



Personal, Social, Health and Economic Education. (PSHE)  
Scheme of Work.

SEAL (Social and Emotional Aspects of Learning)

At Three Lane Ends Academy, we offer a curriculum which prepares our pupils for the opportunities, responsibilities and the experiences for the next stage of their life and adult life. We equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed choices. Our curriculum promotes the spiritual, moral, cultural and mental development, as well as ensuring pupils understand the importance of physical activity, diet and a healthy lifestyle. As part of this, we use the SEAL programme to deliver many aspects of our work in school but this encompasses many other areas of our curriculum, e.g. RE, Science, Collective Worship and PE, etc.

Preparing our pupils for the next stage in their life and for adult life in  
modern Britain

*The Early Years curriculum, ensures that our pupils look at the similarities and differences between them and their peers. They study different cultures and celebrations. They are involved in the school charity fund raising, focussing around a local, global and national event every year. Children learn how to behave appropriately and listen to each other. They contribute to the local community and visit the residents at St Swithen's court as well as the local library. Please see their curriculum for further links to the development of personal and social skills.*

### **SEALS.**

There are five social and emotional aspects of learning:

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

The SEAL resources use a whole school approach. Each theme has a resource book for each year group and these books include the objectives, activities and resources needed to teach the sessions. Use this to help you with your medium and short term planning.

## Whole School Cycles.

The following topics need to be taught in this order.  
Each term addresses the following themes:

1a	1b	2a	2b	3a	3b
New Beginnings.	Getting on and Falling out. Say no to bullying.	Going for Goals.	Good to be me	Relationships	Changes

### Key Stage 1

SEAL Themes	Objectives covered in KS1	Links to useful sites
1. New beginnings	<ul style="list-style-type: none"> <li>to recognise what they like and dislike, what is fair and unfair and what is right and wrong</li> <li>to share their opinions on things that matter to them and explain their views</li> <li>to recognise, name and deal with their feelings in a positive way</li> <li>to think about themselves, learn from their experiences and recognise what they are good at.</li> <li>to set simple goals.</li> <li>to take part in discussions with one other person and the whole class</li> <li>to take part in a simple debate about topical issues</li> <li>to recognise choices they can make and recognise the difference</li> </ul>	<a href="http://www.teachernet.gov.uk/pshe/curriculum.cfm">www.teachernet.gov.uk/pshe/curriculum.cfm</a>

	<p>between right and wrong.</p> <ul style="list-style-type: none"> <li>• to agree and follow rules fro their group and classroom and understand how rules help them</li> <li>• to realise that people and other living things have needs and that they have responsibilities to meet them</li> <li>• that they belong to various groups and communities such as family and school.</li> <li>• to recognise how their behaviour affects other people</li> <li>• to listen to other people and play and work cooperatively</li> <li>• to identify and respect the differences and similarities between people</li> <li>• that family and friends should care for each other.</li> <li>•</li> </ul>	
2. Getting on and falling out	<ul style="list-style-type: none"> <li>• to recognise what they like and dislike, what is fair and unfair and what is right and wrong</li> <li>• to share their opinions on things that matter to them and explain their views</li> <li>• to recognise, name and deal with their feelings in a positive way</li> <li>• to think about themselves, learn from their experiences and recognise what they are good at.</li> <li>• to set simple goals.</li> <li>• to take part in discussions with one other person and the whole class</li> <li>• to recognise choices they can make and recognise the difference between right and wrong.</li> <li>• to contribute to the life of the class and school.</li> <li>• to recognise how their behaviour affects other people</li> <li>• to listen to other people and play and work cooperatively</li> <li>• to identify and respect the differences and similarities between people</li> <li>• that family and friends should care for each other.</li> </ul>	

<p>3. Bullying. This is a 2 week project which is to be studied during anti bullying week.</p>	<ul style="list-style-type: none"> <li>• to recognise what they like and dislike, what is fair and unfair and what is right and wrong</li> <li>• to share their opinions on things that matter to them and explain their views</li> <li>• to recognise, name and deal with their feelings in a positive way</li> <li>• to think about themselves, learn from their experiences and recognise what they are good at.</li> <li>• to set simple goals.</li> <li>• to take part in discussions with one other person and the whole class</li> <li>• to recognise choices they can make and recognise the difference between right and wrong.</li> <li>• to agree and follow rules for their group and classroom, and understand how rules help them to contribute to the life of the class and school</li> <li>• rules for, and ways of keeping safe, including basic road safety and about people who can help them to stay safe.</li> <li>• to recognise how their behaviour affects other people</li> <li>• to listen to other people and play and work cooperatively</li> <li>• to identify and respect the differences and similarities between people</li> <li>• that family and friends should care for each other.</li> <li>• that there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.</li> <li>• consider social and moral dilemmas that they come across in everyday life, for example aggressive behaviour, questions of fairness, right and wrong, simple political issues,.</li> </ul>	
<p>Going for Goals</p>	<ul style="list-style-type: none"> <li>• to recognise, name and deal with their feelings in a positive way</li> <li>• to think about themselves, learn from their experiences and recognise what they are good at.</li> </ul>	

	<ul style="list-style-type: none"> <li>• to set simple goals.</li> <li>• to recognise how their behaviour affects other people</li> </ul>	
Good to be me	<ul style="list-style-type: none"> <li>• to recognise, name and deal with their feelings in a positive way</li> <li>• to recognise how their behaviour affects other people</li> <li>• to listen to other people and play and work cooperatively</li> <li>• that family and friends should care for each other.</li> </ul>	
Relationships	<ul style="list-style-type: none"> <li>• to recognise what they like and dislike, what is fair and unfair and what is right and wrong</li> <li>• to share their opinions on things that matter to them and explain their views</li> <li>• to recognise, name and deal with their feelings in a positive way</li> <li>• to think about themselves, learn from their experiences and recognise what they are good at.</li> <li>• to recognise choices they can make and recognise the difference between right and wrong.</li> <li>• to agree and follow rules for their group and classroom, and understand how rules help them</li> <li>• to recognise how their behaviour affects other people</li> <li>• to listen to other people and play and work cooperatively</li> <li>• to identify and respect the differences and similarities between people</li> <li>• that family and friends should care for each other.</li> </ul>	
Changes	<ul style="list-style-type: none"> <li>• to share their opinions on things that matter to them and explain their views</li> <li>• to recognise, name and deal with their feelings in a positive way</li> <li>• to think about themselves, learn from their experiences and recognise what they are good at.</li> <li>• to set simple goals.</li> <li>• to take part in discussions with one other person and the whole class</li> <li>• to recognise choices they can make and recognise the difference</li> </ul>	

	<p>between right and wrong.</p> <ul style="list-style-type: none"><li>• that they belong to various groups and communities such as family and school</li><li>• about the process of growing from young to old and about how people's needs change.</li><li>• to recognise how their behaviour affects other people</li><li>• to listen to other people and play and work cooperatively</li><li>• to identify and respect the differences and similarities between people</li></ul>	
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## Objectives to be covered in other areas of the school or the curriculum:

KS1 NC Objective	Examples of where this can be covered.
To realise that money comes from different sources and can be used for different purposes.	Assemblies. How money is used in school, charities, etc. Numeracy Links with Maths
How to make simple choices that improve their health and wellbeing. To maintain personal hygiene How some diseases spread and can be controlled The names of the main parts of the body That all household products, including medicines can be harmful if not used properly	Science topic on Human Body or Ourselves. DT - sandwich making, food technology English - writing instructions. Information texts and warning signs.
Take and share responsibility , e.g. their own behaviour, classroom rules, looking after pets	Setting up classroom rules and routines, playtime routines. School rules around the rights and responsibilities to be safe, learn and respect. Science link- looking after our pets.
Feel positive about themselves,	Classroom rewards, school assemblies, lunchtime rewards, displays to celebrate achievement and work, positive ethos and shared school aims.
Take part in discussions	School council, setting up classroom and school procedures, circle time, debates in literacy.
Make real choices	What do we want in our playground, school council, healthy options in school.
Meet and talk with people	Visitors used alongside school topics, religious leaders, school nurse, governors, police, etc.

Develop relationships through work and play	Sharing equipment with others in class and at play, continuous provision and golden time, working in different groups during group tasks.
Ask for help	Assemblies about who to go to for help, e.g. teachers, midday supervisors, older pupils, police, class routines, etc

## KEY STAGE 2

SEAL Themes	Objectives covered in KS2	Useful sites and identified links.
1. New beginnings	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To research, discuss and debate topical issues, problems and events</p> <p>Why and how rules and laws are enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p>That their actions affect themselves and others, to care about other people's feeling and try to see things from other points of view.</p> <p>To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p>	<p><a href="http://www.teachernet.gov.uk/pshe/curriculum">www.teachernet.gov.uk/pshe/curriculum</a></p> <p>Class Mission Statements in place. Children devised and follow golden rules for school.</p> <p>See class Mission Statements and rules. RE scheme of work.</p>

<p>2. Getting on and falling out</p>	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To research, discuss and debate topical issues, problems and events</p> <p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p>To resolve differences by looking at alternative, making decisions and explaining issues.</p> <p>That their actions affect themselves and others, to care about other people's feeling and try to see things from other points of view.</p> <p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>To recognise and challenge stereotypes.</p> <p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p>Rights and responsibilities for school: safe, learn and respect.</p> <p>See RE schemes of work.</p> <p>Year 6 pupils - to understand what homophobic name calling is and that it is unacceptable and can be a form of bullying. .</p>
<p>3. Going for Goals</p>	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>To recognise their worth as individuals by identifying positive things about</p>	

	<p>themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To research, discuss and debate topical issues, problems and events</p> <p>Why and how rules and laws are enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p>To resolve differences by looking at alternative, making decisions and explaining issues.</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p>That their actions affect themselves and others, to care about other people's feeling and try to see things from other points of view.</p> <p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>To recognise and challenge stereotypes.</p> <p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>Where individuals, families and groups can get help and support.</p>	<p>School/class rules.</p> <p>Year 4- level 1 bike ability, Year 5- level 2 bike ability.</p>
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	<p>effective in relationships. To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p>	See RE Schemes
6. Relationships	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society. To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To resolve differences by looking at alternative, making decisions and explaining issues. That their actions affect themselves and others, to care about other people's feeling and try to see things from other points of view. To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	
7. Changes	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society. To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p>	



## Objectives to be covered in other areas in KS2

<u>Objective</u>	<u>Suggested Curriculum area it will be covered in</u>
About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future	Topic work
To look after money and realise that future wants and needs may be met through saving	Jobs in school. Apply for jobs, attend interviews and earn a wage (tokens). Decide if you should spend or save.
What democracy is, and about the basic institutions that support it locally and nationally	School Council Elections
To recognise the role of voluntary and community groups	
That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	School Council Topic work
To explore how the media present information	Assembly topic Literacy link through formal and informal writing and communication Guided reading - newspaper articles and posters. Persuasive leaflets linked to topics.
What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices	Science link - Keeping Healthy e.g. in Year 3 In Literacy, researching and writing information texts on healthy food,

	<p>exercise, keeping safe</p> <p>Explanation in PE of why warm up/cool down? Why stretch?</p> <p>PE curriculum includes a wide range of opportunities for pupils. Cooking and growing takes place in and out of school for pupils. Child line work with year 5 and 6 pupils in assemblies and work shops.</p>
That bacteria and viruses can affect healthy and that following simple, safe routines can reduce their spread	<p>Science link - Keeping Healthy</p> <p>e.g. Living things and their environment in Year 6 includes micro-organisms.</p>
About how the body changes as they approach puberty	<p>Year 6 topic (see SRE policy)</p>
Which commonly available substances and drugs are legal and illegal, their effects and risks	<p>Science link - Keeping Healthy</p> <p>Year 3 study medicines and only taking prescribed medicines</p>
School rules about health and safety, basic emergency first aid and procedures and where to get help	<p>Assembly topic</p> <p>All children from year 1-6 are taught first aid, including CPR and emergency phone calls every year by staff who are heart start trained. Fire drills</p>
Take responsibility [for example, for planning and looking at the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]	<p>Sports leaders are readily identifiable with t shirts and assist and support younger children during sports days.</p> <p>Year 3: pedestrian training</p> <p>Year 4 level 1 bike ability</p> <p>Year 5 level 2 bike ability.</p> <p>Fitbods at lunch/play time.</p>
Feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having	<p>Class displays</p> <p>Achievement Assemblies</p>

opportunities to show what they can do and how much responsibility they can take]	Literacy target is rewarded after it is achieved three times. Class target and reward. Privilege cards.
Participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]	School Council Work on democracy, MPs and prime minister linked to voting for school council. Visit from local MP and councillors take place for pupils to ask about their role and share our school successes.
Make real choices and decisions [for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]	School Council Assembly topic Jobs and roles in school. How to spend profit from annual enterprise project. Voting for the class target and reward.
Meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]	Assembly topic Visits and visitors in school linked to RE topics. Police visits for year 5 and 6 re e safety. Interviewing or meeting governors for Investors in Pupils booklet. Writing to the council re issue that affects us, e.g. litter on footpaths.
Develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]	Harvest service. Christmas play Performances for the local residents at St Swithens Court.
Consider social and moral dilemmas that come across in life [for	The rights and responsibility includes

<p>example, encouraging respect and understanding between different races and dealing with harassment]</p>	<p>respect as a key aspect of expectations of school. Lower KS2 are taught the term racism and upper KS2 are taught the term homophobic.</p>
<p>Find information and advice [for example, through helplines; by understanding about welfare systems in society]</p>	<p>Child line assemblies and work shops for year 5 and 6.</p>
<p>Prepare for change [for example transferring to secondary school]</p>	<p>Year 6 Transition Work. Invite previous pupils to speak to our yea 6 in the Spring term.          Whole school transition sessions, including pupils new to the school.          FEET(families enjoying everything together) sessions run for parents and pupils the term before they start in nursery.          Staff and pupils from secondary school visit. Letters from year 6 pupils to year 7 pupils to answer questions on secondary school.</p>