



JLPS Curriculum Overview for PSHE

2021-22

Rationale

Curriculum Intent

The intent of JLPS's PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each child will know more, remember more and understand how to play a positive and successful role within our society, both as a child now, and as an adult in the future.

Curriculum Aim

Our aim is to provide pupils with a knowledge of their world - locally, nationally and globally - and give them confidence to tackle many of the moral, social, spiritual and cultural issues that are part of growing up within this. Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life and will be given the opportunities to explore and challenge a range of values, attitudes and beliefs. We aim to provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Moreover, our pupils are encouraged from an early age to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of being ready, respectful and responsible, and this is emphasised by all adults across the school. The school curriculum will focus on three core learning themes: Health and Wellbeing, Relationships and Living in the Wider World. Cross-curricular opportunities in all subjects will be maximised and linked with the British Values and Spiritual, Moral, Social and Cultural (SMSC) development. A progressive Relationship and Sex Education will be taught by class teachers across Term 6.

Cross-Curricular Links

Our PSHE curriculum is designed to directly support the pastoral education of our pupils as well as the academic outcomes that the school aims for. The school uses high-quality resources to make links between our academic aims in all subjects and the modern world in which children find themselves, empowering them to live positively, independently and safely within it. In ICT lessons, pupils are taught first to be safe responsible online citizens. Internet safety and appropriate social media use is at the core of our PSHE and ICT lessons, recognising the challenges that children face today. Our History curriculum aims to link knowledge of Britain's past to the diverse and democratic country that we live in today through areas such as immigration, refugees and parliamentary debate. Within Geography, our aim is to ensure our pupils have a wide knowledge of the world and the diverse cultures that exist beyond our school gates, linking to topics such as Water Aid and environmental issues, which are reinforced in our Science curriculum.

Visits and Outside Speakers

In addition to discrete lessons, the school regularly invites outside speakers in to hold assemblies and workshops on issues that affect the children. Guide Dogs for the Blind, NSPCC, the RNLI and secondary head teachers are just some of the guests we have invited. Whole school, Key Stage and class assemblies consistently link to PSHE, British Values and SMSC.

Evidence of Learning

Children's PSHE work is recorded in year group scrapbooks. Children's achievements are also celebrated on our whole school Dojo app and via our newsletter, website and Term Times publication. Whole school PSHE events are recorded in the Subject Leader's Impact folder, which includes pupil, parent and staff voice.

Assessment

We use different ways of measuring the impact of PSHE progress at JLPS. In recognition of the fact that all children are different emotionally, socially and in terms of maturity, attainment in PSHE is not formally measured; instead, personal progress is the focus of our PSHE assessment. In KS1, teachers assess the children in September and July against key statements linked to the progress statements (below) in order to track individual progression in these core themes; in KS2, pupil voice is used to allow children to self-assess against key statements relating to the three core themes of PSHE. In addition to this, Non-Academic Development (NADs) is tracked three times a year, and alongside this, the children use the self-assessment tool PASS (Pupil Attitudes to Self and School) three times a year. These systems allow all adults to have a whole picture of the child from different viewpoints.

Monitoring

The influence of our PSHE curriculum on the whole child is monitored through behaviour and My Concern records, which allow us to see the impact on individual children's social and emotional development.

Department for Education Guidance

Personal, social, health and economic education

Updated statutory guidance will come into effect from September 2020.

The revised curriculum subjects will be:

- relationships education (primary)
- relationships and sex education (RSE) (secondary)
- health education (state-funded primary and secondary)

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationship and Sex education

Relationship and Sex education (RSE) is an important part of PSHE education and is statutory in maintained secondary schools. When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Please see our separate RSE Policy.

Reception

Self-Regulation	Managing Self	Building Relationships	Understanding of the World
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In the Early Years, PSHE is embedded in everything we do (within the above 4 key areas). Please see separate appendix.

Year 1

Health and Wellbeing	Relationships	Living in the Wider World
Healthy Lifestyle Personal Hygiene Likes and dislikes Managing loss Growing Up Managing feelings	Communicating feelings Understanding right from wrong Sharing opinions Respecting differences Recognising teasing and bullying	Contributions to school and class Where money comes from Understanding their own uniqueness Recognising things in common with others

Teacher Assessment Strands

I can tell people if I am happy or sad.	I can keep myself clean and wash my hands.	I can be kind.	I keep my hands to myself.	I am helpful in the classroom.
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Year 2

Health and Wellbeing	Relationships	Living in the Wider World
Recognising dangers around the home Prevent germs spreading Keeping physically and emotionally safe Their family network Know what is meant by privacy Know names of main parts of body (including external genitalia)	Secret versus nice surprise Resolving simple arguments Identifying their special people Judging acceptable physical contact Resisting teasing and bullying	Constructing and following rules The rights and responsibilities of living things Saving and spending money Caring for local, natural and built environments Knowing about the Emergency Services

Teacher Assessment Strands

I know who to talk to if I am worried or upset.	I can sort out arguments with my friends myself.	I help my friends if they are stuck or have a problem.	I follow the school rules.	I look after my school and the environment.
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Year 3

Health and Wellbeing	Relationships	Living in the Wider World
Understanding their physical, emotional and mental health Personal strengths and weaknesses Basic emergency aid procedures Recognising people who keep them healthy and safe	Responding to the feelings of others Effects of their own actions Challenging stereotypes Managing "dares" Committed relationships outside of marriage Personal boundaries and right to privacy	Research and discuss topical issues, problems and events Respecting others' points of view Institutions in our community

Pupil Self-assessment Strands

I know what I need to do to improve my work.	I know how to stay safe outside.	I can tell when something is dangerous.	I work well in a team.	I respect other people's opinions.
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Year 4

Health and Wellbeing	Relationships	Living in the Wider World
A balanced lifestyle Explaining feelings in depth Differentiate between risk, danger and hazard Fighting the spread of bacteria and viruses Understanding habits Puberty	Forming and maintaining healthy relationships Acceptable and unacceptable physical contact Respecting and challenging others' points of view Terms associated with sex, gender identity and sexual orientation	How rules and laws are made and enforced Rights and responsibilities at home, school, in the community and to the environment Recognising role of voluntary, community and pressure groups

		Values and customs of people living elsewhere
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Pupil Self-assessment Strands

I can choose healthy food and drink.	I can recognise that my actions have good and bad consequences.	I can sort out friendship problems myself.	I can share my worries with someone else.	I take responsibility for my own things at home and at school.
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Year 5

Health and Wellbeing	Relationships	Living in the Wider World
Influences on food choices and a balanced diet Critiquing images in the media Assessing risk and building resilience Human reproduction Keeping safe online (including sharing of images)	Recognising different types of relationships Civil partnerships and marriage When to break a confidence or share a secret Negotiating to resolve disputes Recognising abuse and bullying in all its forms	United Nations Declaration of the Rights of the Child and its implications Universal rights versus national law and family practices Critiquing information presented by the media Strategies to get support for themselves or others at risk from harmful behaviour National, regional, religious, ethnic identities in the UK Being a critical consumer

Pupil Self-assessment Strands

I eat a balanced diet.	I can compromise with my friends.	I can recognise bullying behaviour.	I can tell when something on social media is fake.	I can look after my money and sensibly choose how to spend it.
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Year 6

Health and Wellbeing	Relationships	Living in the Wider World
Alcohol, drugs, tobacco and energy drinks Change, transition, bereavement, divorce Understanding peer and media pressure Rights to protect bodies from unwanted contact Safe mobile phone use Sharing images	Dealing with unhealthy relationships Forced marriage “Protected Characteristics” under Equality Act 2010 Nature and consequences of aggressive behaviour, discrimination and bullying	Cultural practices against UK law and universal human rights Critically examining social media Interest, loans, debt and tax Develop enterprise skills

Pupil Self-assessment Strands

I can make decisions for myself without being influenced by friends or the media.	I only send appropriate photos or messages to other people.	I can get help for a friend if I think they are in danger (in the real world or online).	I use my mobile phone responsibly (e.g. not use it for too long, turn it off at night and lock it with a passcode).	I can recognise when a friendship is unhealthy.
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Early Years Appendix

Birth to Three

Personal, Social and Emotional Development

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently.

Three and Four

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Reception

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Birth to Three

Understanding the World

- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

Three and Four

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.