

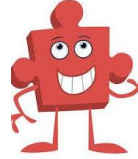
At Park Hall Infant Academy, we believe that pupils with improved health and wellbeing can achieve better both socially and academically. We believe it is important to create a collaborative, inclusive and industrious working environment in which our children can develop a passion for learning. Our PSHE 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.

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 	Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Stage 1	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself Stage 2	Dreams and Goals Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs Stage 3	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety Stage 4	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Stage 5	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Stage 6

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

Year 3 	Being Me In My World Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives Other subject links Good to be Green	Celebrating Difference 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	Dreams and Goals 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 Other subject links 8 Maths	Healthy Me 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 Other subject links 1 + 2 PE; 5 Computing	Relationships 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 Other subject links 3 Computing; 4 A Stars, School Council	Changing Me How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition Other subject links I, Science;
Year 4 	Being Me In My World 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 Other subject links 3. Being school councillor;	Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength Other subject links 3,4 Science	Relationships Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Changing Me Being unique Circles of Change Accepting change Looking Ahead

Year 5 	Being Me In My World Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Dreams and Goals Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation Other subject links 5 RE	Healthy Me Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour Other subject links 1,2,6, Science; 6,7 PE	Relationships Self-recognition/ selfworth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules Other subject links 3,4,5,6, Computing	Changing Me (RSE) Self and body-image Looking ahead 1 Looking ahead 2
Year 6 	Being Me In My World 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	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships 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	Changing Me (RSE) 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.