******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 safewhen 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 dreams2) Can I talk about broken dreams3) Can I talk about overcoming disappointment4) Can I create new dreams5) Can I talk about achieving my goals6) Can I celebrate achievements  | **Sequence of Lessons:**1, Can I understand that I will need money to help me achieve some of my dreams2. 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 mine5. 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 |