

Personal, Social, Health and Economic Education (PSHE) Policy

January 2026

Version 1.3

Review Date: March 2027

Version Control

Version	Date	Changes made /notes	Changes made by
1	October 2018		
1.1	June 2020 - September 2020 November 2020	Reviewed and updated in light of RSE curriculum changes Equality Statement added Approved at FGB on 16.11.2020	Diogenes Lopes Da Silva
1.2	December 2021	Policy reviewed and amended with changes to the curriculum Updated in light of changes to KCSIE 2021	Charlotte Clarkson and Diogenes Lopes Da Silva
1.3	January 2023 March 2023 June 2025	Policy reviewed with additions added including 'Economic' addition to title. Approved by Headship Team. Uploaded to Governor Hub and noted as approved at FGB 13.03.23. Shared with all staff. Sustainability statement added.	Charlotte Clarkson and Diogenes Lopes Da Silva
1.3	January 2026	Reviewed, no amendments. Awaiting updates for curriculum. Due review Spring term 2027.	Charlotte Clarkson

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Equality Statement

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Sustainability and the Curriculum

We aim for our pupils to become passionate about their role in protecting the natural world. Our curriculum provides opportunities to develop a broad knowledge and understanding of nature, sustainability and climate change. We support pupils to translate this knowledge across all curriculum areas into positive action.

1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2. PSHE

At Park Hill Infant School, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people. Our PSHE Education curriculum aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We develop pupil's self-awareness, social skills, motivation, empathy and the ability to manage their feelings in order for all pupils to collaborate effectively, express themselves and reflect on their own decisions and actions. We feel that these skills will enhance their emotional intelligence and success in later life.

Our PSHE curriculum enables our children to be healthy, independent and responsible members of society and supports young children as they begin to develop an understanding of money and careers as a vital part of preparing them for later life. We encourage pupils to become reflective members of the school community and to have an understanding of what makes people different and equal. We promote tolerance and understanding of all cultures, preparing them for life in Modern Britain.

This also supports the "Personal Development"and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

2.1 What do we teach when and who teaches it?

We use the Jigsaw; Mindful Approach to PSHE Programme by Jan Lever which is aligned to the PSHE Association Programmes of Study for PSHE. The programme teaches children and young people emotional literacy, social- and lifelong skills and resilience in an age-appropriate manner. Jigsaw covers all areas of PSHE for the primary phase including the statutory aspects of Relationships and Health Education. There is a strong emphasis on emotional literacy and nurturing mental health as the necessary underpinnings for learning with a unique mindfulness approach in every session and throughout. This approach enables children to identify their feelings and emotions and regulate their own behaviour from the start.

Jigsaw is broken into half-termly units of work known as 'puzzle pieces' which connect Personal, Social, Health and Well-Being Education. The table below gives the learning theme of each of the six puzzle pieces/units and these are taught across the school, with the learning theme deepening and broadening each year. The full overview of this programme can be seen on the school website.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships Education in the context of coping positively with change

At Park Hill Infant School we allocate at least one learning session to PSHE each week in order to teach the Jigsaw PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. These explicit lessons are also reinforced and enhanced in many ways, including through weekly assemblies and collective worship and through cross curricular links with other subjects (for example there may be links planned around the theme of 'anti-bullying' in a chosen story within an English session, or links to economic education when learning about money in a Maths session).

2.2 Progression within the PSHE Curriculum

The Jigsaw programme offers a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning across the areas of PSHE. The 'puzzle pieces' are organised into half termly units and these are revisted each year following a spiral curriculum model where each revisit to a puzzle piece addresses the subject matter at a deeper level.

2.3 Guidance to inform policy

The Jigsaw programme's complimentary updates ensure that we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance including:

- Keeping Children Safe in Education 2022 (statutory guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Citizenship programmes of study: key stages 1 and 2 (Non-statutory Guidance about teaching citizenship in England DFE 2015)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

2.4 Statutory Relationships and Health Education

As a maintained Infant School, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. (Please see separate Relationship and Sex Education Policy).

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons." (DfE Guidance p.8)

The DfE statutory guidance on Relationships Education details what children need to know by the time they leave primary school, this is separated into the categories: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Examples of the way the JIGSAW Programme and our broader curriculum areas cover the statutory guidance on Relationships Education are outlined and explained in **APPENDIX 1: PSHE (including RSE) Curriculum coverage at Park Hill Infant School**.

The Summer term 'Relationships' puzzle piece/unit in the Jigsaw programme covers the statutory Relationships Education content for KS1. Some of the outcomes are also taught elsewhere in Jigsaw e.g. the 'Celebrating Difference' puzzle piece helps children appreciate that there are many types of family and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

2.5 Sex Education

We are ***not required to provide sex education*** but we do need to teach the elements of sex education contained in the statutory KS1 Science National Curriculum 2014. (DfE Guidance 2019 (p.23) 'Sex Education is not compulsory in primary schools'. (p. 23)

The statutory objectives of the KS1 Science National Curriculum 2014 include learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings).

3. Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid' and 'Changing adolescent body'.

The Spring term 'Healthy Me' puzzle piece/unit in the Jigsaw Programme covers most of the statutory Health Education. Some of the outcomes for these aspects are also taught elsewhere in the Jigsaw programme (for example emotional and mental health is a focus for every session and the start of every lesson includes 'Calm Me' time.

4. Equality within PSHE

This policy informs the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states:

"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Park Hill Infants School we promote respect for all and value every individual child and family.

5. Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE and RSE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Signed:_____

Print Name:_____

Date:_____

APPENDIX 1: PSHE (including RSE) Curriculum coverage at Park Hill Infant School

We have developed our PSHE (including RSE) curriculum following the **JIGSAW mindful approach to PSHE** taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.
All of the aspects from the statutory guidance are covered in lessons for each year group within the re-occurring

JIGSAW Puzzle pieces:

- Relationships
- Changing Me
- Celebrating Difference
- Being Me in My World

<table>
<tr><th></th><th>Statutory guidance… What Pupils should know <u>by the end of Primary:</u></th><th colspan="3">Examples of our Curriculum provision for RSE (including weekly PSHE and JIGSAW sessions)</th></tr>
<tr><th></th><th></th><th>EYFS</th><th>YEAR ONE</th><th>YEAR TWO</th></tr>
<tr><td rowspan="3">Families and people who care for me</td><td rowspan="3">that families are important for children growing up because they can give love, security and stability.
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</td><td>ASSEMBLIES AND EVENTS

Parent stay and plays

Terrific Tuesdays</td><td>ASSEMBLIES AND EVENTS

The Invisible – Tom Percival KS1 assembly

The Great Big Book of Families – Mary Hoffman KS1 assembly</td><td>ASSEMBLIES AND EVENTS

The Invisible – Tom Percival KS1 assembly

The Great Big Book of Families – Mary Hoffman KS1 assembly</td></tr>
<tr><td>COMPUTING

MINI MASH Simple City: People who help us, Vets, Builders, Doctors.</td><td>HISTORY

Family tree home learning project</td><td rowspan="2">ENGLISH

Look up! – Nathan Bryon (Aut 1)

Beegu – Alexis Deacon (Aut 1)

James and the Giant Peach – Roald Dahl (Sum 2)

George's Marvellous Medicine – Roald Dahl (Sum 2)

If all the world were – Joseph Coehlo (story time)</td></tr>
<tr><td>LITERACY

So Much – Trish Cooke (Aut 1)

Who's in a family – Robert Skutch (story time)</td><td>ENGLISH

We are family – Patricia Hegerty story time (Aut 1)

All are Welcome – Alexandra Penfold story time (Aut 1)

If all the world were – Joseph Coehlo (story time)</td></tr>
</table>

	• how to **recognise if family relationships are making them feel unhappy or unsafe**, and how to seek help or advice from others if needed.	PSHE Classroom display – home corners with photos of families PSHE JIGSAW PUZZLE PIECE: 'Celebrating Difference' (Aut 2) - I can tell you why I think my home is special to me - I know which words to use to stand up for myself when someone says or does something unkind	RE *Why and what we are thankful for?* Sessions around gratitude and Harvest celebrations	PSHE JIGSAW PUZZLE PIECE: "Relationships" -To identify the different members of their families -To understand their relationships with each of them and know why it is important to share and cooperate - To understand that there are lots of forms of physical contact and that some is acceptable and some is not - To identify some of the things which cause conflicts
Caring Friendships	• how important **friendships are in making us feel happy and secure**, and how people choose and make friends • the **characteristics of friendships**, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy **friendships are positive** and welcoming towards others, and do not make others feel lonely or excluded • that most **friendships have ups and downs**, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise **who to trust and who not to trus**t, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	'Celebrating Difference' (Aut 2) - I can tell you how to be a kind friend - I know which words to use to stand up for myself when someone says or does something unkind	ASSEMBLIES AND EVENTS Anti-Bullying Week and activities Black History Month Odd Socks Day *The Colour Monster* – Anna Llenas KS1 assembly PSHE JIGSAW PUZZLE PIECE: "Being me in my World" - Make others feel welcome, - Make our school a better place, - Value everyone's right to learn, - Care about other people's feelings, - Work well with others, - Choose to follow the class values. "Relationships" - Identify what makes a good friend - To solve friendship problems when they occur - To help others to feel like a part of a group	ASSEMBLIES AND EVENTS Anti-Bullying Week and activities Black History Month Odd Socks Day *The Colour Monster* – Anna Llenas KS1 assembly PSHE JIGSAW PUZZLE PIECE: "Being me in my World" - Settling in the new class - Understand my rights and responsibilities as a member of my class - To recognise and understand the choices which I make - Develop strategies to work well and cooperate with others "Celebrating Difference" - Accepting that everyone is different - Including others how to help others - Trying to solve problems - How to receive and give compliments

			- Know how to help themselves when they feel hurt or upset - Understand what makes a good relationship **'Celebrating Difference'** -What similarities they have to others -How they are different from others -What the word 'bullying' means -To celebrate what makes them special and different	*The Lonely Beast* – Chris Judge (Aut 2) *The Ugly Five* – Julia Donaldson (Spr 2) *Neon Leon* – Jane Clarke (Spr 2)
Respectful Relationships	• the importance of **respecting others,** even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to **improve or support respectful relationships** • the conventions of **courtesy and manners** • the importance of **self-respect** and how this links to their own happiness • that in school and in **wider society they can expect to be treated with respect by others**, and that in turn they should show due respect to others, including those in positions of authority • about different types of **bullying** (including **cyberbullying**), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how **stereotypes can be unfair,** negative or destructive • the importance of **permission seeking** and giving in relationships with friends, peers and adults	PSHE Anti Bullying Week Odd Socks Day **JIGSAW PUZZLE PIECE: 'Being Me in My World'** - Understand how it feels to belong and that we are similar and different -Start to recognise and manage my feelings - Enjoy working with others to make school a good place to be - Understand why it is good to be kind and use gentle hands - Starting to understand children's rights and this means we should all be allowed to learn and play - Learning what being responsible means '**Celebrating Difference'** can identify something I am good at and understand everyone is good at different things - Understand that being different makes us all special - know we are all different but the same in some ways	ASSEMBLIES AND EVENTS Anti-Bullying Week and activities Black History Month Odd Socks Day *Mixed* – Arree Chung Respect KS1 assembly *Don't Touch My Hair* by Emma Dabiri – Assembly *Clean Up* – Nathan Bryon Respect KS1 assembly *Have you filled a bucket today?* – Carol McCloud – Kindness KS1 assembly *Perfectly Norman* - Tom Percival Courage KS1 assembly ROSE – School initiative	ASSEMBLIES AND EVENTS Anti-Bullying Week and activities Black History Month Odd Socks Day *Mixed* – Arree Chung Respect KS1 assembly *Don't Touch My Hair* by Emma Dabiri – Assembly *The Colour Monster* – Anna Llenas *Clean Up* – Nathan Bryon Respect KS1 assembly *Have you filled a bucket today?* – Carol McCloud – Kindness KS1 assembly *Perfectly Norman* - Tom Percival Courage KS1 assembly ROSE – School initiative

		LITERACY *Giraffes can't dance* – Giles Andraea (Sum 2) *Aarrggh! Spider* – Lydia Monks (Sum 1) *Only One You* – Linda Kranz – story time (Aut 1) *The Rainbow Fish* – Marcus Fister (Aut 1) *The Wonky Donkey* – Craig Smith (Aut 2)	ENGLISH *Super Duper You* – Sophie Henn (Aut 1) *Norman the Slug with the silly Shell* – Sue Hendra (Spring 2) *Ruby Finds a Worry* - Tom Percival (Aut 1) *The Lion Inside* - Rachel Bright (Sum 2) *After the Fall* – Dan Santat (Sum 2) PSHE JIGSAW PUZZLE PIECES: "Dreams and Goals" - Set an achievable & realistic goal for their learning. - Understand how to work well with a partner. - Tackle a new challenge and understand that this will stretch their learning. - Identify obstacles and work out how to overcome them. - Talk about their successes and how they celebrated them "Changes" - Discuss what change means, and what changes they have already been through. - Discuss fears or worries about moving up into Year Two. - Reflect on personal achievements and set targets for next year	ENGLISH *The Lonely Beast* – Chris Judge (Aut 2) *Tyrannosaurus Drip* – Julia Donaldson story time (Aut 2) *The Paper Bag Princess* – Robert Munsch (Spr 1) "Healthy Me" - What they need to keep their bodies healthy - To show and explain what being and feeling 'relaxed' means - To identify things which make them feel relaxed and some things which can make them feel stressed - How medicines work in their bodies and how important it is to use them safely "Changing me" - To prepare for their transition into a new school and beginning of Year Three -To recognise cycles of life in nature -To explain the natural processes of growing from young to old and understand that it cannot be controlled - To recognise how their bodies have changed since they were babies and where they are on the age continuum "Goals to Success" - How to choose a realistic goal and think about how to achieve it - How to persevere even when they find tasks difficult - To recognise who it is easy to work with and those who it is more difficult to work with

<table>
<tr>
<td rowspan="2">Online relationships</td>
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that people sometimes behave differently online, including by pretending to be someone they are not
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
how information and data is shared and used online.

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PSHE

Anti-Bullying Week

COMPUTING

Smartie the Penguin – EYFS Childnet story and ppt carpet session

Digiduck Stories – EYFS UK safer Internet centre (4 stories and carpet sessions)
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ASSEMBLIES

Assembly – e-safety (3 times a year)

CEOP you tube channel (Jessie and Friends) videos

‘Funny in your tummy’ song – (sung in KS1 assembly, Aut 1)

Goldilocks a hash tag cautionary tale – Jeanne Willis

PSHE

Anti-Bullying Week

COMPUTING

Aut 1: E-safety poster

Lessons on E-safety and pupil Sign e-safety agreement

E-safety sessions

- to use technology safely and respectfully.

- Identify where to go for help and support when they have concerns about content on the internet or other online technology.
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ASSEMBLIES

Assembly – safety (3 times a year)

CEOP you tube channel (Jessie and Friends) videos

‘Funny in your tummy’ song – (sung in KS1 assembly, Aut 1)

Goldilocks a hash tag cautionary tale – Jeanne Willis

PSHE

Anti-Bullying Week

COMPUTING

E-safety leaflets

Lessons on E-safety and pupil Sign e-safety agreement
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<tr>
<td>Being safe</td>
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what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
how to recognise and report feelings of being unsafe or feeling bad about any adult.

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PSHE

Circle Times and 1;1 discussions as required / appropriate

ASSEMBLIES AND EVENTS

NSPCC PANTS: (the Underwear Rule) Pantosaurus story time

LITERACY

Hansel and Gretel – (Spr 2)
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PSHE

Circle Times and 1;1 discussions as required / appropriate

ASSEMBLIES AND EVENTS

NSPCC PANTS (the Underwear Rule) assembly

Pantosaurus –slide presentation, and classroom lesson.

CONSENT – assembly ‘Consent for kids’ video – you tube

SCIENCE: ‘Humans’ topic (labelling body parts)
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<td>
PSHE

Let's Talk About Body Boundaries, Consent and Respect: Teach children about body ownership, respect, feelings, choices and recognizing bullying behaviors - Jayneen Sanders – story time / circle time

Circle Times and 1;1 discussions as required / appropriate

“Relationships”

-To identify the different members of their families

-To understand their relationships with each of
</td>
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</table>

	• how to **ask for advice or help** for themselves or others, and to keep trying until they are heard, • how to **report concerns or abuse**, and the **vocabulary** and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	**COMPUTING;** MINI MASH: (Feelings projects) on the topic of feelings. MINI MASH: Paint Projects: Myself (discussion on themselves, their emotions and how they are feeling in a specific situation)		them and know why it is important to share and cooperate - To understand that there are lots of forms of physical contact and that some is acceptable and some is not - To identify some of the things which cause conflicts
				ASSEMBLIES AND EVENTS NSPCC PANTS (the Underwear Rule) assembly Pantosaurus –slide presentation, and classroom lesson. CONSENT – assembly 'Consent for kids' video – you tube
		PSHE: Circle Times and 1;1 discussions as required / appropriate		**PSHE:** Circle Times and 1;1 discussions as required / appropriate
Sex Education	(Non-statutory)	**PSHE**: Circle Times and 1;1 discussions as required / appropriate	**PSHE:** Circle Times and 1;1 discussions as required / appropriate	**PSHE:** Circle Times and 1;1 discussions as required / appropriate
			SCIENCE (from NC statutory objectives) Humans: children learn to identify, name, draw and label the basic parts of the human body.	**SCIENCE (from NC statutory objectives)** Children learn that animals, including humans, have offspring which grow into adults. They create life cycle diagrams of human beings and understand that humans are born from their mother's body and are babies, toddlers, children, teenagers, adults and then become elderly. During these lessons there are discussions regarding the physical changes to the human body and growth.