

Personal, Social, Health and Economic Education

Children have the opportunity to develop the qualities and attributes they need to be healthy, independent, active participants in society.

Managing feelings and behaviour

	<u>Reception</u>	<u>Years 1 and 2</u>	
EYFS and non-statutory objectives (for Years 1 and 2)	<ul style="list-style-type: none"> Children talk about how they and others show feelings. Talk about their own and other's behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. 	<ul style="list-style-type: none"> For children in our school to become confident independent learners. For children to be engaged and interested in their learning and follow this up at home with their families. For children to follow a drama based curriculum which includes Mantle of the Expert. For children to listen to different points of view and to respect them, even if they don't agree with them. For children to be confident and empowered to express their own views, feelings and ideas. For children to understand and manage their own feelings and those of others. We use the 'Nurtured Heart' approach to enable children to see their own 'Greatness' and the 'Greatness' of others. For children to develop their own moral values which they apply to their everyday life. 	
Cecil Gowing's curriculum coverage	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
	<ul style="list-style-type: none"> Weekly planned Circle time Transition to Year 1 Story time Free flow Outdoor Learning Greatness Assemblies (from Christmas) Marble system (class and colour group based) Problem solving activities across the curriculum which include teamwork and cooperation (especially through drama and Mantle of the Expert) 	<ul style="list-style-type: none"> Circle time (as and when needed) Transition to Year 2 Story time COOL (choose our own learning) time Outdoor Learning Greatness Assemblies Star of the day Show and Tell Marble system (class and colour group based) Problem solving activities across the curriculum which include teamwork and cooperation (especially through 	<ul style="list-style-type: none"> Circle time (as and when needed) Transition to Junior School Story time Outdoor Learning Lunchtime monitors School ambassadors Greatness Assemblies Star of the day Show and Tell Marble system (class and colour group based) Problem solving activities across the curriculum which include teamwork and cooperation (especially through

		drama and Mantle of the Expert)	drama and Mantle of the Expert)
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Self confidence and self awareness

	<u>Reception</u>	<u>Years 1 and 2</u>	
EYFS and non-statutory objectives (for Years 1 and 2)	<ul style="list-style-type: none"> Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activity. They say when they do or don't need help. 	<ul style="list-style-type: none"> For children in our school to become confident independent learners. For children to be engaged and interested in their learning and follow this up at home with their families. For children to follow a drama based curriculum which includes Mantle of the Expert. For children to listen to different points of view and to respect them, even if they don't agree with them. For children to be confident and empowered to express their own views, feelings and ideas. For children to understand and manage their own feelings and those of others. We use the 'Nurtured Heart' approach to enable children to see their own 'Greatness' and the 'Greatness' of others. For children to develop their own moral values which they apply to their everyday life. 	
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Making relationships

	<u>Reception</u>	<u>Years 1 and 2</u>	
EYFS and non-statutory objectives (for Years 1 and 2)	<ul style="list-style-type: none"> Children play cooperatively taking turns with others. They take account of each other's ideas about how to organise their activity. They show sensitivity to other's feelings and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> For children in our school to become confident independent learners. For children to be engaged and interested in their learning and follow this up at home with their families. For children to follow a drama based curriculum which includes Mantle of the Expert. For children to listen to different points of view and to respect them, even if they don't agree with them. For children to be confident and empowered to express their own views, feelings and ideas. For children to understand and manage their own feelings and those of others. We use the 'Nurtured Heart' approach to enable children to see their own 'Greatness' and the 'Greatness' of others. For children to develop their own moral values which they apply to their everyday life. 	
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Outdoor Learning Opportunities

Activities such as...

Emergency services bike role play, climbing wall, habitats/maps, woodwork, treasure hunt, camp fire/cooking, gardening/maintenance, archery, woodland crowns, games in the woods, weather, art using natural materials, bug hunting and identification, mud kitchen potion making, bird feeders/watching, litter picking, pond dipping and den building.