

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

PSHE Curriculum



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School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

<p>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</p>	<ul style="list-style-type: none"> • EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the Personal, Social and Emotional Development section whilst also drawing on skills from Communication and Language, Physical Development and Understanding of the World. • Key stage 1 and 2: - National Curriculum. • Use of the documents “Teaching a Broad and Balanced Curriculum for Education Recovery” and “Relationships Education, Relationships and Sex Education, and Health Education.” We have our own RSHE Policy, which we follow. • We use the Jigsaw National PSHE curriculum as our scheme, which we use for planning and resources.
<p>PROVISION</p>	<ul style="list-style-type: none"> • PSHE is not usually taught thematically, however there may be ways it can link to the thematic approach or story being used in English. • In EYFS there are opportunities to learn PSHE (PSED) through discussion, play and exploration within half termly topics. EYFS also follow the Jigsaw scheme with half termly PSHE focus days. • Each half term (in key stage 1 and 2) a topic from the Jigsaw scheme will be taught as whole focus day. These are planned individually for each year group. This content may be stand alone or may have links to the current topic theme, recent events or cultural celebrations. • As part of the statutory guidance “Relationships Education, Relationships and Sex Education, and Health Education,” (2019) relationship and health education are compulsory for all primary school children. However, it is a parent’s right to request their child is removed from any sex education session (to be discussed with Headteacher). • Children’s mental well-being is also a key priority across schools. Morning welcome sessions across school are used to explore children’s mental well-being, giving children time to reflect upon and discuss how they are feeling.
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • Children need to know about themselves, others and their place in the world. • Each half term a different theme of PSHE will be covered: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships and Changing Me. • Each theme should be explored in depth as part of the PSHE focus day. • Knowledge in the PSHE curriculum is intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive, as children revisit and develop each theme throughout their school journey. • Cross-curricular knowledge is also embedded, making links to Science (e.g. changes to their body, life cycles), PE (e.g. healthy choices, exercise and fitness, body image) and RE (e.g. different beliefs and practices).
<p>SKILLS</p>	<ul style="list-style-type: none"> • There is a planned skills progression which children develop as they move through the Jigsaw curriculum. • These skills can be applied to any of the PSHE themes, and allow children to explore them in different ways.



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	<ul style="list-style-type: none"> • Key PSHE skills include: recognise, explain, compare, express, debate, discuss, justify, empathise, problem solve, evaluate, analyse, reflect. • Transfer of skills encouraged across different subjects for example using presentation skills such as writing (English) graphs(maths) Sketching (art)
MEANINGFUL START POINTS	<ul style="list-style-type: none"> • Children need to know where subjects exist in real life and the purpose behind studying them. “We are Citizens”. They need to understand what PSHE covers and why it is a key part of their personal development. • Initial learning should link to the child and their part in the subject in real life. In PSHE each theme or topic should always start with “Who am I?....” (self-reflection). This allows children to reflect on how they and their role in the world is changing as they grow up.
VOCABULARY AND LANGUAGE	<ul style="list-style-type: none"> • Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context. • They should use language to question, enquire, compare, contrast, explain, justify and debate a variety of topics/ themes.
ENRICHMENT OPPORTUNITIES	<ul style="list-style-type: none"> • PSHE allows children to develop a strong sense of themselves, and also how they fit into the wider community. Within our school community children are allocated into houses (Year 1-6). Within their house it gives children a sense of community and belonging, developing friendly competition and allowing children to share their strengths and gifts, through house events such as Talent Show, Egg decorating, Spelling/ Times tables competition. • There are opportunities across school for children to participate in school leadership e.g. House captains and vice captains (Year 6) and school councillors (year 1-6). These allow children to build key citizenship knowledge and skills such as democracy and representation. • Throughout the school year we participate in a variety of charity events such as Children in Need and Comic Relief. These allow children to understand how different people live and build empathy for those in more difficult circumstances than our own. • Cultural celebrations are marked and respected across the year e.g. Diwali, Eid, Christmas. This gives our children of different faiths opportunity to share their experiences and beliefs. These celebrations may be enjoyed as a whole school, or in individual classes/ bubbles. Trips and visits may be used to enhance these celebrations as part of the wider curriculum e.g. trip to Cathedral for Christmas, linking to RE learning. • Visitors may also enhance children’s understanding of PSHE. Across school visitors such as police officers, fire men and nurses can be used to deliver key messages and learning, whilst inspiring and educating children of potential future careers. Visitors may also be used to engage children in PSHE learning in a different way, e.g. theatre productions or interactive workshops which cover a specific PSHE theme such as Internet safety or sex and relationships. • Current topical issues in the news will be discussed with children- as deemed appropriate by staff. It is important that children are aware of important events and changes happening in their community and the wider world, and how these might impact them as a citizen of the world.



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INDIVIDUAL DEVELOPMENT

- Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning, or children with physical impairments can access resources.
- Allow opportunities for curiosity and fascination in all subjects and topics- create curiosity and celebration about themselves and the world they live in.
- Make time for children to be inquisitive and develop learning in their own way- allow children's questions to navigate the learning journey.
- Nurture ambitions and aspirations- talk about the variety of careers that can use their skills and talents.
- Develop self-confidence to love themselves as individuals and develop their understanding of how they fit within their community and world.
- As a school we provide many opportunities for children with additional needs, or who may be facing difficult personal circumstances. These include use of outside agencies to provide counselling or play therapy sessions. We also use the wonderful relationships our staff have built with the children to provide one to one support when needed; including regular check ins, working to build children's confidence and self-esteem; discussing issues a child may be experiencing.

The Following pages are taken from the Jigsaw Curriculum



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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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	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
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education