Personal, Social, Health & Relationships Education (PSHRE) Journey at Letchmore Infants' and Nursery School



2026 - 2027



Subject Intent Statement

At Letchmore Infants' & Nursey School we aim to:

- Support our children's spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life and the next stage of their education.
- Help our children build their confidence, resilience and self-esteem to keep themselves safe and be prepared for modern life in Britain.
- Support our children to develop empathy, an understanding of themselves, and the ability to work with others in order to help them form and maintain good and healthy relationships, including friendships and family relationships
- Provide a nurturing learning environment in which children are encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded
- Ensure our staff feel confident in delivering sensitive topics

Through the teaching of a broad, balanced and engaging curriculum every child will be encouraged and supported to become a successful learner, a confident and responsible individual and to make a positive contribution to our school community and society.

We ensure our curriculum meets the DfE statutory requirements for the teaching of Relationships and Health Education. Our PSHRE curriculum supports children to recognise unhealthy relationships and abuse and know how to get help. It promotes the fundamental British values (Democracy, Rule of Law, Individual Liberty, Mutual respect and tolerance)

Implementation

Nursery

Autumn: This first term focuses on helping the children to settle into Nursery whilst developing their confidence and independence within the setting. We support them to choose activities and resources, ask for help and show understanding and cooperation when learning alongside their peers. Through encouraging them to play with other children, we explore 'getting on and falling out' and support them to find solutions to conflict and rivalries. We develop their sense of belonging and being part of a community, encouraging them to be brave and responsible. We look at difference through stories, props and puppets and explore what makes us individually 'special'. We look at Nursery rules and develop understanding of why they are important.

We focus upon:

- Developing their coping strategies to separate from their parents and carers
- Forming relationships with the adults in the setting and their peers
- Encouraging them to express their emotions and say how they feel
- Greeting and caring for each other
- Looking after people when they are unwell or upset
- Sharing and taking turns
- Working together to set expectations and establish routines
- Developing their understanding that they are part of a group, school, family and community.

Spring: During the Spring term, we encourage the children to extend and elaborate their play ideas. We continue to develop their independence and support them to talk about their feelings and emotions. We explore what makes a good friend and encourage the children to further develop positive, caring relationships with their peers and familiar adults. We look at the roles of people who help us, such as the emergency services, and how we can help others. We explore road safety and role play crossing the road.

We focus upon:

- Encouraging the children to recognise and identify their own feelings
- Showing care and concern for others, respecting and valuing others and understanding that some actions and words can be hurtful
- Encouraging the children to know about their peers' interests and asking a peer to play.
- Caring for animals
- Engagement and perseverance, encouraging the children to be brave, have a go and not give up

Summer: In this term, we continue to develop the children's confidence through encouraging their independent thinking through the sharing of ideas and developing appropriate ways of being assertive. We encourage them to work as a team, develop their play experiences and adapt their behaviours in different situations and changes to routines. We encourage the children to understand how others might be feeling and to talk to others to solve conflicts. Finally, we prepare the children for the next stage in their education and transition to Reception.

We focus on:

- Caring for living things and appreciating difference and diversity
- Taking turns, sharing equipment and being part of a team (links to sports day)
- Listening to instructions
- Developing and sharing new and original ideas and taking an interest in the ideas of others
- Developing role play experiences with others
- Encouraging the children to talk about how they feel in different situations
- Transition visits to Reception, helping the children to become confident and familiar with the new environment and staff.

Reception

Autumn: This first term focuses on forming relationships and developing rules as the children settle into Reception. We introduce them to the school Values and Growth Mind-set, and they develop their confidence and independence within the setting as they become familiar with the different areas and resources. We support them in building constructive and positive relationships as they spend time getting to know each other and making friends. We encourage the children to see themselves as individuals and express their feelings whilst also considering the feelings of others.

We focus upon:

- Forming positive relationships with their peers and the staff
- Developing expectations for behaviour and routines
- Supporting them to independently choose activities and resources, ask for help and show understanding and cooperation when learning alongside their peers.
- Listening and responding to others and developing their cooperation and negotiation skills
- Developing their use of language to confidently communicate with the adults and their peers

Spring: During the Spring term we continue to develop the children's independence. We consider the school's values and those which are important to us as individuals. The children are encouraged to think about what makes them 'super' and their particular strengths. They are supported to identify and moderate their own feelings, both socially and emotionally and to learn how to manage their own needs.

We focus on:

- Identifying our own strengths, considering what makes us 'super'
- Reflecting upon those values which are important to us and why
- Playing cooperatively, taking turns and working as a team – negotiating and problem solving
- Respecting others through asking appropriate questions
- Describing themselves in positive terms and talking about their own abilities

Summer: In this term we continue to develop the children's confidence as individuals within our school community. We develop their problem-solving skills and their ability to show resilience and perseverance when challenged and learn to consider the perspectives of others. We look at our wider community and environment. We consider how we as responsible citizens can look after, and protect, planet Earth. Finally, we prepare the children for the next stage in their education and transition to Key Stage 1.

We focus on:

- Respecting our environment
- Being responsible for looking after, and protecting, Planet Earth
- Taking account of, and respecting, other people's ideas
- Developing children's confidence to speak to others about their own interests and opinions
- Developing the children's confidence to try new activities and take changes in routine in their stride
- Developing cooperative play and team building activities

- Transition visits to Year 1, helping the children to become confident and familiar with the new environment and staff.

Year One

Autumn: Relationships		
Families & Friendships	**Safe Relationships**	**Respecting Ourselves and Others**
Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful

This first term focuses on helping the children to settle into Key Stage 1 whilst learning new routines and expectations. They discuss and develop the rules for a happy classroom and develop their understanding of boundaries and personal space. They continue to develop their understanding of positive relationships with adults, their families and their peers and explore what it means to feel safe.

In this term, the children learn:

- About people who care for them e.g. parents, siblings, grandparents, relatives, friends, teachers
- The role these different people play in children's lives and how they care for them
- What it means to be a family and how families are different e.g. single parents, same-sex parents etc.
- How to recognise trusted adults and how to ask for help
- About the importance of telling someone (and how to tell them) if they are worried about something in their family
- About situations when someone's body or feelings might be hurt and whom to go to for help
- About what it means to keep something private, including parts of the body that are private
- To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
- How to respond if being touched makes them feel uncomfortable or unsafe
- When it is important to ask for permission to touch others
- How to ask for and give / not give permission
- What makes a good friend, simple strategies for making friends
- To understand that both boys and girls deserve equal respect
- What kind and unkind behaviours mean in and out of school
- How kind and unkind behaviour can make people feel
- How to say sorry and understand the importance of doing so
- About what respect means
- About class rules, being polite to others, sharing and taking turns

Spring: Living in the Wider World		
Belonging to a Community	**Media Literacy & Digital Resilience**	**Money and Work**
What rules are; caring for other' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community

During this term the children continue think about their responsibilities for caring for the environment and we look at the importance of recycling. They explore the benefits of using the internet and consider the need for online safety. They will look at individuals' strengths and how these can be applied to different jobs within the community.

In this term, the children learn:

- About examples of rules in different situations, e.g class rules, rules at home, rules outside
- That different people have different needs
- How we care for people, animals and other living things in different ways
- How they can look after the environment, e.g. recycling
- How and why people use the internet
- The benefits of using the internet and digital devices
- The importance of not sharing personal information or images online
- How people find things out and communicate safely with others online
- That everyone has different strengths in and out of school
- About how different strengths and interests are needed to do different jobs
- About people whose job it is to help us in the community
- About different jobs and the work people do

Summer: Health and Wellbeing		
Physical Health and Mental Wellbeing	**Growing and Changing**	**Keeping Safe**
Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online

In this final term we focus on health and well-being and the children explore physical, emotional and mental health. They consider what makes them healthy and the benefits of living a healthy lifestyle. In preparation for transition to Year 2 the

children will reflect upon themselves as learners, celebrating their strengths and what they have enjoyed about Year 1.

In this term, the children learn:

- What it means to be healthy and why it is important
- Ways to take care of themselves on a daily basis
- About basic hygiene routines, e.g. hand washing
- About healthy and unhealthy foods, including sugar intake
- About physical activity and how it keeps people healthy
- About different types of play, including balancing indoor, out-door and screen-based play
- About people who can help them to stay heathy, such as parents, doctors, nurses, dentists, lunch supervisors
- How to keep safe in the sun
- To recognise what makes them special and unique including their likes, dislikes and what they are good at
- How to manage and whom to tell when finding things difficult, or when things go wrong
- How they are the same and different to others
- About different kinds of feelings
- How to recognise feelings in themselves and others
- How feelings can affect how people behave
- How rules can help to keep us safe
- Why some things have age restrictions, e.g. TV and film, games, toys or play areas
- Basic rules for keeping safe online
- Whom to tell if they see something online that makes them feel unhappy, worried, or scared

In Year Two

Autumn: Relationships		
Families & Friendships	**Safe Relationships**	**Respecting Ourselves and Others**
Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions

This first term focuses on settling the children into Year 2. They become aware of the responsibilities of being the oldest children in our school and the role models

they become for our younger children. They build upon their ability to work as a team and further explore difference and similarity whilst sharing their views and opinions. In this term, the children learn:

- About different family structures in more detail and recognise that families should care for each other
- About where to get help if family relationships are difficult
- Understanding How to be a good friend, e.g. kindness, listening, honesty
- About different ways that people meet and make friends
- About the importance and impact of respectful language and behaviours
- Strategies for positive play with friends, e.g. joining in, including others, etc.
- About what causes arguments between friends
- How to positively resolve arguments between friends
- How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
- How to recognise hurtful behaviour, including online
- What to do and whom to tell if they see or experience hurtful behaviour, including online
- About what bullying is and different types of bullying
- How someone may feel if they are being bullied
- About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help
- How to resist pressure to do something that feels uncomfortable or unsafe
- How to ask for help if they feel unsafe or worried about what vocabulary to use
- About the things they have in common with their friends, classmates and other people
- How friends can have both similarities and differences
- A deeper understanding that both boys and girls deserve equal respect (misogyny and misandry)
- How to play and work cooperatively in different groups and situations
- How to share their ideas and listen to others, take part in discussions, and give reasons for their views

Spring: Living in the Wider World		
Belonging to a Community	**Media Literacy & Digital Resilience**	**Money and Work**
Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money

In this term, as we begin to prepare the children for transition to Key Stage 2, we encourage them to think about their individual learning skills and identify their next

steps in their learning. We consider friendships and what makes a good friend as well bullying and how we respond to it. We begin to think about the importance of money and how we earn, save and spend it.

In this term, the children learn:

- About being part of different groups, and the role they play in these groups e.g. class teams, faith groups
- About different rights and responsibilities that they have in school and the wider community
- About how a community can help people from different groups to feel included
- To recognise that they are all equal, and ways in which they are the same and different to others in their community
- The ways in which people can access the internet e.g. phones, tablets, computers
- To recognise the purpose and value of the internet in everyday life
- To recognise that some content on the internet is factual, and some is for entertainment e.g. news, games, videos
- That information online might not always be true
- How images and videos can be changed or created by computers (artificial intelligence/AI) to look real when they're not
- That online friends might not be who they say they are
- How to report concerns
- About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments
- How money can be kept and looked after
- About getting, keeping and spending money
- That people are paid money for the job they do
- How to recognise the difference between needs and wants
- How people make choices about spending money, including thinking about needs and wants

Summer: Health and Wellbeing		
Physical Health and Mental Wellbeing	**Growing and Changing**	**Keeping Safe**
Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

In this final term the children prepare to leave our school and focus upon their transition to Junior School. They explore the theme of 'Living in the Wider World'

and what it means to be a responsible citizen and a productive member of the community.

In this final term, the children learn:

- About routines and habits for maintaining good physical and mental health
- Why sleep and rest are important for growing and keeping healthy
- That medicines, including vaccinations and immunisations, can help people to stay healthy and manage allergies
- The importance of, and routines for, brushing teeth and visiting the dentist
- About food and drink that affect dental health
- How to describe and share a range of feelings
- Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
- How to manage big feelings including those associated with change, loss and bereavement
- When and how to ask for help, and how to help others, with their feelings
- About the human life cycle and how people grow from young to old
- How our needs and bodies change as we grow up
- To identify and name the main parts of the body including external genitalia e.g. vulva, vagina, penis, testicles
- To understand personal boundaries and the difference between appropriate and inappropriate touch
- About change as people grow up, including new opportunities and responsibilities
- Preparing to move to a new class and setting goals for next year
- How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines / household products
- About things that people can put into their body or onto their skin e.g. medicines and creams, and how these can affect how people feel
- How to respond if there is an accident and someone is hurt
- About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Equal Opportunities Provision for vulnerable groups and children with SEND:

Activities will be planned to ensure the participation of all children with due regard to disability, gender reassignment, race and ethnicity, religion or belief, sex and sexual orientation. Class teachers will make adaptations to the curriculum appropriate to the needs of individual children. Learning activities and outcomes will be adapted to ensure all children are able to participate fully and make progress. Resources will be adapted as appropriate to ensure all children can access all aspects of learning. Adaptations may include: use of visual and concrete resources, use of a whiteboard for recording, pre-teaching key vocabulary and concepts, assessment of understanding and progress through discussion and role play rather than through what a child has recorded. This list is not exhaustive, and class teachers will work in collaboration with the child, parents / carers, SENCo, LSAs and external professionals to understand and respond to the children's individual needs.

Please read this document in conjunction with our **Personal, Social, Health & Relationships Education Policy** which is available on the school website.
Letchmore Infants' and Nursery School - Policies

Whole School:

The personal, social and emotional needs and the wellbeing of children and staff in our school are a key priority on our School Improvement Plan.

Our school motto is **'Let's Inspire'** and our aim is to provide our children with an **inspiring, creative** and **empowering** curriculum that equips them for today and tomorrow.

Linked to our motto are our core values:

Love and care
Enthusiasm and happiness
Togetherness and tolerance
Showing courage

Independence
Not giving up

Showing respect
Pride
Inventiveness
Responsibility
Equality and diversity

Children are encouraged to recognise and embody these values through a range of initiatives at school including: themed assemblies, values champion tea parties and whole school displays.

The children in Key Stage 1 have the opportunity to become a member of our Eco Club. The club focuses upon how we as responsible citizens can care for our school and our local environment.

At Letchmore Infants' & Nursery school, we strive to forge strong community links. We work closely with our link junior school, Almond Hill and work together to ensure a smooth transition for our children and parents.

Part of our PSHRE curriculum looks at how we can help and give support to others. As a school we are very proud of the support shown by our children and parents when we hold events and collections for charities such as: Children in Need, Comic Relief, Sport Relief, The British Legion, and Local Hospices etc.

Letchmore Infants' School took part in the **Connecting Classrooms** project along with 12 other schools across Stevenage, including Almond Hill, our link Junior School. The **Connecting Classrooms** project was part of the much larger **Global Learning Project** (a project adopted by the United Nations committed to building a better world by 2030, through the 17 Global Goals). The **Connecting Classrooms** project was funded by the British Council and partnered 13 schools across Stevenage with similar schools in Nepal, in order to make links with, and share good practice with, other schools across the world. Mr Green (our Sustainability Lead) visited Nepal and made links with a school there and our children participated in monthly home learning projects based on one of the Global Goals.


1 NO POVERTY
2 NO HUNGER
3 GOOD HEALTH
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 RENEWABLE ENERGY
8 GOOD JOBS AND ECONOMIC GROWTH
9 INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE AND JUSTICE
17 PARTNERSHIPS FOR THE GOALS
THE GLOBAL GOALS
For Sustainable Development