

# Curriculum Overview: PSHE



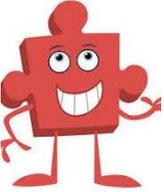
**Intent**  
 At Park Hall Infant Academy, we believe that pupils with improved health and wellbeing can achieve better both socially and academically. We believe it is important to create a collaborative, inclusive and industrious working environment in which our children can develop a passion for learning. Our PSHE curriculum aims to develop children’s wellbeing and help them grow into active, healthy and responsible members of society. It aims to develop the underpinning qualities and skills that help promote positive behaviours and effective learning. Paying attention to children’s personal development in a structured and developmentally appropriate way will not only improve our children’s capacity to learn but will ultimately improve their life chances. Our aim is to help children to develop resilience, self-confidence and high self-esteem. We want them to become team workers who can think creatively and critically and successfully manage situations that involve potential risk, conflict or anxiety. Our PSHE curriculum tackles many of the moral, social, cultural, physical and mental issues that are part of growing up. It helps put in place the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online environments. We want our children to understand British values and implement them at an appropriate developmental level in their daily life. We provide our children with opportunities for them to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. We want our children to develop positive personal attributes such as kindness, integrity, generosity and honesty. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

**SEND**  
 Our intent is that all pupils, including those with SEND, access a broad, ambitious and inclusive Jigsaw PSHE curriculum. We are committed to removing barriers to learning so that every child can develop the knowledge, skills and emotional literacy needed to thrive. Through adaptive teaching and reasonable adjustments, we ensure pupils with SEND are supported to participate fully, build confidence and make meaningful progress in their personal, social and emotional development.

Implementation:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>All About Me</b>                      Seek comfort from familiar adults                      Express own feelings                      Separate from main carer                      Begin to show interest in other’s play and join in                      Begin to share experiences</p> <p><i>Stage 1</i></p>	<p><b>Journey Into Space</b>                      Other’s feelings                      Express preferences and interests                      Turn taking                      Rules                      Concern for people they care for                      Share ideas</p> <p><i>Stage 2</i></p>	<p><b>A Walk Into The Wild</b>                      Talk about feelings                      Aware that some actions can harm others                      Achieve a goal                      Appreciate and value praise                      Form friendships                      Show confidence in social situations                      Play with a group – extend play</p> <p><i>Stage 3</i></p>	<p><b>Once Upon A Time</b>                      Begin to inhibit own behaviours                      Begin to show signs of adapting to difference environments                      Develop sense of belonging and responsibility                      Share ideas of play with peers                      Keep play going by responding to others</p> <p><i>Stage 4</i></p>	<p><b>What is in the garden?</b>                      Begin to show signs of adaptation to social situations                      Begin to demonstrate the ability to distract self when upset                      Become more outgoing with unfamiliar people                      Begin to help and find solutions to conflicts</p> <p><i>Stage 5</i></p>	<p><b>Little Climbotters: A Summer Around the World</b>                      To be aware of own feelings and know that actions and words can hurt others                      Understand that wishes cannot always be met                      Begin to develop appropriate ways of being assertive</p> <p><i>Stage 6</i></p>

<p>Reception</p> 	<p><b>Being Me In My World</b>  Self-identity  Understanding feelings  Being in a classroom  Being gentle  Rights and responsibilities</p> <p><i>Stage 1</i></p>	<p><b>Celebrating Difference</b>  Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself</p> <p><i>Stage 2</i></p>	<p><b>Dreams and Goals</b>  Challenges  Perseverance  Achieving and setting goals  Overcoming obstacles  Seeking help  Jobs</p> <p><i>Stage 3</i></p>	<p><b>Healthy Me</b>  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety</p> <p><i>Stage 4</i></p>	<p><b>Relationships</b>  Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend</p> <p><i>Stage 5</i></p>	<p><b>Changing Me</b>  Bodies  Respecting my body  Growing up  Growth and change  Fun and fears  Celebrations</p> <p><i>Stage 6</i></p>
<p>Year 1</p> 	<p><b>Being Me In My World</b>  Feeling special and safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences  Owning the learning charter</p>	<p><b>Celebrating Difference</b>  Similarities and differences  Understanding bullying and knowing how to deal with it  Making new friends  Celebrating the differences in everyone</p>	<p><b>Dreams and Goals</b>  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</p>	<p><b>Healthy Me</b>  Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/ safety with household items  Road safety  Linking health and happiness</p>	<p><b>Relationships</b>  Belonging to a family  Making friends/being a good friend  Physical contact preferences  People who help us  Qualities as a friend and person  Self-acknowledgement  Being a good friend to myself  Celebrating special relationships</p>	<p><b>Changing Me</b>  Life cycles – animal and human  Changes in me  Changes since being a baby  Differences between bodies  Linking growing and learning  Coping with change  Transition</p>
<p>Year 2</p> 	<p><b>Being Me In My World</b>  Hopes and fears for the year  Rights and responsibilities  Rewards and consequences  Safe and fair learning environment  Valuing contributions  Choices Recognising feelings</p>	<p><b>Celebrating Difference</b>  Assumptions and stereotypes about gender  Understanding bullying  Standing up for self and others  Making new friends  Celebrating difference and remaining friends</p>	<p><b>Dreams and Goals</b>  Achieving realistic goals  Staying healthy to achieve goals  Perseverance and strengths  Learning with others  Group co-operation  Contributing to and sharing success</p>	<p><b>Healthy Me</b>  Motivation  Healthier choices  Healthy eating and nutrition  Safety in the home  Safety out and about  Medicines</p>	<p><b>Relationships</b>  Different types of family  Physical contact boundaries  Friendship and conflict  Secrets  Trust and appreciation  Expressing appreciation for special relationships</p>	<p><b>Changing Me</b>  Life cycles in nature  Growing from young to old  Increasing independence  Differences in female and male bodies  Assertiveness  Preparing for transition</p>

<p>Year 3</p> 	<p><b>Being Me In My World</b>          Setting personal goals          Self-identity and worth          Positivity in challenges          Rules, rights and responsibilities          Rewards and consequences          Responsible choices          Seeing things from others' perspectives</p> <p>Other subject links          Good to be Green</p>	<p><b>Celebrating Difference</b>          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</p>	<p><b>Dreams and Goals</b>          Difficult challenges and achieving success          Dreams and ambitions          Motivation and enthusiasm          Recognising and trying to overcome obstacles          Evaluating learning Processes          Contributing to the community          Managing feelings          Simple budgeting</p> <p>Other subject links          8 Maths</p>	<p><b>Healthy Me</b>          Exercise          Food labelling and healthy swaps          Attitudes towards drugs          Keeping safe online and off line          Respect for myself and others          Healthy and safe choices outdoors          Water safety          Asking for help</p> <p>Other subject links          1 + 2 PE; 5 Computing</p>	<p><b>Relationships</b>          Family roles and responsibilities          Friendship and negotiation          Keeping safe online and who to go to for help          Media influence          Being a global citizen          How my choices affect others          Awareness of other children's different lives          Expressing appreciation for family and friends</p> <p>Other subject links          3 Computing; 4 A Stars, School Council</p>	<p><b>Changing Me (RSE)</b>          Difference between Adults and Babies          Family stereotypes          Looking ahead</p> <p>Other subject links          1, Science;</p>
<p>Year 4</p> 	<p><b>Being Me In My World</b>          Becoming a Class Team          Being a school citizen          Rights, responsibilities and democracy          Rewards and consequences          Our Learning Charter          Owning our Learning Charter</p> <p>Other subject links          3. Being school councillor;</p>	<p><b>Celebrating Difference</b>          Judging by appearance          Understanding influences          Understanding bullying          Problem-solving          Special Me          Celebrating Difference: how we look</p>	<p><b>Dreams and Goals</b>          Hopes and Dreams          Broken Dreams          Overcoming          Disappointment          Creating New Dreams          Achieving goals          We Did It!</p>	<p><b>Healthy Me</b>          My friend and me          Group dynamics          Smoking          Alcohol          Healthy Friendships          Celebrating inner strength and assertiveness</p> <p>Other subject links          3,4 Science</p>	<p><b>Relationships</b>          Jealousy          Love and loss          Memories          Getting on and falling out          Celebrating Relationships with People and Animals</p>	<p><b>Changing Me (RSE)</b>          Being unique          Circles of Change          Accepting change          Looking Ahead</p>
<p>Year 5</p> 	<p><b>Being Me In My World</b>          My year ahead          Being a citizen of my country          Responsibilities          Rewards and consequences          Our learning charter          Owning our learning charter</p>	<p><b>Celebrating Difference</b>          Different cultures          Racism          Rumours and name-calling          Types of bullying          Does money matter?          Celebrating differences across the world</p>	<p><b>Dreams and Goals</b>          When I grow up          Investigate jobs and careers          My dream job: why I want it and the steps to get there          Goals and dreams of people in other cultures</p>	<p><b>Healthy Me</b>          Smoking          Alcohol          Emergency aid          Body image          My relationship with food          Healthy me</p>	<p><b>Relationships</b>          Recognising Me          Safety with online communities          Being in an online community          Online gaming          My relationship with technology: screen time</p>	<p><b>Changing Me (RSE)</b>          Self and body-image          Looking ahead 1          Looking ahead 2</p>

	Other subject links Picture News	Other subject links 1, 6 RE	How can we support each other? Rallying support  Other subject links 5 RE	Other subject links 1,2,6, Science; 6,7 PE	My relationship with technology: staying safe and happy online  Other subject links 3,4,5,6, Computing	
<b>Year 6</b>  	<b>Being Me In My World</b> My year ahead Being a global citizen 1 Being a global citizen 2 The learning charter Our learning charter Owning our learning charter	<b>Celebrating Difference</b> Am I normal? Power struggles Why bully? Celebrating difference	<b>Dreams and Goals</b> Personal learning goals Steps to success My dreams for the world Helping to make a difference 1 Helping to make a difference 2 Recognising our achievements	<b>Healthy Me</b> Taking responsibility for my health and well-being Drugs Exploitation Gangs Emotional and mental health Managing stress and pressure  Other subject links 2 Science	<b>Relationships</b> What is mental health? My mental health Love and loss Power and control Being Online: Real or fake? Safe or unsafe? Using technology responsibly	<b>Changing Me (RSE)</b> My self-image Real self and ideal self The year ahead

### **Intended Impact**

By the end of EYFS-

We measure the impact and attainment of children through their meeting the Early Learning Goal

#### ***Self-Regulation***

- 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

#### ***Managing Self***

- 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.

#### ***Building Relationships***

- 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.

### **By the end of KS1 children will -**

The PSHE curriculum produces children who:

- live and breathe our school's values and link these to our British Values.
- demonstrate and apply the British Values of Democracy; Tolerance; Mutual respect; Rule of law and Liberty at an age appropriate level of understanding and practice.
- are sociable and interact well with each other and adults.
- are healthy, independent and responsible.
- are able to build healthy and respectful relationships with others.
- appreciate what it means to be a member of a diverse society.
- play a positive role in contributing to school life and the wider community.
- demonstrate a positive outlook towards school with good attendance and behaviour.
- achieve age related expectations across the wider curriculum.

### **SEND**

As a result of our inclusive and ambitious approach, pupils with SEND are able to access the full Jigsaw PSHE curriculum and demonstrate progress in their knowledge, skills and emotional development. Through adaptive teaching and appropriate reasonable adjustments, they participate confidently in discussions, develop strategies to manage feelings, build positive relationships and grow in independence. Pupils with SEND feel safe, valued and included, and are well supported to thrive both socially and emotionally within the school community.

The impact of PSHE is assessed by monitoring change and development in the behaviour and attainment of individuals and groups over time.

Throughout the Early Years Foundation Stage, children are regularly assessed across the strands of PSED (Personal, Social and Emotional Development): Self-Regulation, Managing Self and Building Relationships.

In KS1 teachers assess children's progress in PSHE by making informal judgements based on observations during lessons. At the end of each Puzzle (unit), teachers review the Puzzle Outcome activities and assess progress against the age-related "I can" statements and end-of-key-stage expectations provided within the Jigsaw scheme. Evidence may include written work, recorded discussions, role-play, floor book entries and pupil reflections. Judgements are made on a best-fit basis to determine whether pupils are working towards, at, or beyond expected outcomes. Assessment information is used to inform planning, identify areas for further development and contribute to end-of-year reporting.