriends *Girlfriends and Boyfriends *Relationships and Technology *Relationships and Technology 	<p>Changing Me</p> <ul style="list-style-type: none"> *Self and Body Image *Puberty for Girls *Puberty for boys *Looking Ahead *Looking Ahead to Year 6
Year 6	<p>Being Me in my World</p> <ul style="list-style-type: none"> *My Year Ahead *Being a Global Citizen 1 *Being a Global Citizen 2 *The Learning Charter *Our Learning Charter *Owning our Learning Charter 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> *Am I Normal? *Understanding Disability *Power Struggles *Why Bully? *Celebrating Difference 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> *Personal *Learning Goals *Steps to Success *My Dream For the World *Helping to make a Difference *Recognising Our Achievements 	<p>Healthy Me</p> <ul style="list-style-type: none"> *Food *Drugs *Alcohol *Emergency Aid *Emotional & mental health *Managing Stress 	<p>Relationships</p> <ul style="list-style-type: none"> *My Relationship Web *Love and Loss *Power and Control *Being Safe with Technology 	<p>Changing Me</p> <ul style="list-style-type: none"> *My Self Image *Puberty *Girl Talk / Boy Talk *Conception to birth *Attraction *Transition to high school



PSHE Curriculum



Substantive Knowledge

The substantive knowledge is the personal, social and health knowledge that is developed within our PSHE curriculum. This knowledge is covered through the PSHE curriculum and the strands covered over the academic year. As such, this substantive knowledge is embedded within the threshold concepts for PSHE. We believe that it is through these disciplinary skills that the pupils become more expert in their substantive knowledge and understanding of the world in which they live, thus developing their ability to access the world as a well-rounded citizen who is best prepared for what life has in store for them.

PSHE Curriculum



Progression of Skills
EYFS and KS1

Progression in PSHE Skills: Wardley CE Primary School

EYFS PSHE Threshold Concepts

Being In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<ul style="list-style-type: none"> • Know special things about themselves. • Know that some people are different from themselves. • Know how happiness and sadness can be expressed. • Know that hands can be used kindly and unkindly. • Know that being kind is good. • Know they have a right to learn and play, safely and happily. 	<ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things. • Know that people can be good at different things. • Know what being unique means. • Know that families can be different. • Know that people have different homes and why they are important to them. • Know different ways of making friends. • Know different ways to stand up for myself. • Know the names of some emotions such as happy, sad, frightened, angry. • Know that they don't have to be 'the same as' to be a friend. • Know why having friends is important. • Know some qualities of a positive friendship. 	<ul style="list-style-type: none"> • Know what a challenge is. • Know that it is important to keep trying. • Know what a goal is. • Know how to set goals and work towards them. • Know which words are kind. • Know some jobs that they might like to do when they are older. • Know that they must work hard now in order to be able to achieve the job they want when they are older. • Know when they have achieved a goal. 	<ul style="list-style-type: none"> • Know the names for some parts of their body. • Know what the word 'healthy' means. • Know some things that they need to do to keep healthy. • Know that they need to exercise to keep healthy. • Know how to help themselves go to sleep and that sleep is good for them. • Know when and how to wash their hands properly. • Know what to do if they get lost. • Know how to say No to strangers. 	<ul style="list-style-type: none"> • Know what a family is. • Know that different people in a family have different responsibilities (jobs). • Know some of the characteristics of healthy and safe friendship. • Know that friends sometimes fall out. • Know some ways to mend a friendship. • Know that unkind words can never be taken back and they can hurt. • Know how to use Jigsaw's Calm Me to help when feeling angry. • Know some reasons why others get angry. 	<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list). • Know that we grow from baby to adult. • Know who to talk to if they are feeling worried. • Know that sharing how they feel can help to solve a worry. • Know that remembering happy times can help us to move on. <div data-bbox="1880 839 2211 1182" style="text-align: center;">  <p>Wardley CE Primary School "We can do all things"</p> </div>

Year 1 PSHE Threshold Concepts

Being In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<ul style="list-style-type: none"> • Understand the rights and responsibilities of a member of a class. • Understand that their views are important. • Understand that their choices have consequences. • Understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> • Know that people have differences and similarities. • Know what bullying means. • Know who to tell if they or someone else is being bullied or is feeling unhappy. • Know skills to make friendships. • Know that people are unique and that it is OK to be different. 	<ul style="list-style-type: none"> • Know how to set simple goals. • Know how to achieve a goal. • Know how to work well with a partner. • Know that tackling a challenge can stretch their learning. • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. • Know when a goal has been achieved. 	<p>Know the difference between being healthy and unhealthy.</p> <ul style="list-style-type: none"> • Know some ways to keep healthy. • Know how to make healthy lifestyle choices. • Know how to keep themselves clean and healthy. • Know that germs cause disease / illness. • Know that all household products, including medicines, can be harmful if not used properly. • Know that medicines can help them if they feel poorly. • Know how to keep safe when crossing the road. • Know about people who can 	<ul style="list-style-type: none"> • Know that everyone's family is different. • Know that there are lots of different types of families. • Know that families are founded on belonging, love and care. • Know how to make a friend. • Know the characteristics of healthy and safe friends. • Know that physical contact can be used as a greeting. • Know about the different people in the school community and how they help. • Know who to ask for help in the school community. 	<ul style="list-style-type: none"> • Know that animals including humans have a life cycle. • Know that changes happen when we grow up. • Know that people grow up at different rates and that is normal. • Know the names of male and female private body parts. • Know that there are correct names for private body parts and nicknames, and when to use them. • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • Know who to ask for help if they are worried or frightened. • Know that learning brings about change. <div data-bbox="1753 1068 2058 1368" style="text-align: center;">  <p>Wardley CE Primary School</p> <p>"We can do all things"</p> </div>

Year 2 PSHE Threshold Concepts

Being In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead. Understand the rights and responsibilities of class members. Know that it is important to listen to other people. Understand that their own views are valuable. Know about rewards and consequences and that these stem from choices. Know that positive choices impact positively on self-learning and the 	<ul style="list-style-type: none"> Know there are stereotypes about boys and girls. Know that it is OK not to conform to gender stereotypes. Know it is good to be yourself. Know that sometimes people get bullied because of difference. Know the difference between right and wrong and the role that choice has to play in this. Know that friends can be different and still be friends. Know where to get help if being bullied Know the difference between a one-off incident and bullying. 	<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere. Know how to recognise what working together well looks like. Know what good group working looks like. Know how to share success with other people. 	<ul style="list-style-type: none"> Know what their body needs to stay healthy. Know what relaxed means. Know what makes them feel relaxed / stressed. Know how medicines work in their bodies. Know that it is important to use medicines safely. Know how to make some healthy snacks Know why healthy snacks are good for their bodies. Know which foods given their bodies energy. 	<ul style="list-style-type: none"> Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and co-operation. Know that there are lots of forms of physical contact within a family. Know how to stay stop if someone is hurting them. Know some reasons why friends have conflicts. Know that friendships have ups and downs and sometimes change with time. Know how to use the Mending Friendships or Solve-it-together problem-solving methods. Know there are good secrets and worry secrets and why it is important to share worry secrets. Know what trust is 	<ul style="list-style-type: none"> Know that life cycles exist in nature. Know that aging is a natural process including old-age. Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age. Know the physical differences between male and female bodies. Know the correct names for private body parts. Know that private body parts are special and that no one has the right to hurt these. Know who to ask for help if they are worried or frightened. Know there are different types of touch and that some are acceptable and some are unacceptable.

PSHE Curriculum



Progression of Skills
KS2

Year 3 PSHE Threshold Concepts

Being In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<ul style="list-style-type: none"> • Understand that they are important. • Know what a personal goal is. • Understanding what a challenge is. <ul style="list-style-type: none"> • Know why rules are needed and how these relate to choices and consequences. • Know that actions can affect others' feelings. • Know that others may hold different views. <ul style="list-style-type: none"> • Know that the school has a shared set of values. 	<p>Know why families are important.</p> <ul style="list-style-type: none"> • Know that everybody's family is different. • Know that sometimes family members don't get along and some reasons for this. • Know that conflict is a normal part of relationships. • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do. • Know that some words are used in hurtful ways and that this can have consequences. 	<ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success. • Know what dreams and ambitions are important to them. • Know how they can best overcome learning challenges. • Know that they are responsible for their own learning. • Know what their own strengths are as a learner. • Know what an obstacle is and how they can hinder achievement. <ul style="list-style-type: none"> • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress. 	<p>Know how exercise affects their bodies.</p> <ul style="list-style-type: none"> • Know why their hearts and lungs are such important organs. • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health. • Know that there are different types of drugs. • Know that there are things, places and people that can be dangerous. • Know a range of strategies to keep themselves safe. • Know when something feels safe or unsafe. • Know that their bodies are complex and need taking care of. 	<p>Know that different family members carry out different roles or have different responsibilities within the family.</p> <ul style="list-style-type: none"> • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. • Know some of the skills of friendship, e.g. taking turns, being a good listener. • Know some strategies for keeping themselves safe online. • Know how some of the actions and work of people around the world help and influence my life. • Know that they and all children have rights (UNCRC). • Know the lives of children around the world can be different from their own. 	<ul style="list-style-type: none"> • Know that in animals and humans lots of changes happen between conception and growing up. • Know that in nature it is usually the female that carries the baby. • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. • Know that babies need love and care from their parents/carers. • Know some of the changes that happen between being a baby and a child. • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. • Know some of the outside body changes that happen during puberty. • Know some of the changes on the inside that happen during puberty

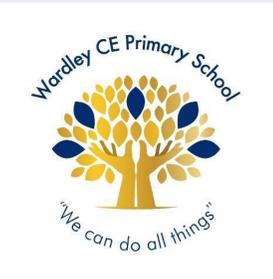


Year 4 PSHE Threshold Concepts

Being In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<p>Know how individual attitudes and actions make a difference to a class.</p> <ul style="list-style-type: none"> • Know about the different roles in the school community. • Know their place in the school community. <p>• Know what democracy is (applied to pupil voice in school).</p> <ul style="list-style-type: none"> • Know that their own actions affect themselves and others. • Know how groups work together to reach a consensus. • Know that having a voice and democracy benefits the school community. 	<ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act. • Know there are influences that can affect how we judge a person or situation. • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying. • Know what to do if they think bullying is, or might be taking place. • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone. • Know that first impressions can change. 	<ul style="list-style-type: none"> • Know what their own hopes and dreams are. • Know that hopes and dreams don't always come true. • Know that reflecting on positive and happy experiences can help them to counteract disappointment. • Know how to make a new plan and set new goals even if they have been disappointed. • Know how to work out the steps they need to take to achieve a goal. • Know how to work as part of a successful group. • Know how to share in the success of a group. 	<ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them. • Know which friends they value most. • Know that there are leaders and followers in groups. • Know that they can take on different roles according to the situation. • Know the facts about smoking and its effects on health. • Know some of the reasons some people start to smoke. • Know the facts about alcohol and its effects on health, particularly the liver. • Know some of the reasons some people drink alcohol. • Know ways to resist when people are putting pressure on them. • Know what they think is right and wrong 	<ul style="list-style-type: none"> • Know some reasons why people feel jealousy. • Know that jealousy can be damaging to relationships. • Know that loss is a normal part of relationships. • Know that negative feelings are a normal part of loss. • Know that memories can support us when we lose a special person or animal. • Know that change is a natural part of relationships / friendship. • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe. 	<ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm. • Know that babies are made by a sperm joining with an ovum. • Know the names of the different internal and external body parts that are needed to make a baby. • Know how the female and male body change at puberty. • Know that personal hygiene is important during puberty and as an adult. • Know that change is a normal part of life and that some cannot be controlled and have to be accepted. • Know that change can bring about a range of different emotions.



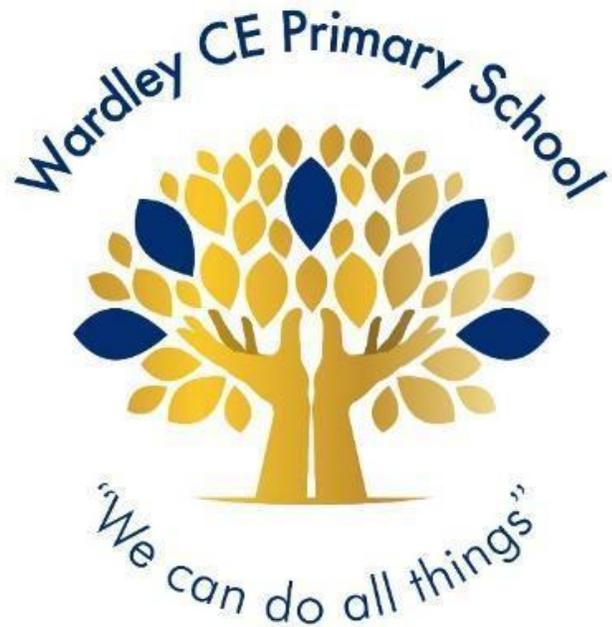
Year 5 PSHE Threshold Concepts

Being In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<p>Y 5 • Know how to face new challenges positively.</p> <ul style="list-style-type: none"> • Understand how to set personal goals. • Understand the rights and responsibilities associated with being a citizen in the wider community and their country. • Know how an individual's behaviour can affect a group and the consequences of this. • Understand how democracy and having a voice benefits the school community. • Understand how to contribute towards the democratic process. 	<ul style="list-style-type: none"> • Know what culture means. • Know that differences in culture can sometimes be a source of conflict. • Know what racism is and why it is unacceptable. • Know that rumour spreading is a form of bullying on and offline. • Know external forms of support in regard to bullying e.g. Childline. • Know that bullying can be direct and indirect. • Know how their life is different from the lives of children in the developing world. 	<p>Know that they will need money to help them to achieve some of their dreams.</p> <ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know. • Know that different jobs pay more money than others. • Know the types of job they might like to do when they are older. • Know that young people from different cultures may have different dreams and goals. • Know that communicating with someone from a different culture means that they can learn from them and vice versa. • Know ways that they can support young people in their own culture and abroad. 	<ul style="list-style-type: none"> • Know the health risks of smoking. • Know how smoking tobacco affects the lungs, liver and heart. • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position. • Know how to get help in emergency situations. • Know that the media, social media and celebrity culture promotes certain body types. • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure. • Know what makes a healthy life-style. 	<ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences. • Know that there are rights and responsibilities in an online community or social network. • Know that there are rights and responsibilities when playing a game online. • Know that too much screen time isn't healthy. • Know how to stay safe when using technology to communicate with friends. 	<ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong. • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. • Know that sexual intercourse can lead to conception. • Know that some people need help to conceive and might use IVF. • Know that becoming a teenager involves various changes and also brings growing responsibility.

Year 6 PSHE Threshold Concepts

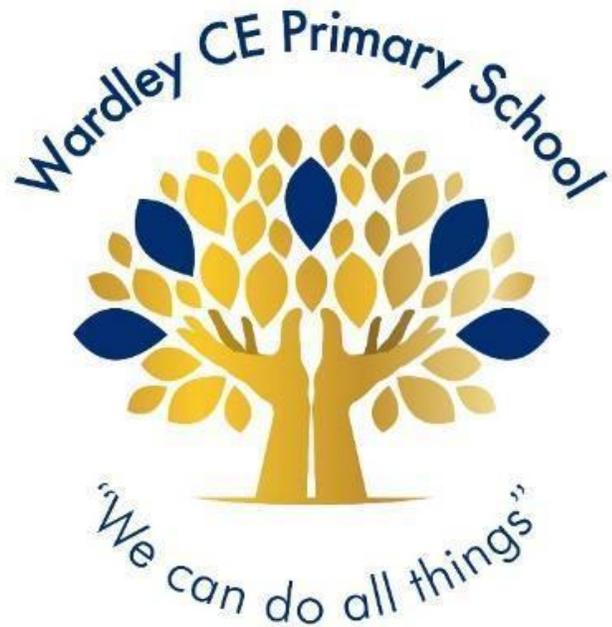
Being In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<ul style="list-style-type: none"> • Know how to set goals for the year ahead. • Understand what fears and worries are. • Know about children's universal rights (United Nations Convention on the Rights of the Child). • Know about the lives of children in other parts of the world. • Know that personal choices can affect others locally and globally. • Understand that their own choices result in different consequences and rewards. • Understand how democracy and having a voice benefits the school community. • Understand how to contribute towards the democratic process. 	<ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and where these might come from. • Know that being different could affect someone's life. • Know that power can play a part in a bullying or a conflict situation. • Know that people can hold power over others individually or in a group. • Know why some people choose to bully others. • Know that people with disabilities can lead amazing lives. • Know that difference can be a source of celebration. 	<ul style="list-style-type: none"> • Know their own learning strengths. • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal. • Know a variety of problems that the world is facing. • Know how to work with other people to make the world a better place. • Know some ways in which they could work with others to make the world a better place. • Know what their classmates like and admire about them. 	<p>Know how to take responsibility for their own health.</p> <ul style="list-style-type: none"> • Know how to make choices that benefit their own health and well-being. • Know about different types of drugs and their uses. • Know how these different types of drugs can affect people's bodies, especially their liver and heart. • Know that some people can be exploited and made to do things that are against the law. • Know why some people join gangs and the risk that this can involve. • Know what it means to be emotionally well. • Know that stress can be triggered by a range of things. • Know that being stressed can cause drug and alcohol misuse. 	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health. • Know ways that they can take care of their own mental health. • Know the stages of grief and that there are different types of loss that cause people to grieve. • Know that sometimes people can try to gain power or control them. • Know some of the dangers of being 'online'. • Know how to use technology safely and positively to communicate with their friends and family. 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. • Know how a baby develops from conception through the nine months of pregnancy and how it is born. • Know how being physically attracted to someone changes the nature of the relationship. • Know the importance of self-esteem and what they can do to develop it. • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class.

PSHE Curriculum Emotional Well-being



Embracing mindfulness at Wardley is integral to our commitment to nurturing well-rounded individuals. By teaching mindfulness to our pupils, we're providing them with invaluable tools that promote emotional well-being, sharpen their focus, and foster resilience. These essential life skills not only enhance their academic journey but also empower them to navigate the challenges of the ever-changing world with confidence and balance. Our dedication to teaching mindfulness reflects our belief in equipping our pupils for a successful and fulfilling future.

Dots EYFS and KS1



Dots is an introduction to mindfulness designed for children aged 3 to 6 and delivered in the classroom by a trained mindfulness teacher. The programme is thoughtfully designed for versatility and adaptability, allowing sessions, if needed, to be broken down and taught over separate days. It's introduced gently in the Nursery with more content introduced in Reception. It is revisited in Year 1 and Year 2, with each session lasting approximately 15 minutes.

The intention of Dots is to familiarize children with mindfulness, fostering enjoyment for most, occasional use for many, and daily practice for some, all while cultivating positive experiences and kindness through engaging, curiosity-driven activities.

Dots revolves around three overarching themes: Awareness, Connection, and Emotion. Children partake in practices involving attention, grounding, presence, and curiosity, promoting a sense of calm and a deeper understanding of their thought processes. Additionally, Dots emphasizes the development of empathy, social awareness, and gratitude by exploring interconnectedness with others and the world, while aiding children in building emotional literacy, regulation, and balance, empowering them to skillfully navigate and manage their emotions."

Dots: Sessions Overview

EYFS and KS1

Session	1	2	3	4	5
Title	Settling & Finding Our Own Space	Beginning To Direct Attention	Noticing The Breath	Exploring The Breath In The Belly	Exploring The Breath In The Tummy And Chest
Intentions	<ul style="list-style-type: none"> To explore movement and stillness To begin to settle in own space To provide some simple tools for training the attention To bring curiosity to experience 	<ul style="list-style-type: none"> To continue to settle and find own space To experience what it's like to direct attention To introduce concentration as a concept To explore the senses 	<ul style="list-style-type: none"> To explore physical sensations in the body To investigate the breath To experience what it is like to direct the attention 	<ul style="list-style-type: none"> To explore physical sensations in the body To explore the breath To notice what happens with the inbreath and the outbreath To experience what it is like to direct the attention 	<ul style="list-style-type: none"> To direct attention to the tummy/chest To use the breath as a focus of attention To begin to notice details of the breath being breathed by the body To understand what it is to practise something To begin to notice mind-wandering
Practice and Activities	<ul style="list-style-type: none"> Shake & Freeze Settling The 'Bubble' Bringing curiosity to the experience 	<ul style="list-style-type: none"> Shake & Freeze Concentration Listening Practice (finger on nose) Other Senses Clapping Hands Practice 	<ul style="list-style-type: none"> Clapping Hands Stamping Feet Practice Breathing 	<ul style="list-style-type: none"> Stamping Feet Practice or Shake & Freeze Balloon Breathing Teddy Breathing 	<ul style="list-style-type: none"> Balloon Breathing Practice? Tummy and Chest Breathing
Have A Go	<ul style="list-style-type: none"> Shake & Freeze Settling in our own space and bubble 	<ul style="list-style-type: none"> Listening Practice Clapping Hands Practice Pause and see what you can see, hear, taste, smell and touch OR focus on one sense 	<ul style="list-style-type: none"> Stamping Feet Practice Pause and see if you can notice your breathing Where do you notice the breath? 	<ul style="list-style-type: none"> Balloon Breathing Teddy Breathing 	<ul style="list-style-type: none"> Tummy and Chest Breathing

EYFS and KS1

Session	6	7	8	9	10
Title	Exploring Attention	Taking A Mindful Mouthful	Choosing	Moving	The Dot
Intentions	<ul style="list-style-type: none"> To introduce the idea of the faculty of attention To experience how we might direct attention To learn some simple tools for training the attention To notice sensations in the body 	<ul style="list-style-type: none"> To pay attention, on purpose, in the present moment while eating To explore how we can step out of autopilot when we choose to To explore the difference between eating this way and how we usually eat To experience how bringing attention to experience can reveal new aspects to it 	<ul style="list-style-type: none"> To recognise that we have to make many choices in a day (even if adults do make lots of choices for young children) To understand that we can become aware of when we make those choices To practise making choices To begin to recognise when there is an opportunity to make skilful choices To recognise that different people make different choices 	<ul style="list-style-type: none"> To experience awareness of the body in motion To enjoy moving the body To explore movement and stillness To develop awareness of others To explore the contrast between noise and silence 	<ul style="list-style-type: none"> To learn the “Dot” practice as a means to stop and notice To use the breath as a focus of attention To explore the everyday experience of stopping and ‘checking in’ with present moment awareness
Practice and Activities	<ul style="list-style-type: none"> Tummy and Chest Breathing Attention Torchlight of Attention Experimenting with Attention (options: Hands/Cones/Torches) Body Tapping Practice 	<ul style="list-style-type: none"> Shake and Freeze Eating on autopilot Mindful Mouthful 	<ul style="list-style-type: none"> You Choose book Tummy & Chest Breathing Making Choices Would You Rather Being aware of choices 	<ul style="list-style-type: none"> Shake and Freeze OR Mindful Musical Statues Optional: Noise and Silence Follow Me (4 variations) Standing Still, Noticing the Breath 	<ul style="list-style-type: none"> Tummy & Chest Breathing The Breath Exploring the Dot The Dot Practice Taking a Mini Dot
Have A Go	<ul style="list-style-type: none"> Experimenting with Attention Body Tapping Practice 	<ul style="list-style-type: none"> Mindful Mouthful Experiment with different foods 	<ul style="list-style-type: none"> Noticing choices Making choices You Choose 	<ul style="list-style-type: none"> Follow Me Inventing own movements 	<ul style="list-style-type: none"> Dot or Mini Dot

EYFS and KS1

Session	11	12	13	14	15
Title	Walking & Noticing	Exploring Touch	Exploring Sounds	Working With Distraction	Wobbling & Steadying
Intentions	<ul style="list-style-type: none"> To explore how we can step out of 'autopilot' when we choose to To bring curiosity to experience To explore and notice what is around us To use all the senses 	<ul style="list-style-type: none"> To experience mindfulness of touch To explore the sense of touch with our hands To use the sense of touch to be aware of the world around us To encourage curiosity and openness 	<ul style="list-style-type: none"> To explore sitting well To experience mindfulness of sound To use the sense of hearing to be aware of the world around us To encourage curiosity and openness 	<ul style="list-style-type: none"> To revisit the torchlight of attention To use body and/or breath as an anchor To work with distractions – noticing when attention has been pulled away To learn some simple tools for training the attention with the attitude of kindness 	<ul style="list-style-type: none"> To develop an awareness of others To explore physical wobbles To contrast these with sensations of steadiness To explore movement and stillness
Practice and Activities	<ul style="list-style-type: none"> Optional Mini Dot A 'Mindless' Walk Attention A 'Mindful' Walk 	<ul style="list-style-type: none"> Mini Dot Exploring touch 'What does it feel like?' Extension: Texture Hunt 	<ul style="list-style-type: none"> Sitting Well Mini Dot Listening Practice Exploring Different Sounds Sounds All Around 	<ul style="list-style-type: none"> Stamping Feet Torchlight of Attention Distraction Game 	<ul style="list-style-type: none"> Either Shake and Freeze or 'Mindful' Musical Statues, then Moving in and out of space The Wobbling Practice
Have A Go	<ul style="list-style-type: none"> When you are on a familiar walk, see what you can notice Senses 	<ul style="list-style-type: none"> 'What does it feel like?' Texture Hunt Tuning in to touch 	<ul style="list-style-type: none"> Listening Practice Exploring Different Sounds Sounds All Around 	<ul style="list-style-type: none"> Playing the Distraction Game Taking a longer Dot – noticing when attention wanders 	<ul style="list-style-type: none"> The Wobbling Practice

Dots: Sessions Overview

EYFS and KS1

Session Title	16 Recognising Emotions	17 FOFBOC	18 Noticing Choices	19 Saying Thank You	20 Being Kind To Ourselves
Intentions	<ul style="list-style-type: none"> To begin to recognise emotions in ourselves and others To begin to name these emotions To recognise that we may show these emotions in different ways To develop an increased awareness of the in and outbreath 	<ul style="list-style-type: none"> To recognise that we all wobble/worry To explore how worry feels in the body To learn how to steady ourselves when we notice the wobble To explore settling attention in the lower part of the body (FOFBOC) 	<ul style="list-style-type: none"> To be aware of choices To begin to recognise when there is an opportunity to make more skilful choices To pause and take a Micro Dot before making a choice 	<ul style="list-style-type: none"> To be aware of how we are connected with others and with the wider world To be aware of people who help us or who have been kind to us To express gratitude by saying thank you 	<ul style="list-style-type: none"> To recognise ways in which we are kind to others To consider ways in which we can be kind to ourselves To begin to explore self-care and compassion – can we be kind to ourselves as well as others? To introduce the Hugging Breaths practice
Practice and Activities	<ul style="list-style-type: none"> The Wobbling Practice What are emotions like 'Pointing Breaths' 	<ul style="list-style-type: none"> Pointing Breaths We all worry How does worry feel in the body? FOFBOC 	<ul style="list-style-type: none"> Stamping Feet You Choose or Would You Rather? Making Choices Taking a Micro Dot Noticing Choices 	<ul style="list-style-type: none"> Mini or Micro Dot The Grape/People/Saying Thank You Option 1: Mindful Mouthful Option 2: Thank You Cards 	<ul style="list-style-type: none"> Pointing Breaths Being kind to others Being kind to ourselves Hugging Breaths
Have A Go	<ul style="list-style-type: none"> 'Pointing Breaths' Paying attention to how other people are and to how we are 	<ul style="list-style-type: none"> FOFBOC 	<ul style="list-style-type: none"> Micro Dot – pause and then make a choice 	<ul style="list-style-type: none"> Various options: Saying thank you Making a Thank You card Mindful Mouthful Experimenting with different foods Recognising people 	<ul style="list-style-type: none"> Hugging Breaths – especially when you are feeling worried or upset

Dots: Sessions Overview

EYFS and KS1

Session	21	22	23	24	25
Title	Being Aware Of Others	Concentrating	Being Present	Walking	Dropping The Anchor
Intentions	<ul style="list-style-type: none"> To experience awareness of the body in motion To enjoy moving the body To develop awareness of others To explore our own space and respecting other people's space 	<ul style="list-style-type: none"> To explore concentration To revisit the torchlight of attention To work with mind wandering – noticing when attention has been pulled away To learn some simple tools for training the attention with the attitude of kindness 	<ul style="list-style-type: none"> To understand what present means in the context of past, present and future To explore choosing to be present To choose to be present while eating To introduce the word 'mindful' 	<ul style="list-style-type: none"> To experience awareness of the body in motion To bring awareness to walking To explore sensations in the feet To enjoy moving the body 	<ul style="list-style-type: none"> To understand that by 'anchoring' our attention in the lower half of the body, we can begin to settle even when our minds are stormy To find ways to settle when we feel unsettled To begin to recognise when there is an opportunity to make skilful choices Encouraging children to explore anchoring as a way to settle enough to be able to respond, rather than react - to make good choices for themselves and others
Practice and Activities	<ul style="list-style-type: none"> Hugging Breaths (standing) Moving in and out of space Follow Me Mirror Me 	<ul style="list-style-type: none"> Hugging Breaths Concentration and Attention Torchlight of attention Taking a Dot Optional: Distraction Game 	<ul style="list-style-type: none"> Mini or Micro Dot Past, Present and Future/'Choosing to be Present' Mindful Mouthful 	<ul style="list-style-type: none"> Standing Dot Mindful Walking (Walking at different speeds) (Walking barefoot on different surfaces – 3 options) (Optional Extension: Feet as Hands) 	<ul style="list-style-type: none"> FOFBOC Anchors snow globe (Micro Dot)
Have A Go	<ul style="list-style-type: none"> Follow Me or Mirror Me with a friend 	<ul style="list-style-type: none"> Taking a longer Dot and noticing when our attention wanders – coming back to the breath Playing the Distraction Game 	<ul style="list-style-type: none"> Mindful Mouthful 	<ul style="list-style-type: none"> Mindful Walking – choose a stretch that you walk every day and walk it mindfully. Try walking barefoot at home. What do you notice? 	<ul style="list-style-type: none"> FOFBOC Explore snow globes or glitter balls. You could even make your own glitter jar!

Dots: Sessions Overview

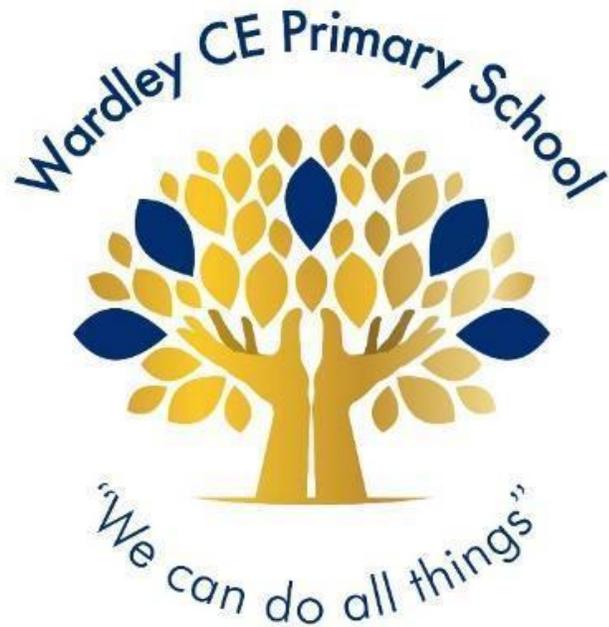
EYFS and KS1

Session	26	27	28	29	30
Title	What Do You Think?	What's In The Box?	Noticing The Lovely	Happiness	Dot, Dot, Dot ...
Intentions	<ul style="list-style-type: none"> To practise 'anchoring' attention in the lower half of the body To explore the nature of mind (trying to make sense of, filling in gaps, telling us stories) To begin to recognise thoughts To step back from thoughts – thoughts are not facts 	<ul style="list-style-type: none"> To recognise that we all worry To investigate how worry feels in the body To explore the nature of mind (trying to make sense of, filling in gaps, telling us stories) To develop self-care and compassion – the Hugging Breaths practice 	<ul style="list-style-type: none"> To be aware of our connection with others and with the wider world To encourage an appreciation of what is good in life To learn how to shift attention towards pleasant experience To explore kindness and being helpful To express gratitude 	<ul style="list-style-type: none"> To investigate what it is to be happy To learn to shift attention towards pleasant experiences To explore how savouring these experiences can increase levels of happiness To share happiness with others 	<ul style="list-style-type: none"> To recognise the journey and recall all that has been learned To recap the toolkit or library of practices To consider what to carry on practising To celebrate completing the curriculum
Practice and Activities	<ul style="list-style-type: none"> FOFBOC Duck! Rabbit! What Do You Think? (Dot Practice) 	<ul style="list-style-type: none"> Pointing Breaths What Do You Think? We all worry What's In The Box? Our minds make things up Hugging Breaths 	<ul style="list-style-type: none"> Hugging Breaths The Tricky Stuff Option 1 – Appreciation Walk Option 2 – Acts of Kindness Option 3 – Expressing Gratitude Closing Practice – Noticing The Lovely 	<ul style="list-style-type: none"> Settling Practice Options: Any/Noticing The Lovely/Mindful Mouthful Noticing The Lovely Happy Smile! Option 1 Pass the Smile/ Option 2 Smile Tennis I feel happy when ... Would You Rather?/ Happiness Picture(s)/ Noticing the Lovely 	<ul style="list-style-type: none"> Balloon Breathing or Mindful Musical Statues or Mindful Mouthful or a 'Mindful' Party You Choose! Let's Celebrate! Closing Practice – taking a Dot
Have A Go	<ul style="list-style-type: none"> FOFBOC – continue to explore anchoring attention in the lower part of the body. “What Do You Think?” 	<ul style="list-style-type: none"> Hugging Breaths - especially when you are feeling worried or upset. 	<ul style="list-style-type: none"> Noticing the Lovely You could also use one of the optional practices or activities listed above 	<ul style="list-style-type: none"> Mindful Mouthful Continue to Notice the Lovely Add to happiness picture(s)/display 	<ul style="list-style-type: none"> You Choose! It's up to you...

Paws b

"Pause, Breathe and Be"

KS2



Paws b introduces mindfulness to children 7 to 11 years old and is delivered in the classroom by a trained mindfulness teacher. In Year 3, children engage in six enriching themes (split over a term), while Year 4 builds upon these with an additional six sessions, plus a valuable recap lesson (split over a term). As students progress to Year 5, they revisit and reinforce the profound mindfulness teachings, ensuring a lasting impact.

Intentions of Paws b

- Skills for greater happiness and well-being.
- Strategies for relaxing and finding peace and calm.
- Healthy coping strategies for stress, anxiety and every day worries.
- Better focus - supporting learning, behaviour, performance and decision making.
- Improved relationships with peers, teachers and family.
- Understanding of one's own mind and what makes for a happy, healthy person.

Each lesson brings to life a different theme of mindfulness; pupils learn simple practices and techniques that they can use in their everyday lives. By training our attention to be in the present moment we develop the ability to calm the mind, improve focus, manage stress and to step back from negative thoughts. The benefits to the child and to the classroom can be striking.

Paws b: Sessions Overview

KS2

Session	1	2	3	4	5	6
Title	Our Amazing Brain	Making Choices	Puppy Training	Everyday Mindfulness	Noticing the Wobble	Finding a Steady Place
Intentions	<ul style="list-style-type: none"> To introduce the idea of the mind and the brain as separate but connected To explore how the brain can be changed depending on how we train our minds To experience what it's like to direct the attention To provide some simple tools for training the attention 	<ul style="list-style-type: none"> To recognise that we have to make many choices in a day To understand that we can train our brain to be aware of when we make those choices To begin to train the mind in order to become more aware of our feelings and thoughts which can affect the choices we make Begin to recognise when there is an opportunity to make skilful choices 	<ul style="list-style-type: none"> To introduce the idea of the faculty of attention To experience how we might direct our attention To understand the untrained mind's fickle nature – it is like a puppy To learn some simple tools for training the attention with attitudes of kindness, patience and repetition 	<ul style="list-style-type: none"> To introduce the idea of autopilot To explore how we can step out of autopilot when we choose to To understand the role of the hippocampus in connecting previous experiences with current ones To explore the everyday experience of stopping and 'checking in' with present moment awareness 	<ul style="list-style-type: none"> Recognising that we all wobble Expanding breath awareness practices - finger breathing Exploring how we notice the wobble and finding ways to steady ourselves Understanding how the Insula works with the Prefrontal Cortex to help us do this 	<ul style="list-style-type: none"> Recognising how we notice when we (and others) are wobbling Learning how to steady ourselves when we notice the wobble Exploring settling attention in the lower part of the body as an anchor or steady base
Practice and Activities	•How many breaths?	•How many breaths?	•Play Attention •Tummy and Chest •Paws b introduced, but no practice	•Paws b •Mindful Mouthful	•Paws b •Finger breathing •Wobbling and Steadying	•Wobbling and Steadying •FOFBOC
Have A Go	<ul style="list-style-type: none"> Practice counting your breaths in your own time. How many breaths in a minute? Use a watch or clock to time yourself. 	<ul style="list-style-type: none"> Counting breaths before and after an activity. How many breaths in a minute? Write down what you notice. 	<ul style="list-style-type: none"> Try Tummy and Chest Breathing at least twice this week. What do you notice? 	<ul style="list-style-type: none"> Paws b practice three times this week - sitting or standing. Mindful mouthful at least once. What do you notice? 	<ul style="list-style-type: none"> Have a go at finger breathing at least three times a week Write down what you notice 	<ul style="list-style-type: none"> Practise a FOFBOC practice at least 3 times, bringing curiosity to the experience. What do you notice?



Paws b: Sessions Overview

KS2

Session	7	8	9	10	11	12
Title	Working with Difficulty	Choosing your path	The Storytelling Mind	Stepping Back	Growing Happiness	The Yum Factor
Intentions	<ul style="list-style-type: none"> • Introducing the amygdala - learning to deal skilfully with difficulty • Exploring the nature of mind and human patterns of reactivity • Taking responsibility to keep the mind and body safe and healthy by choosing a response 	<ul style="list-style-type: none"> • Understanding when Fight/Flight/Freeze are important and when they are less helpful • Exploring the difference between reacting and responding • Practising pausing and choosing a different path • Beginning to explore self-care and compassion – can we be kind to ourselves as well as others? 	<ul style="list-style-type: none"> • Exploring the nature of mind (trying to make sense of, filling in gaps, telling us stories) • Learning to recognise thoughts (metacognitive awareness) • Beginning to explore decentring from thoughts – thoughts are not facts 	<ul style="list-style-type: none"> • Understanding how thinking about what might be can exhaust us • Learning to recognise how this can combine with body sensations, moods and actions • Exploring how to use practice to steady and step back from difficult thoughts 	<ul style="list-style-type: none"> • Exploring how we can nurture ourselves and others • Learning how to make room for and choosing happiness in our lives • Noticing the details of experience of happiness • Sharing happiness 	<ul style="list-style-type: none"> • Learning how to shift attention towards pleasant experience • Understanding how savouring these experiences can increase levels of happiness • Recognising the Paws b journey, and recalling what we have learned.
Practice and Activities	<ul style="list-style-type: none"> •FOFBOC • Paws b 	<ul style="list-style-type: none"> •Paws b •Petal Practice 	<ul style="list-style-type: none"> •FOFBOC •Choice of practice 	<ul style="list-style-type: none"> •Petal Practice 		<ul style="list-style-type: none"> •Gratitude Practice
Have A Go	<ul style="list-style-type: none"> • Try a Paws b when you notice that you are reacting. • Feel the ground support you; expand to the whole body; tune in to the feeling of the body breathing. 	<ul style="list-style-type: none"> • Try a Petal Practice - if you feel reactive or if you just want to practise. • Choose to be kind to yourself at times if/when things are tricky this week. 	<ul style="list-style-type: none"> • Choosing practices to do at least 3 times this week. • Try the practices you've done least often. 	<ul style="list-style-type: none"> • Choosing practices you haven't done in the last week at least 3 times this week. • Notice when your mind make up some stories, take a breath, step back and see what happens. 	<ul style="list-style-type: none"> • Noticing when you are feeling happy. • Pause, take a breath, step back. • Thoughts, moods, sensations, actions? 	<ul style="list-style-type: none"> • Picture: what happiness looks and feels like. • Keep on doing your practices!



PSHE Curriculum



Vocabulary

Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being in my World	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud
Celebrating Differences	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.



Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dreams & Goals	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.	Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.	Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.
Healthy Me	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.



Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.	Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
Changing Me	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.	Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.	Body-image, Self-image, Characteristics, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible.	Body-image, Self-image, Characteristics, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .

