



South Hykeham Community Primary School P.S.H.E. (Personal, Social, Health and Economic) Curriculum

Expectations

Level Expected at the End of EYFS

In our Foundation Stage, this involves following the 'Statutory framework for the Early Years Foundation Stage', and the following are expected:

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

End of Key Stage 2 National Curriculum Expectations

Across Key Stages 1 and 2, this involves following the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance' , and the following are expected by the end of Key Stage 2:

Relationships Education

Families and people who care for me

Pupils should know:

- 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;
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- 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 trust, 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.

Respectful relationships

Pupils should know:

- 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.

Online relationships

Pupils should know:

- 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.

Being safe

Pupils should know:

- 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;
- 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.

Physical Health and Mental Wellbeing

Mental wellbeing

Pupils should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health;
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- That for most people the internet is an integral part of life and has many benefits;
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;
- Why social media, some computer games and online gaming, for example, are age restricted;
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;
- Where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle;
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;
- The risks associated with an inactive lifestyle (including obesity);
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content);
- The principles of planning and preparing a range of healthy meals;
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;
- The facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary;

- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- About menstrual wellbeing including the key facts about the menstrual cycle.
- Correct terminology for male and female body parts.

Intent

At South Hykeham Community Primary School, Personal, Social, Health and Economic Education (PSHE) enables our children to become healthy, independent and responsible members of society. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. It aims to help them 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 want to build a PSHE curriculum that incorporates the understanding of RSE, which enables pupils to explore the complexity of the relationships they have now and to know how to be safe, preparing them to understand and develop healthy, effective and fulfilling relationships in their future lives. They learn to understand and respect our common humanity; diversity and differences.

We have decided to follow the JIGSAW approach to teaching PSHE. JIGSAW aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Implementation

Jigsaw PSHE is a clear and comprehensive scheme of work in line with the National Curriculum. It will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society

- Become healthy and fulfilled individuals

The aim of Jigsaw is to be able to meet the needs of all children in today's world in a developmental and progressive way. The Jigsaw Approach is underpinned by mindfulness. The meaning of mindfulness in this context is two-fold: teaching information and skills to empower children to learn now and improve their life-chances later; and aiming to help them develop personal awareness. This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

Jigsaw is a whole school approach, and every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and to be shared and celebrated by the whole school. Topics are introduced from EYFS and Year 1, and are returned to consistently and developmentally throughout the scheme, in an age- and stage-appropriate way.

Autumn 1- Being me in my world

Autumn 2: Celebrating Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy me

Summer 1: Relationships

Summer 2: Changing me (including Sex Education)

Every lesson follows a set structure; Calm, Connection, Open mind, Tell me or Show me, Let me learn, Help me reflect. With careful enhancement, we ensure that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety. Much of the PSHE curriculum is practical and discussion based, and written tasks are recorded in their PSHE book.

Impact

We firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults. Our aim at South Hykeham Community Primary is that:

- Children can approach a range of real life situations and apply their skills and attributes to help navigate them through modern life.
- From exposure to a range of global issues and problems, children build up tolerance and a sense of responsibility of being a global citizen.
- Children understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives from themselves.

- Children demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Children demonstrate a healthy outlook towards school – attendance is in-line with national and behaviour is good.
- Children have a better understanding of their emotions and can express this through the emotional literacy they have been taught.
- Children develop positive and healthy relationship with their peers both now and in the future.
- Children trust the adults in school and feel safe in their learning environment.
- A rise in resilience should be evident in the classroom and the playground as children learn the value of perseverance and how to achieve it in a fast-moving modern world
- Children understand the physical aspects involved in RSE at an age appropriate level and have positive body images.

The impact of our PSHE provision will be measured through:

- Discussions with pupils and pupil interviews so that their voice is heard
- Pupil well-being questionnaires
- Governor monitoring
- Monitoring of PSHE journals that record the children's thoughts as they work
- Teacher assessment of whether pupils have achieved the 'expected standard at the end of each Jigsaw theme.
- Greater awareness and whole school reflection on well-being
- Liaison with the SENCO

At the end of an academic year, the child's achievement and effort level for PSHE is reported to parents in the pupil's annual report.

Children will leave South Hykeham Community Primary School with a confident image of themselves as valued people who are better equipped to manage situations that arise in their lives, both socially and personally. The inclusion of safeguarding and internet safety provides the children with a safe environment in which to learn how to deal with the constant pressures of social media that confront them today. They will move forward into the world as happier, confident young people who do not shy away from issues affecting their lives, but know how best to manage them either themselves, or who to turn to in order to seek help.