

Building Ambition, Resilience and Respect

PSHE Curriculum

Taken from Jigsaw curriculum



Subject lead: Rick Fletcher

Haveley Hey Curriculum Statement for PSHE

Intent	<p>At Haveley Hey we believe that PSHE is a vital subject to develop children as well rounded citizens. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We also aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. We believe a high quality, evidence-based and age-appropriate teaching of PSHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life and also help to promote the spiritual, moral, social and cultural development of pupils. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PHSE curriculum, is the commitment to promoting our core school values of resilience, ambition and respect and the UNICEF CRC.</p>		
Implementation	<p style="text-align: center;">Curriculum</p> <p>We follow the units within the 'Jigsaw' curriculum using the recommended resources and activities as a starting point. These are enhanced and adapted taking into consideration the wants and needs of the pupils within each year group. The teaching is expanded each half term concentrating on a growth mindset element from the theories of Katherine Muncaster.</p>	<p style="text-align: center;">Key Concepts</p> <p>Each year group are taught the same 6 key concepts within the 'Jigsaw' curriculum throughout the year at the same time. Being Me In My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. Each key concept is designed to cover a different area at an age appropriate level.</p>	<p style="text-align: center;">Subject Specific Approach</p> <p>PSHE is taught weekly across the school from EYFS to year 6. Lessons vary from discussion based/ circle time activities to reflections and responses to pictures and writing. High quality digital and hard resources are available for each teacher to use within each lesson too.</p>
Impact	<p style="text-align: center;">Pupil Voice</p> <p>Pupils are able to speak confidently about the importance of concepts within the 'Jigsaw' curriculum including diversity, equality, friendships, growth mindset and trust. Children will also be able to talk about appropriate actions that will keep them safe in certain situations.</p>		<p style="text-align: center;">Evidence of Knowledge and Skills</p> <p>Age appropriate self-assessments are available for all years within the resources of the 'Jigsaw' curriculum and is used to highlight the understanding of all pupils. Teachers assess throughout lessons using questioning.</p>
<p style="text-align: center;">Resilience</p> <p>Resilience is a key theme throughout both jigsaw and the termly growth mindset lessons.</p>		<p style="text-align: center;">Ambition</p> <p>Ambition is explored and promoted within the unit 'Dreams and Goals'. This allows the pupils to explore not only what they would like to achieve in their future, but looking at and planning small and achievable step to get there.</p>	<p style="text-align: center;">Respect</p> <p>Respect is promoted at the start of every PSHE lesson at Haveley Hey. The 'Jigsaw' charter is displayed highlighting rules such as 'listening to everybody's opinions' and 'not sharing the lesson with younger pupils within the school'.</p>



**PSHE
Long Term Plan**

The long term plan for PSHE has been carefully designed to ensure that it is a spiral and progressive scheme of learning supported by 'Jigsaw'. It ensures that learning from previous years are extended adding new concepts, knowledge and skills year on year. Each 'puzzle piece' is broken down into lessons which are supported by relevant resources and PowerPoints. An extra Katherine Muncaster growth mindset lesson is also highlighted (in blue) to take place at the end of each half term.

Autumn

Spring

Summer

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Statutory Guidance

Relationships and Health education is compulsory in England. The Jigsaw scheme of work supports teachers to cover all aspects of the statutory guidance for primary school relationships education and health education. By the end of primary school, pupils should know:

Relationships Education

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability. (Y1/2-R, Y3- CD/R/CM, Y4- CM, Y6- CM))
- 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. (Y1/2-R, Y3- Y3- CD/R/CM, Y4-R, CM, Y5)
- 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. (Y1/2- R, Y3 Y3- CD/R/CM, Y4- CM,Y6-CD)
- 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. (Y1/2-R, Y3- CD/R/CM, Y4- R,CM, Y6- CM)
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Y2-R,Y3-CD)
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Y1-CM, Y2-R, Y3-CD, Y4-R, Y6- BM,HM,CM)

Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends. (Y1-BM,CD,R, Y2-CD,R, Y3-BM,CD,R, Y4-BM, HM,R,Y6- BM,HM,CM)
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Y1-CD,R, Y2-CD,R, Y3- BM,R, Y4- BM,HM,R, Y6- R, CM)
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Y1-BM,CD,R, Y2- CD,R, Y3-BM,CD,T, Y4-BM,HM,R, Y5CD, Y6-R,CM)
- 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. (Y1-CD,R, Y2-CD, R, Y3-CD,R, Y-HM,R,Y5-CD, Y6-R)
- 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. (Y1-CD,R, Y2- CD,R, Y3CD,R, Y4-BM,CD,HM,R, Y5R, Y6-CD, HM, R)

Respectful Relationships

- 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. (BM,CD,DG,R, Y2-BM,CD,DG,R, Y3-BM,CD,DG,R, Y4-BM,CD,DG,HM,R, Y5-BM,CD,DG,R, Y6-BM,CD,DG)
- practical steps they can take in a range of different contexts to improve or support respectful relationships. (Y1-CD,R, Y2-BM,CD,DG,R, Y3-BM,CD,DG,R, Y4-BM,CD,HM,R, Y5-BM,CD,R, Y6-BM,CD,DG,T,CM)
- the conventions of courtesy and manners. (Y1-BM,R, Y2-BM,CD,DG, Y3-BM,CD,DG, Y4-BM,DG,HM,R, Y5-BM,R, Y6-BM)

- the importance of self-respect and how this links to their own happiness. (Y1-HM,R,CM, Y2-BM,DG,CM, Y3-CD,DG,HM, Y4-CD,HM, Y5-all, Y6-CD,DG,HM, R, CM)
- 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. (Y1-BM, CD, DG,R, Y2-BM,CD,DG,R, Y3-BM,CD,R, Y4-BM,CD,DG,HM,R, Y5-BM,CD,DG,HM,R, Y6-CD,DG,HM,CM)
- 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. (Y1-CD, Y2-CD, Y3-CD,R, Y4-CD, Y5-CD,R, Y6-CD,R)
- what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Y2-CD, Y3-CD,R,CM, Y5-CD,HM, Y6-CD)
- the importance of permission-seeking and giving in relationships with friends, peers and adults. (Y1-CD,R,CM Y2-BM,CD,DG,R,CM, Y3-BM,R, Y4-BM,HM,R, Y5-R, Y6-CD,HM,R,CM)

Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not. (Y2-CD,R, Y3-CD,HM,E, Y4-CD,HM, Y5-R, Y6-R)
- 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. (Y2-CD, Y3-BM,CD,HM,R, Y4-CD, HM, Y5-R, Y6-CD, HM)
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (Y2-CD, R, Y3-HM,R, Y4-CD,HM, Y5-R, Y6-R)
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Y3-CD, HM,R, Y5-R, Y6-R)
- how information and data is shared and used online. (Y3-HM,R, Y5-R, Y6-R)

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (Y1-CD,R,CM, Y2-BM,CD,R,CM, Y3-BM,CD,HM,R, Y4-BM,CD,HM,R, Y5-HM,R,CM, Y6-NM,CD,HM,R)
- 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. (Y1R,CM, Y2-R,CM, Y3-HM,R, Y4-CM, Y5- R,CM, Y6-HM,R)
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ((Y1-R,CM, Y2-R,CM, Y3-CM, Y4-CM, Y5-HM,CM, Y6-HM,RCM)
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (Y1-R, Y2-R,Y3-HM,Y5-R)
- how to recognise and report feelings of being unsafe or feeling bad about any adult. (Y1-CD,CM, Y2-R,CM, Y3-HM, Y4-HM, Y5-CD,R, Y6-R)
- how to ask for advice or help for themselves or others, and to keep trying until they are heard. (Y1-DG,R, Y2-CD,DG,E, CM, Y3- CD,HM,Y4-CD,HM, Y5- CD,HM, CM, Y6-CD,HM, CM)
- how to report concerns or abuse, and the vocabulary and confidence needed to do so. (Y1-CD, Y2-CD,R,CM, Y3-CD,HM, Y4-CD,HM, Y5-CD, HM, R, Y6- CD, HM, R)
- where to get advice e.g. family, school and/or other sources. (Y1-CD,R,CM, Y2-BM,CD,R,CM, Y3-BM,CD,HM,R, Y4-CD,HM,R, Y5-CD,HM,R, Y6-CD,HM,R,CM)

Health Education (Physical Health and Mental Wellbeing)

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health. (Y-HM, Y2-HM, Y3-HM, Y4-HM, Y5-HM,R,CM, Y6-HM,R,CM)
- 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. (All units)
- 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. (all units)
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (Y1-BM,DG,CM,Y2-CD,DG,Y3-CD,DG, Y4-CD,DG,R,CM, Y5-CD,HM,R,CM, Y6-all)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (Y1-HM, Y2-HM, Y3-HM, Y5-HM,R,CM, Y6-HM,R)
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (Y1-HM,R, Y2-HM, Y3-HM,Y5-HM,CM, Y6-HM,R,CM)
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (Y1-BM,CD, Y2-CD, Y3-CD,Y4-CD,R,Y5-BM,Cd,R, Y6-CD,CD,HM,R,CM)
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (Y1-CD, Y2-CD, Y3-CD, Y4-CD, Y5-CD, R, Y6- CD,HM,R)
- 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). (Y1-CD,R, Y2- CD, Y3-CD,HM,R, Y4-CD,R, Y5-CD,HM,R, Y6-HM,R,CM)
- 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. (Y4-R, Y5-HM,R,CM, Y6- CD,HM,R,CM)

Internet Safety and Harm

- that for most people the internet is an integral part of life and has many benefits. (Y3-HM,R, Y5-R, Y6-R)
- 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. (Y2-HM, Y3-R, Y5-R, Y6-R,HM)
- 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. (Y2-CD, Y3-CD,R, Y4-CD, Y5-CD, Y6-CD,R)
- why social media, some computer games and online gaming, for example, are age restricted. (Y3-R, Y5-R, Y6- R)
- 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. (Y2-CD, R, Y3- CD,R, Y5-R, Y6-R)
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. (Y3-R, Y5-R, Y6-R)
- where and how to report concerns and get support with issues online. (Y2-CD, Y3-HM,R, Y5R, Y6-CD,HM,R)

Physical Health and Fitness

- the characteristics and mental and physical benefits of an active lifestyle. (Y1-HM, Y2-HM, Y3-MH, Y5-HM, Y6-HM,R)
- 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. (Y1-HM, Y2-HM, Y3-MH, Y5-HM, Y6-HM)
- the risks associated with an inactive lifestyle (including obesity). (Y2-HM, Y3-MH, Y5-HM, Y6-HM)
- how and when to seek support including which adults to speak to in school if they are worried about their health. (Y1-HM, Y2-HM, Y3-HM, Y4-HM, Y5-HM, Y6-HM, R)

Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content). (Y1-HM, Y2-HM, Y3-HM,)
- the principles of planning and preparing a range of healthy meals. (Y1-HM, Y2-HM, Y3-HM,)
- 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). (Y1-HM, Y2-HM, Y3-HM, Y4-HM, Y5-HM, Y6-HM)

Drugs, Alcohol and Tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Y1-HM, Y2-HM, Y3-HM, Y4-HM, Y5-HM, Y6-HM)

Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (Healthy Me- Y4)
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (Healthy Me)
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (HM-Y1/Y2/ Y3/Y6)

- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (Healthy Me- Y1/2/6)
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Healthy Me-Y1.)
- the facts and science relating to allergies, immunisation and vaccination. (Y6-HM)

Basic First Aid

- how to make a clear and efficient call to emergency services if necessary. (Y3-MH,Y5-HM))
- concepts of basic first-aid, for example dealing with common injuries, including head injuries. (Y5-HM)

Changing Adolescent Body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (CM-Y1/2/3/4/5/6)
- about menstrual wellbeing including the key facts about the menstrual cycle. (CM- Y3/4/5/6)

Year 1	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Main teaching points	Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning Charter. <i>I give up!</i>	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles. Feelings of Success. <i>Strictly can't dance</i>	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles. Feelings of Success. <i>Grow, grow, grow your brain</i>	Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe. Medicine safety/safety with household items. Road safety. Linking health and happiness. <i>Soaking up the learning</i>	Belonging to a family. Making friends/being a good friend. Physical contact preferences. People who help us. Qualifies as a friend and person. Self-acknowledgement. Being a good friend to myself. Celebrating special relationships. <i>The power of perseverance</i>	Life cycles – animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change. Transition. <i>Setting Challenges</i>
Key links						
Year 2	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Main teaching points	Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices. Recognising feelings. <i>Playing teacher</i>	Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends. <i>'Oh no! I've made a mistake!'</i> <i>Playing teacher</i>	Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success. <i>'Girls can't do that!'</i> <i>Dream big!</i>	Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food. <i>Super effort</i>	Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships. <i>Challenge mountains</i>	Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness. Preparing for transition. <i>Ding ding! How much effort?</i>

Key links						
Subject content Key stage 2:						
Year 3	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Main teaching points	Setting personal goals. Self-identity and worth. Positivity in challenges. Rules, rights and responsibilities. Rewards and consequences. Responsible choices. Seeing things from others' perspectives. On the high wire	Families and their differences. Family conflict and how to manage it (child-centred). Witnessing bullying and how to solve it. Recognising how words can be hurtful. Giving and receiving compliments. Firing neurons	Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple budgeting. Born to be...	Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it's important online and offline scenarios. Respect for myself and others. Healthy and safe choices. Mistakes that worked	Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends. Challenge mountains	Changes in humans and animals. Naming body parts. Changing bodies. Stereotypes. Preparing for transition. Never give up!
Key links						
Year 4	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Main teaching points	Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Rewards and consequences. Group decision-making. Having a voice. What motivates behaviour? From failure to success	Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying, Problem-solving. Identifying how special and unique everyone is. First Impressions. Bounce!	Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes. Doom words	Healthier friendships. Group dynamics Smoking. Alcohol. Assertiveness. Peer pressure. Celebrating inner strength. Mindset trumps	Jealousy. Love and loss. Memories of loved ones. Getting on and falling out. Girlfriends and boyfriends. Showing appreciation to people and animals. Fantastic elastic brain	Outside body changes. Inside body changes. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Learning cereals
Key links						

Year 5	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Main teaching points	<p>Planning the forthcoming year. Being a citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice, Participating. Passport to learning</p>	<p>Cultural differences and how they can cause conflict. Racism. Rumours and name-calling. Types of bullying. Material wealth and happiness. Enjoying and respecting other cultures. Too old to...</p>	<p>Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity). Motivation. What makes a great teacher?</p>	<p>Smoking, including vaping. Alcohol. Alcohol and anti-social behaviour. Emergency aid. Body image. Relationships with food. Healthy choices. Motivation and behaviour. Brain power!</p>	<p>Self-recognition and self-worth. Building self-esteem. Safer online communities. Rights and responsibilities online. Online gaming and gambling. Reducing screen time. Dangers of online grooming. SMARRT internet safety rules. Famous failures</p>	<p>The body. Puberty for girls. Puberty for boys. The importance of personal hygiene. Self and body image. Preparing for transition. The iceberg illusion</p>
Key links						
Year 6	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Main teaching points	<p>Identifying goals for the year. Global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics. Democracy, having a voice. Anti-social behaviour. Role-modelling. 'Don't say...Say...'</p>	<p>Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy. Diamond minds</p>	<p>Personal learning goals, in and out of school. Success criteria. Emotions in success. Making a difference in the world. Motivation. Recognising achievements. Compliments. Barriers to learning</p>	<p>Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Managing stress. Brain v calculator</p>	<p>Mental health. Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use. Mathematical mistakes</p>	<p>The body. Puberty for girls. Puberty for boys The importance of personal hygiene. Conception to birth. Self and body image. Preparing for transition. Learning pathways</p>
Key Links						