



CRANFORD

PRIMARY SCHOOL

Curriculum Intent

Subject: PSHE

Strands of learning and building blocks	End points for Early Years	End points for KS1	End points for KS2
Being Me in My World	<ul style="list-style-type: none"> • Understanding and managing feelings. • Showing empathy and understanding what it means. • Knowing that we all have specific rights • Understanding responsibility 	<ul style="list-style-type: none"> • Staying safe • Knowing my rights and responsibilities in class • Rewards and feeling proud • Understanding consequences • Identifying how I am feeling (self-regulation) 	<ul style="list-style-type: none"> • Positivity and my achievements • Setting realistic personal goals and challenges • Recognising my feelings (self-regulation) • Rules, Right and Responsibilities • Rewards and consequences • The importance of a learning charter • How my actions and attitudes affect others • Being a school citizen • Rights, responsibilities and Democracy • Citizen of my country
Celebrating Differences (including Anti-Bullying)	<ul style="list-style-type: none"> • Recognising talents • Everyone is unique • Taking on roles • Recognising good qualities for a friend 	<ul style="list-style-type: none"> • Similarities and differences among my peers • What is bullying? • Preventing bullying • Overcoming challenges • Being proud of my accomplishments 	<ul style="list-style-type: none"> • Different families • Differences between family members • Being a witness to bullying • Solutions to overcome bullying • The impact of our words • Judging others their appearance • Problem solving • Being unique • Reflecting on first impressions of a person • Respecting different cultures • The impact of racism • Rumour and name calling and their impact • Types of bullying - Know the difference between direct and indirect bullying • The importance of money and how it effect others
Dreams and Goals	<ul style="list-style-type: none"> • Overcoming challenges • Making and achieving goals 	<ul style="list-style-type: none"> • Setting realistic goals and creating a plan to achieve them • Stretch learning • Perseverance in my day-to-day life 	<ul style="list-style-type: none"> • Knowing about my dreams and goals • Having ambitions • Facing new challenges • How to stay motivated and enthusiastic • Evaluating my own learning • Overcoming disappointments

	<ul style="list-style-type: none"> • Encouraging others and using kind words • Careers • Celebrating achievements 	<ul style="list-style-type: none"> • Teamwork 	<ul style="list-style-type: none"> • Creating new creams • Using teamwork to achieve a goal • Knowing the range of careers
Healthy Me	<ul style="list-style-type: none"> • Being healthy through exercise • Resting is good for our body • Healthy and unhealthy food. • Good hygiene • Understanding what a stranger is. 	<ul style="list-style-type: none"> • Differences between being healthy and unhealthy • Healthy lifestyle choices • Good hygiene and consequences of bad hygiene • Hazard household chemicals/medicines and their dangers • Road safety • How to be confident, safe and healthy • How to stay relaxed when I am stressed. 	<ul style="list-style-type: none"> • How exercise affects my body • Being safe and strategies to stay safe (emergency services) • Understanding my body • Dynamics of friendship groups • Peer-pressure • Celebrating my inner strength and being assertive • Smoking and Alcohol abuse risks • Emergency aid and procedures • How to maintain a healthy lifestyle • Drug awareness • Being a lawful citizen • Risks of being involved in a gang • Emotional and mental well-being • Managing stress and daily pressures
Relationships (including RSE)	<ul style="list-style-type: none"> • Family roles • Building relationships • Making friends • Solving problem/ Resolving conflict 	<ul style="list-style-type: none"> • Types of families • Making friends • How to greet others • How to ask for help within my school community • Qualities of a friend and how to show appreciation and how to trust • Cooperation and sharing • When it is appropriate to keep a secret? 	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship skills • Online safety • Being a global citizen • Rights and responsibilities of myself and others around the world • Recognising jealousy in relationships • Love and loss (how to identify this) • Loss - Memories • How to get on with others and prevent fall-out • Celebrating relationships with friends and animals • Recognising myself • Online community and responsibilities

			<ul style="list-style-type: none"> ● My relationship with technology ● Importance of mental health ● Power and control
Changing Me	<ul style="list-style-type: none"> ● Parts of the body ● Respect our bodies ● Life cycle of a human ● Changes in school ● Reflecting on memories 	<ul style="list-style-type: none"> ● The life cycle of animals and humans ● Changes in me ● Understanding changes ● How to cope with changes 	<ul style="list-style-type: none"> ● Human/animal life cycle ● Identify Changes- babies to an adult ● Family stereotypes ● My role in my family ● Positivity with new changes ● Appreciating being unique ● Accepting change ● Self and body image ● Expressing my feeling when going through a change ● Understanding respect changes in other people ● My responsibilities as I grow up (teenager) ● How my body changes during puberty (UKS2) ● The importance of physical and emotional health ● Positive self-esteem ● Transitioning from primary to secondary

Intent – Why we teach PSHE

The skills taught in PSHE enable pupils to develop the skills they need to flourish in the wider curriculum and in life as a whole. PSHE helps pupils to understand their own personal value, and how as individuals, they fit into and contribute to the world. PSHE helps to develop emotional literacy, build resilience and supports mental and physical wellbeing, in turn supporting emotional awareness, concentration and focus.

Implementation – How we teach PSHE

To ensure a depth and accuracy of learning which builds upon prior learning, all classes undertake weekly PSHE lessons which follow Jigsaw 3-11, a fully planned and spiralling/progressive PSHE scheme. As a school, we follow a set theme each half term, which is introduced, in class assemblies and taught lessons weekly. The skills learned and developed within the PSHE lessons are taken by children and applied to ‘real-life’ situations in the environment outside of the classroom.

There are 6 lessons per theme and every lesson has one Learning Intention (LI). Lessons are underpinned by the Jigsaw behaviour charter, which reinforces respect for each other – taking turns, being kind and positive and respecting confidentiality.

The 6 Jigsaw themes are:

Autumn Term :

- *Being Me in My World*
- *Celebrating Difference (including Anti-Bullying)*

Spring Term:

- *Dreams and Goals*
- *Healthy Me*

Summer Term:

- *Relationships (RSE)*
- *Changing Me*

Assessment in Jigsaw is both formative and summative. Pupils record sessions in their class Jigsaw floor book where they are also able to identify areas for self-improvement. To support PSHE outcomes and assessment we have regular book scrutiny, lesson observations, drop-ins and observation of the children in a variety of settings which supports future planning as well as identifying children who may need more support with emotional literacy or social skills development.

Impact – What the effect is.

The impact of our PSHE teaching is evident in school life as whole – in pupils’ good behaviour, their attitudes to learning and their respect, care and understanding for and of, each other. An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- *To enable children to understand and respect their bodies*
- *To help children develop positive and healthy relationships appropriate to their age and development*
- *To support children to have positive self-esteem and body image*
- *To empower them to be safe, understand their rights and be safeguarded.*

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- *Early Years Foundation Stage (EYFS) - Growing up: how we have changed since we were babies*
- *Year 1 - Boys’ and girls’ bodies; naming body parts (taught through science).*
- *Year 2 - Boys’ and girls’ bodies; naming body parts (taught through science).*
- *Year 3 - How babies grow and how we change as we grow older.*
- *Year 4 - Knowing how the circle of change works.*
- *Year 5 - Accepting and understanding changes.*
- *Year 6 - Puberty for boys and girls and understanding changes physically and emotionally.*