**A logo for a school

Description automatically generated****PSHE Spring 1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent**  Children can explore, express and identify feelings, follow  simple instructions and can work independently when set a task. They know some actions and words can hurt others feelings, look to a supportive adult for help in resolving  conflict with others, express needs to an adult and can  explain good dental hygiene practices. | **Intent**  To set personal goals and find ways to overcome difficulties to achieve it. | **Intent**  Identify challenges and break down how to achieve them and learn how to overcome obstacles. | **Intent**  Children will consider how they can overcome obstacles when working towards a goal. | **Intent**  Children will learn to set realistic dreams and goals for both themselves and think about how they might vary between different cultures and countries | **Intent:**  Children will talk about their own strengths and further stretching themselves by setting challenging and realistic goals |
| **Sequence of Learning**  -Can I consider how others may feel through talking to our  partners and friends in story time and at play? How might  people feel when they need help?  Can I consider a wider  range of feeling words and expressions?  -Can I show perseverance when I am working towards  goals, like making a junk modelled emergency vehicle or  threading a police light strip onto a car?  -Can I begin to brush my teeth in school, and show understanding of dental hygiene practices? How can I look after my teeth?  - Can I be confident to choose my own challenges in  Adventure time, before reviewing my play choices?  -Can I start to find solutions and problem solve with others  without adult support during independent play?  -Can I talk about how to keep my body healthy and safe  when discussing doctors, hospitals and other emergency  service workers? | **Sequence of Lessons:**  1, Can I set simple goals  2. Can I set a goal and work out  how to achieve it  3. Can I understand how to work well with a partner.  4. Can I tackle a new challenge and understand that this might stretch my learning.  5. Can I tell you about obstacles  that make it difficult to achieve my challenge and ways to overcome them.  6. Can I tell you how I felt when I  succeeded in my new challenge and how I celebrated it | **Sequence of Learning**  1. Learn how to tell about a person who has  faced difficult challenges and achieved success.  2. To identify a dream/ambition that is  important.  3. To break down a goal into a number of steps  and know how others could help us to achieve  it.  4. Learning to be responsible for our learning  and using our strengths.  5. To know how to manage feelings of frustration that may occur when obstacles  occur.  6. Reflect on our own learning process | **Sequence of Lessons:**  1) Can I talk about my hopes and dreams  2) Can I talk about broken dreams  3) Can I talk about overcoming disappointment  4) Can I create new dreams  5) Can I talk about achieving my goals  6) Can I celebrate achievements | **Sequence of Lessons:**  1, Can I understand that I will need money to  help me achieve some of my dreams  2. Can I learn about a range of jobs carried out  by people I know and have explored how  much people earn in different jobs.  3. Can I identify a job I would like to do  when I grow up and understand what  motivates me and what I need to do to  achieve it.  4. Can I describe the dreams and goals of  young people in a culture different to mine  5. Can I understand that communicating with  someone in a different culture means we  can learn from each other and I can  identify a range of ways that we could  support each other.  6. Can I encourage my peers to support  young people here and abroad to meet  their aspirations, and suggest ways we  might do this, e.g. through sponsorship | **Sequence of lessons**  1. Can I identify and set personal learning  goals.  2. Can I understand the steps to success in  achieving goals.  3.Can I identify problems in the world that  concern me  4. Can I work with other people to help make  the world a better place  5. Can I describe some ways in which I can  work with other people to improve the world  around us.  6. Can I know what some people in my class  like or admire about me |
| **Key Vocabulary:**  People, help, jobs,  equipment, instruments,  uniform, officer,  emergency, services,  helpful, brave | **Key Vocabulary:**  goals, motivation,  challenge, success, proud, triumph,  celebrate, obstacles, achieve, overcome | **Key Vocabulary:**  Perseverance, challenges,  success, obstacles, dreams, goals, ambitions,  future, cooperation, challenge, product | **Key Vocabulary:**.  positive attitude, resilience, appearance, self-belief,  disappointment, commitment, cope | **Key Vocabulary:**  ream, Money, Grown up, Adult, Lifestyle, Job, Career, Profession, Money Salary, Contribution, Society, Dream, Job, Career, Motivation, Dream, Goal, Aspiration, Culture, Country, Aspiration, Dream, Goal, Culture, Communication,  Support, Rallying, Sponsorship, Team work, Dream, Goal, Motivation, Aspiration | **Key Vocabulary:**  personal, realistic,  unrealistic, criteria, learning steps, global,  issue, suffering, concern, hardship,  empathy, praise, compliment, recognition |
| **Impact**  The children will show resilience and keep trying to work  towards a writing goal when completing a fortune cookie  message. The children will role play how to keep healthy and safe through exploring job roles of people who help us? | **Impact**  Children develop resilience to set  themselves personal goals. They overcome  obstacles and feel proud of their success. | **Impact:**  Children can identify their own dreams and  ambitions and help others to achieve their goals. | **Impact:**  Children can identify what their hopes and  dreams are and how to manage feelings of  disappointment. Children will explain why  thinking positively is beneficial and be able  to change and make new plans. | **Impact:**  Children will be able to think about their  futures and set realistic goals and ambitions | **Impact**  Children will be able to recognise the emotions  they experience, empathise with people who  are suffering and be able to give praise and  compliments to other people |