

Recent research shows us that: EEF Improving Social and Emotional Learning in Primary Schools: Teach SEL skills explicitly, Integrate and model SEL skills through everyday teaching, Plan carefully for adopting a SEL programme, Use a Sequential, Active, Focused and Explicit curriculum, Reinforce SEL skills through whole-school ethos and activities, Plan, support, and monitor SEL implementation. **EEF Improving behaviour in schools:** Know and understand your pupils and their influences, Teach learning behaviours alongside managing misbehaviour, Use targeted approaches to meet the needs of individuals in your school, Use classroom management strategies to support good classroom behaviour.

PHSE at Hindhayes is a whole school ethos as well as a curriculum area. At the heart of all we do at Hindhayes is an awareness of the needs of the children that we welcome into our school in terms of their PHSE and SEMH development. **Emotion Coaching, Tuning into kids, ACES knowledge, SEMH awards, Forest School, Nurture Room provision, Attachment training, Bereavement and Loss training, Trail Blazing mental health work** alongside regular **SEND surgeries and Intervention Team** meetings ensure that staff are well equipped with the skills they need to reinforce SEL, PHSE, Relationship Education and SEMH skills through our whole school trauma reducing approaches. Interventions such as ELSA with a trained Learning Mentor and small group work to develop social skills are planned, delivered and monitored as well as the use of a whole school progressive PHSE curriculum. The PHSE curriculum at Hindhayes is supported by a clear cycle of beliefs and values and our specific **Better Learning Powers** where co-operation, resilience and risk taking are explored. Links are made to RSE where appropriate for our young learners and in response to individual children. The new Government guidance sets out the RSE content under the following headings: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', 'Being safe'. There is widespread agreement that children need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. At Hindhayes our aim is to ensure that all children leave year 2 feeling confident in whom they can confide in and understand the key elements of positive relationships.

| Pupils are / should be taught to: | Development of skills | Foundation Stage | Year 1 | Year 2 |
|------------------------------------|---|---|--|--------|
| Self-confidence and self-awareness | To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities. To be 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 activities. They say when they do or don't need help. | To recognise what they like and dislike, what is fair and unfair and what is right and wrong. Children will continue to speak in familiar groups, beginning to give reasons for their answers. Children will think about themselves, learn from their experiences and recognise what they are good at. Children will begin to share their opinions on things that matter to them and explain their views. | To recognise what they like and dislike, what is fair and unfair and what is right and wrong. To think about themselves, learn from their experiences and recognise what they are good at. Children will learn how to set simple goals. Children will take part in a range of discussions and will be expected to share their ideas and begin to give more detailed reasons for their answers. | |
| Managing Feelings and behaviour | To explain own knowledge and understanding, and ask appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise. To talk about how they and others show feelings, talk about their own and others' 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. | To recognise, name and deal with their feelings in a positive way. To agree and follow rules for their group and classroom, and understand how rules help them. Children will discuss how their behaviour can affect the people around them and they will understand the importance of making good choices. Children will discuss acceptable and unacceptable behaviour; they will understand the importance of apologising and discuss how a wrongdoing can be put right. | To recognise what is fair and unfair and what is right and wrong. To agree and follow rules for their group and classroom, and understand how rules help them. To recognise how their behaviour affects other people. To recognise their own feelings and discuss positive methods that they can use to prevent them from getting frustrated. Children will continue discussing the importance of making good choices and understand the consequence of their actions. | |
| Making Relationships | To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. To be aware of the boundaries set and of behavioural expectations in the setting. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. | To understand the importance of listening to other people, and play cooperatively. To understand that family and friends should care for each other and discuss why it is important to care for each other. Children will share their experiences of positive and negative social interactions and use stories to support their understanding of how to maintain positive relationships with the people around them. As part of the Relationships unit, Children need to be aware of the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. | To understand that family and friends should care for each other. To understand what it means to have a positive relationship with someone and have a clear understanding of who we should talk to if we feel comfortable. To understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. Children will also develop an understanding of how to respect their own and other people's bodies. | |
| Health and Self-Care | To eat a healthy range of foodstuffs and understand a need for variety in food. To usually be dry and clean during the day. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. To practice some appropriate safety measures without direct supervision. | To maintain personal hygiene: understand why and when we have to wash. To be able to name the main parts of the body and explain the function of each one. To understand how some diseases spread and can be controlled. Children should be able to identify the things that help keep them and their homes clean. To understand that their bodies are their own | To know that all household products, including medicines, can be harmful if not used properly. To understand the rules for, and ways of, keeping safe, including basic road safety, swimming safety and about people who can help them stay safe. To know how to make simple choices that improve their and well-being. | |
| People and Communities | To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To show interest in different occupations and ways of life. To know some of the things that makes them unique and talks about some of the similarities and differences in relation to friends or family. | To take part in simple debate about topical issues: what improves and harms their local, natural and built environments and about some of the ways people look after them. To identify and respect the differences and similarities between people. | To realise that people and other living things have needs and that they have a responsibility to meet them. To identify the differences and similarities between people. To be able to engage in non-judgemental conversations in order to make connections between their own experiences and the experiences of others, using the listening techniques learnt in year 1. | |
| Physical Development | To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. | To be able to make simple choices that improves their health and wellbeing. Children will also talk about ways to keep themselves safe, including how to be safe online. | Children should have a clear understanding of how to keep themselves safe; both inside and outside of school, as well as online. Children will have a clear understanding of who they can go to if they have a problem and be able to communicate their worries effectively. Children will begin to understand about the process of growing from young to old and how people's needs change. | |

