

# PHSE Curriculum

## Key threads

Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing Me
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### Intent of study

Our PSHE Curriculum is integral to the development of children's values in order for them to become a positive, successful and healthy citizen in a forever changing community.

Cohherent progression and key trends flow through our whole school PSHE curriculum, from EYFS to Year 6, ensuring a depth of knowledge to keep them safe and well and prepare them for life beyond primary education. Through each area studied we revisit the following threads: Being me in the world, celebrating differences, dreams and goals, healthy me, relationships and changing me.

We aim to develop each child's understanding how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. Opportunities are provided for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

PSHE is an important part of school assemblies and where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. The knowledge and skills gain through these sessions are explicitly linked and further developed within wider curriculum areas, such as Science, Computing, RE and PE.

Our children are actively encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### Being me in my world

Develops children's understanding of their self-identity and worth, learn how to understand feelings and emotions and feel special and safe. Children learn how to understand the perspective of others, about rules, rights and responsibilities, why we have rewards and consequences, how to make responsible choices, what is democracy, that they have a voice and how to be a good citizen.

### Celebrating differences

Develops children's understanding of families, where they live, making and retain friendships, how to recognise cultural differences and celebrating the differences we have. How to recognise, report and cope with bullying, how to give and receive compliments and how some words can be hurtful. They will also learn about racism and the hurtful impact rumours can cause. They will learn about perceptions of normality, gender stereotypes, differences as conflict and how to challenge assumptions. Children will learn about power struggles, how to manage family conflict, material wealth and happiness and inclusion/exclusion.

### Dreams and goals

Children will learn how to set their own goals and challenges, to persevere to overcome obstacles and celebrate successes. They will learn how to collaborate with others to achieve success and how to motivate themselves and others to overcome disappointment. They will learn about simple budgeting and the importance of money, about jobs and careers, charity and goals in different cultures. They will learn about resilience, positive attitudes and emotions in success.

### Healthy me

Children will learn about the importance of personal hygiene, getting enough sleep, eating a healthy diet and taking exercise. They will learn how to keep themselves safe from strangers, around medicines and household items and road safety. They will learn about the dangers of drugs and smoking, about alcohol consumption and

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nutrition labels. They will learn about peer pressure, gangs and 'county lines' and how to keep safe both on-line and off-line. They will learn about the links between emotional and physical health and how to manage stress.

### Relationships

Children learn about the different types of families, their roles and responsibilities within a family, being a good friend and negotiation and conflicts within friendships. They look at bullying, explore love and loss and secrets. They learn how to express appreciation for special people. Children are taught about power and control assertiveness and learn to recognise boundaries and preferences for personal contact. They learn about online safety and the dangers of online grooming, gaming and gambling. They learn about mental health and how to access support.

### Changing me

Children learn how to respect their body and how bodies change from a baby to adulthood. They will look at life cycles and how changes; including puberty – using the correct scientific terminology appropriate to age. Children will learn about coping with change and transition periods. They will learn about body-image and to challenge stereotypes from the media. They will learn about how to keep themselves safe and the importance of consent.

### Relationships Education

Our relationship curriculum will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-II and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate

that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### Health Education

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', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-II and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### SRE Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have an SRE programme tailored to the age and the physical and emotional maturity of the pupils'.

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We define SRE as understanding human reproduction.

We intend to teach SRE in a scientific context and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum, not within PSHE or Relationships as we believe this is most appropriate for our children.

## Supporting materials for teaching SRE

We will also be supplementing our curriculum with the local authorities offer called 'Help I'm Hairy'. This has been chosen because it provides narration, animation, short comic sketches, fact files, helpful advice from a health professional and videos of students talking about their physically and emotional experiences during puberty.

Lessons and materials will be adapted to meet the needs of individual learners to ensure that all children are able to access the curriculum including those with EAL and SEND.

## Implementation:

Teachers are provided with an additional planning days per year in addition to their PPA, to plan their curriculum. With tailored CPD (practically in regards to SRE and Mental health) and support offer by our PSHE curriculum leads.

PSHE is taught weekly in half termly blocks for one hour per week.

As part of this planning process, our teachers need to plan the following:

- A high level plan set out mainly following Jigsaw PSHE scheme of work, which outlines knowledge (including vocabulary) all children must master and apply in lessons and identify explicit links to previous studies;
- A cycle of lessons for each jigsaw unit of study, which carefully plans for progression and depth concentrating on the geographical knowledge and skills suited to the age group;
- Provide regular knowledge checks to support learners' ability to block learning and increase space in the working memory;
- Pose knowledge questions for pupils to apply their learning to previous studies or to a wider topic

- Link visiting experts in order to enhance the learning experience such as School nurse, Fire service and A\* Stars programme.

- Explicit links to British Values, SMCS, ICT (online safety) and Science (Changing me)

- Appropriate PSHE themed home learning tasks, which children deepen their knowledge and apply subject skills.

## Impact:

Our PSHE Curriculum is high quality, well thought out and is planned to demonstrate progression in both knowledge and skills, with key PSHE themes running throughout. If our children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned knowledge outcomes;

- Learning for each study within their PSHE books, which demonstrates progression across the school;

- Tracking of gains through knowledge checks;

- Pupil discussions about their learning;

- Behaviour observed (for example, positive relationships)