

Woodwater Academy PSHE overview (Year A/Year B)

Woodwater PSHE Curriculum Map							
		Autumn Term		Spring Term		Summer Term	
		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>EYFS</b> <b>R Reception</b> <b>N Nursery</b>	Daily PSHE using One Decision Early Years resources, including Dilemma Drops, Mindfulness videos, Animated storybooks, and talking cards. Focus of each of these to be determined and led by the needs of children identified by teachers through observing children's interactions and play.						
		Self-Regulation: R Show confidence in new situations N Show resilience and perseverance when challenged Managing self: R Be increasingly independent putting on own coats and going to the toilet. N Manage their own needs: handwashing, collecting own belongings, putting on coats, removing shoes for PE Building relationships: R Play with one or more other children N Build constructive and respectful relationships Consider the feelings of others in play	R Select and use activities and resources with help when needed Increasingly follow rules, understanding why they are important  N See themselves as a valuable individual Build constructive and respectful relationships	R Establishing rules and boundaries Learn strategies to regulate their emotions. Understand how their behaviours can affect others. Build constructive and respectful relationships. Cooperative play and turn taking  N Respect and show responsibility for looking after the nursery environment and their own belongings	R Resolving conflicts Know and talk about the different factors that support their overall health and wellbeing: Healthy eating, sensible sleep and sensible amounts of screen time.  N Follow rules and understand their importance. Establish good relationships with trusted adults and peers Show confidence in new situations.	R Establishing trust in friends Show resilience and perseverance when faced with problems Discuss what to do if they become dysregulated  Dressing and undressing independently for PE/swimming  N Recognise own emotions (happy, sad, angry, worried). Talk about how they are feeling at different times. Talk with others to solve conflicts.	R Self-achievement. Children will reflect on their own achievements and speak about themselves positively Preparing for changes ahead Transition to Year 1 Know and talk about the different factors that support their overall health and wellbeing: Toothcare and road/water safety  N Embed familiar boundaries and routines. Develop independent skills with dressing and self care including healthy eating and tooth care. Know how to ask for help if needed
<b>KS1</b>	<b>Year A</b>	School values/ class rules/ expectations  <b>Relationships (from 1decision) Friendship strand</b>	Anti-bullying week  <b>Relationships (from 1decision) Bullying Appropriate and inappropriate touch</b>  British values Bonfire night safety  Remembrance	Safer Internet day  Children's Mental Health week  Computer safety (from 1decision) Online Bullying Image Sharing  Our World (from 1decision) Growing in Our World	Keeping and staying safe (from 1decision)  Road Safety Tying Shoelaces	Being responsible (from 1decision) Water Spillage Practice Makes Perfect Helping Someone in Need	Fire safety (available through 1decision or the fire service)  Working on transitions for next year

	<b>Year B</b>	School values/ class rules/ expectations  <b>Feelings and emotions (from 1decision) Jealousy Anger Worry</b>	Anti-bullying week  <b>Relationships (from 1decision) Bullying Friendship Appropriate and inappropriate touch</b>  British values Bonfire night safety  Remembrance	Safer Internet day  Children's Mental Health week  Computer safety (from 1decision) Online Bullying Image Sharing  Our World (from 1decision) Living in Our World	Hazard watch (from 1decision)  Is it safe to eat or drink? Is it safe to play with?	Keeping and staying healthy (from 1decision) Healthy Eating Washing Hands Brushing Teeth	Fire safety (available through 1decision or the fire service)  Working on transition for next year
<b>LKS2</b>	<b>Year A</b>	Classroom community expectations/ school values <i>(These to be reinforced during the year)</i> Learning behaviours ('superlearners')  <b>Friendships recap(from 1Decision relationships 5-8)</b>	Anti-bullying week Anti-bullying alliance resources  <b>Bullying (from 1Decision relationships 5-8)</b>  British values Bonfire night safety Remembrance  Being responsible – Coming home on time (1 Decision 8-11)	School values Safer Internet day  Children's Mental Health week  Online bullying (1Decision 8-11) Making friends online (1Decision 5-8) image sharing recap	Computer safety documentary (1Decision 5-8)  Mental health Feelings and emotions grief (1 Decision 5-8)  Working in our world (1Decision 5-8) Looking after our world (5-8)	School Values  Keeping/staying healthy medicine (1Decision 5-8) First aid – Asthma (1 Decision 8-11)  <b>Equality and diversity Breaking down barriers (1 Decision 8-11)</b>	<b>Relationships and Touch 1Decision Touch (5-8) Appropriate touch (8-11)</b>  Keeping safe/staying safe Leaning out of windows (1 Decision 5-8)  Working on transition for next year
	<b>Year B</b>	Classroom community expectations/ school values <i>(These to be reinforced during the year)</i> Learning behaviours ('Yetis')  <b>Friendships recap (from 1Decision relationships 5-8)</b>	Anti-bullying week Anti-bullying alliance resources  <b>Bullying (from 1Decision relationships 5-8)</b>  British values Remembrance Bonfire night safety  Being responsible - Stealing (1Decision 5-8)	School values  Safer Internet day  Children's Mental Health week  Online bullying (1Decision 8-11) Making friends online (1Decision 5-8) image sharing recap Computer safety documentary (1Decision 5-8)	Mental health Feelings and emotions Jealousy (1 Decision 8-11)  Chores at home (1 Decision 8-11)	School values  Keeping/staying healthy Healthy living (1Decision 8-11) First aid – Anaphylaxis (1 Decision 8-11)  <b>Equality and diversity Breaking down barriers (1 Decision 8-11)</b>	<b>Relationships and Touch 1Decision Touch (5-8) Appropriate touch (8-11)</b>  Keeping safe/staying safe Electrical safety (science link ASE). Rail safety (Network Rail schools resources)  Working on transition for next year
<b>UKS2</b>	<b>Year A</b>	Classroom community expectations/school values/school rules/democracy <i>(These to be</i>	Parliament Week UKPW resources (and visitor where possible)	Safer Internet day  Children's Mental Health week	<b>Internet Safety. Computer Safety:</b> Image Sharing (1decision 8-11)	Year 5 and 6 - Swimming (Water Safety focus)	<b>Growing and Changing- Conception (1decision 8-11)</b>

	<p><i>reinforced during the year)</i></p> <p><b>Being Responsible</b> Looking out for others (from 1Decision relationships 8-11)</p>	<p><b>A World Without Judgement</b> British Values (1decision 8-11)</p> <p>Anti-bullying week Anti-bullying alliance resources</p> <p><b>Computer Safety:</b> Online Bullying (1decision 8-11)</p> <p>Remembrance Day <b>A World Without Judgement</b> British Values (1decision 8-11)</p>	<p><b>Feelings and Emotions:</b> Anger (1decision 8-11)</p>		<p><b>First Aid</b> – Basic concepts and dealing with emergencies (Y5)</p> <p>Dealing with emergencies – head injuries (Y6)</p> <p>Year 6 – Life Skills Workshop</p> <p><b>Keeping/Staying Safe.</b> Water Safety (1decision 8-11)</p>	<p>Year 6 – School Summer Fayre Stands <b>The Working World</b> Growing Enterprise (1decision 8-11)</p>
<b>Year B</b>	<p>Classroom community expectations/school values/school rules/democracy (These to be reinforced during the year)</p> <p><b>Being Responsible</b> Looking out for others (from 1Decision relationships 8-11)</p>	<p>Parliament Week UKPW resources (and visitor where possible)</p> <p><b>A World Without Judgement</b> Inclusion and Acceptance (1decision 8-11)</p> <p>Anti-bullying week Anti-bullying alliance resources</p> <p><b>Computer Safety:</b> Online Bullying (1decision 8-11) and/or AN</p> <p>British values Remembrance Day <b>A World Without Judgement</b> British Values (1decision 8-11)</p>	<p>Safer Internet day</p> <p>Children’s Mental Health week <b>Feelings and Emotions:</b> Worry (1decision 8-11)</p>	<p><b>Internet Safety. Computer Safety:</b> Making Friends Online (1decision 8-11)</p>	<p>Year 5 and 6 – Swimming (Water Safety focus)</p> <p><b>First Aid</b> – Dealing with emergencies – burns and heart attacks (Y6)</p> <p>Year 6 – Life Skills Workshop</p> <p><b>Keeping/Staying Safe.</b> Water Safety (1decision 8-11)</p> <p>Two below taught through science (Animals including Humans focus)</p> <p><b>Keeping/Staying Healthy.</b> Smoking: Adults’ and children’s views (1decision 8-11)</p> <p><b>Keeping/Staying Healthy.</b> Alcohol: Adults’ and children’s views (1decision 8-11)</p>	<p><b>Growing and Changing- Puberty: Adults’ and children’s views</b> (1decision 8-11)</p> <p>Year 6 – School Summer Fayre Stands <b>The Working World</b> Growing Enterprise (1decision 8-11)</p>

## Breadth of Study

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <li>• Discuss and learn techniques to improve in the eight areas of success.</li> <li>• Study role models who have achieved success.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and learn techniques to improve in the eight areas of 'success'.</li> <li>• Study role models who have achieved success.</li> <li>• Study those who have lost success and relate this to the eight areas of 'success'.</li> </ul>

Eight areas of success or THRESHOLD CONCEPTS (essential characteristics of students with exceptional personal development)

1. Try new things
2. Work hard
3. Concentrate
4. Push themselves
5. Imagine
6. Improve
7. Understand others
8. Not give up

Woodwater Academy PSHE overview - similar to Milestones but the children's progression will be linked to personal development rates rather than specific teaching phases.

Eight areas of success or THRESHOLD CONCEPTS	Bronze	Silver	Gold
<p><b>Try new things</b> This concept involves appreciating the range of life opportunities.</p>	<ul style="list-style-type: none"> <li>• Try new things with the help of others.</li> <li>• Talk about some things of personal interest.</li> <li>• Join in with familiar activities.</li> <li>• Concentrate on things of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Try new things when encouraged.</li> <li>• Enjoy new experiences.</li> <li>• Join clubs or groups.</li> <li>• Talk about new experiences with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy new things and take opportunities wherever possible.</li> <li>• Find things to do that give energy.</li> <li>• Become fully involved in clubs or groups.</li> <li>• Meet up with others who share interests in a safe environment.</li> </ul>
<p><b>Work hard</b> This concept involves understanding the importance of effort.</p>	<ul style="list-style-type: none"> <li>• Work hard with the help of others.</li> <li>• Enjoy the results of effort in areas of interest.</li> <li>• Take encouragement from others in areas of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy working hard in a range of activities.</li> <li>• Reflect on how effort leads to success.</li> <li>• Begin to encourage others to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Have fun working hard.</li> <li>• Understand the benefits of effort and commitment.</li> <li>• Continue to practise even when accomplished.</li> <li>• Encourage others by pointing out how their efforts gain results.</li> </ul>
<p><b>Concentrate</b> This concept involves understanding how to become focused.</p>	<ul style="list-style-type: none"> <li>• Give attention to areas of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on activities.</li> <li>• 'Tune out' some distractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give full concentration.</li> <li>• 'Tune out' most distractions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to 'tune out' distractions.</li> <li>• Begin to show signs of concentration.</li> <li>• Begin to seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Search for methods to help with concentration.</li> <li>• Develop areas of deep interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand techniques and methods that aid concentration.</li> <li>• Develop expertise and deep interest in some things.</li> </ul>
<p><b>Push themselves</b> This concept involves understanding how to overcome doubts and insecurities.</p>	<ul style="list-style-type: none"> <li>• Express doubts and fears.</li> <li>• Explain feelings in uncomfortable situations.</li> <li>• Begin to push past fears (with encouragement).</li> <li>• Listen to people who try to help.</li> <li>• Begin to try to do something more than once.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand why some activities feel uncomfortable.</li> <li>• Show a willingness to overcome fears.</li> <li>• Push past fears and reflect upon the emotions felt afterwards.</li> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li> <li>• Push oneself in areas that are not so enjoyable.</li> <li>• Listen to others who encourage and help, thanking them for their advice.</li> <li>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul>
<p><b>Imagine</b> This concept involves understanding how to apply knowledge inventively.</p>	<ul style="list-style-type: none"> <li>• With help, develop ideas.</li> <li>• Respond to the ideas of others'.</li> <li>• Respond to questions about ideas.</li> <li>• Act on some ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to enjoy having new ideas.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Ask some questions in order to develop ideas.</li> <li>• Show enjoyment in trying out some ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate lots of ideas.</li> <li>• Show a willingness to be wrong.</li> <li>• Know which ideas are useful and have value.</li> <li>• Act on ideas.</li> <li>• Ask lots of questions.</li> </ul>
<p><b>Improve</b> This concept involves an appreciation that small improvements make big differences.</p>	<ul style="list-style-type: none"> <li>• Share with others likes about own efforts.</li> <li>• Choose one thing to improve (with help).</li> <li>• Make a small improvement (with help).</li> </ul>	<ul style="list-style-type: none"> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify own strengths.</li> <li>• Identify areas for improvement.</li> <li>• Seek the opinion of others to help identify improvements.</li> <li>• Show effort and commitment in refining and adjusting work.</li> </ul>
<p><b>Understand others</b> This concept involves an appreciation of others.</p>	<ul style="list-style-type: none"> <li>• Show an awareness of someone who is talking.</li> <li>• Show an understanding that one's own behaviour affects other people.</li> <li>• Listen to other people's point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting.</li> <li>• Describe the points of view of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others' points of view.</li> </ul>
	<p><b>FKS1</b> eelings and emotions (from 1decision)</p>		

	<p>Jealousy Anger Worry <b>Relationships (from 1decision)</b> Bullying Friendship <b>Computer safety (from 1decision)</b> Online Bullying Image Sharing</p> <p><b>LKS2</b> <b>Friendships</b> recap (from 1Decision relationships 5-8) <b>Bullying</b> (from 1Decision relationships 5-8) <b>Making friends online</b>(1Decision 5-8) <b>image sharing</b> recap (5-8) <b>Computer safety</b> documentary(1Decision 5-8) <b>Feelings and emotions</b> Jealousy (1 Decision 8-11) <b>Feelings and emotions</b> grief (1 Decision 5-8)</p> <p><b>UKS2</b> <b>Being Responsible</b> <b>Looking out for others</b> (from 1Decision relationships 8-11) <b>A World Without Judgement</b>British Values (1decision 8-11) <b>A World Without Judgement</b> Inclusion and Acceptance (1decision 8-11) <b>Computer Safety:</b> Online Bullying (1decision 8-11) and/or AN <b>Keeping/Staying Healthy.</b> Smoking: Adults' and children's views (1decision 8-11) <b>Keeping/Staying Healthy.</b> Alcohol: Adults' and children's views (1decision 8-11) <b>Internet Safety. Computer Safety:</b> Making Friends Online (1decision 8-11) <b>Feelings and Emotions:</b> Anger (1decision 8-11) <b>Feelings and Emotions:</b> Worry (1decision 8-11)</p>		
<p><b>Not give up</b> This concept involves the understanding of the importance of persistence.</p>	<ul style="list-style-type: none"> <li>• Try again with the help of others.</li> <li>• Try to carry on even if a failure causes upset.</li> <li>• Keep going in activities of interest.</li> <li>• Try to think of oneself as lucky.</li> </ul>	<ul style="list-style-type: none"> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a determination to keep going, despite failures or set backs.</li> <li>• Reflect upon the reasons for failures and find ways to bounce back.</li> <li>• Stick at an activity even in the most challenging of circumstances.</li> <li>• See possibilities and opportunities even after a disappointment.</li> <li>• Consider oneself to be lucky and understand the need to look for l</li> </ul>
	<p><b>Feelings and Emotions:</b> Anger (1decision 8-11)</p>		