Eastbrook Primary PSHE Curriculum

Intent: A Character and Academics approach



Our PSHE curriculum is based on the Jigsaw scheme, although the curriculum is tailored to meet the needs of our pupils at Eastbrook Primary School. PSHE teaching has a wide application to everyday life and character development; teaching children to become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence on how to tackle the moral, social and cultural issues of growing up.

End Points (Key Stage 4)

Through well taught PSHE lessons pupils should be able to demonstrate and describe how to maintain good relations and behaviour with others, keep themselves healthy, safe (both physically and emotionally) and be well prepared for life. The skills and attributes acquired through PSHE education should have a significant impact on pupils' academic and personal achievement.

Way Points

By the end of Early Years

PSHE is taught in Reception as an integral part of the topic work covered during the year through the Early Years curriculum. We relate the PSHE aspects of children's education to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. PSHE makes a significant contribution to the ELG objectives of Health and Self-care, through knowing the importance of a good diet and talking about how to stay healthy and safe. For example, we have a local dentist visit the pupils to discuss oral hygiene. Pupils are encouraged to talk to others, take turns and choose their own activities, linked to ELG Self-confidence, Self-awareness and making relationships.

By the end of Key Stage 1

During Key Stage 1, pupils will take part in regular circle time and PSHE lessons as well as voting in school council elections and present assemblies to the whole school . Pupils will be able to recognise and describe their personal strengths, and know how to perseverve in order to achieve personal goals. The will be able to explain how to keep themselves safe in the home, at school and near roads. Pupils will be able to describe what a healthy diet is and make good choices when snacking. Pupils will develop confidence to be able to challenge gender stereotypes and recognise that differences between people should be celebrated positively. Finally pupils will be able to describe life cycles and explain changes in humans from a baby to an elderly member of society.

By the end of Key Stage 2

During Key Stage 2, pupils will take part in regular circle time and PSHE lessons as well as voting in school council elections and present assemblies to the whole school. They should have a positive body image and be able to recognise their own individual talents. Pupils will be well equipped to manage their emotions and be able to empthaise with others. They will be able to identify any mental health worries and know who or where to seek help. They will be aware of how to keep themselves safe online and when they are out in the local community. Pupils will be able to describe a healthy diet and exercise routine and also be aware of the harmful effects that drugs can have on the body. Pupils will be aware of the changes of puberty and how their hormones may influence their feelings. They will be able to describe the attributes of healthy relationships and friendships.

Appendix A shows the planned end pointsfor each year group from Reception to 6

Sequencing

Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, towards defined way-points and end-points. We have created a joined-up, progressive subject curriculum, which builds on what has gone before and prepares pupils for what comes next.

For example, in the 'Changing Me' topic, reception understand that their bodies are growing, in year one pupils describe changes in their bodies since they were a baby and in year two pupils describe changes in bodies from a baby to an elderly person. Year three will investigate how a baby grows and the needs of a baby, year four pupils will be able to describe the changes that a girls body goes through during puberty. In year five pupils will understand the changes that a boy goes through during puberty, describe the process of conception (including IVF) and learn how to develop a positive body image. Finally in year six, pupils will know and describe how puberty make affect people's feelings, discuss and understand boyfriend/girlfriend relationships and issues of keeping themselves safe online, consent and respect.

Adaptation

Our curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. The most significant factors impacting on pupils' knowledge and skills with regard to our local context are:

- · The number of pupils in school with English as an Additional Language (EAL).
- · The number of pupils in school with Speech, Language and Communication needs (SLC).
- · The number of pupils in school with Social Emotional and Mental Health needs (SEMH).
- The high level of economic deprivation amongst pupils.
- · The variation in cultural experience amongst pupils.

We are addressing these needs in the following ways:

· By ensuring, wherever practicably possible, we link the PSHE lessons to high quality texts studied in English or topic work in History or Geography lessons. For example, in Year 4 we look at the social/moral treatment of child labour in collecting cocoa pods in the IPC Chocolate topic, or the treatment of the Iron Man by humans. Through this approach, our pupils gain greater exposure to social issues and associated vocabulary.

- · By incorporating circle time into PSHE lessons, we ensure that pupils have an opportunity to discuss their own opinions and feelings on topics, promoting good speaking and listening skills.
- · Teachers ensure that lessons are practical and engaging. This could be done in many ways including role play, high quality resources, educational visits, using multi-media (including Now>Press>Play technology), school trips and guest speakers.
- · To enhance Cultural Capital in PSHE at Eastbrook we teach about famous people who have strived for social equality, justice and rights such as; Mother Teresa, Mary Seacole, Nelson Mandela and many more.

Children will also experience the following:

- Meeting and talking to PSHE specialists
- Service provision to enhance the local community
- Raise money or collect provisions for charities
- Take an active role in impoving the school via the school council

Transferable skills and knowledge

With our PSHE curriculum we aim to inspire in pupils the character virtues of bravery, fairness, forgiveness, honesty, humility, kindness, love and leadership. We aim to embed these qualities into our whole school curriculum and pupils everyday lives.

Examples of decussating skills and knowledge are listed below.

Knowledge/Skill	Curricular Link
Describe a healthy diet	Science
Expression of views and debate	English – speaking and listening
Keeping safe online	ICT
How to stay active	PE
Identify the stages of lifecycles, describe reproduction, name parts of the body	Science
Measure growth	Maths

Appendix A

PSHE Skills Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec.	Being Me in	Celebrating	Dreams and Goals	Healthy Me	Relationships	Changing Me
	My World	Difference	Learn to develop	Describe and	Be able to	Identify main
	Recognise own	Be able to	perseverance,	demonstrate how	discuss family	features of the
	self-identity,	recognise special	know when to ask	to keep safe and	life, recognise	body, understand
	be able to	talents, discuss	for help, discuss	clean, recognise	friendships,	that my body is
	describe	and describe	and set an	some healthy	know how to	growing
	feelings,	one's family,	achievable goal for	foods and forms	deal with	
	understand	friends and	the half-term	of exercise	bullying and	
	the rules of	where they live			falling out with	
	the classroom				friends	
	and need to be					
	gentle					
Year 1	Being Me in	Celebrating	Dreams and Goals	Healthy Me	Relationships	Changing Me
	My World	Difference	Identify what	Describe how to	Be able to	Describe changes
	Know how to	Identify	achievement and	stay safe around	describe their	in bodies since
	stay safe,	similarities and	success looks like,	medicines,	family, recognise	being a baby, be
	understand	differences	be able to describe	household items	how to make	able to make links
	the rewards	between	success, recognise	and roads,	friends and	with growth and
	and	themselves and	attributes that	discuss links	know how to be	learning, describe
	consequences	others,	help one to work	between health	a good friend,	simply an animal
	at school,	understand what	well with others,	and happiness,	recall people	and human life
	describe	bullying is and	know how to	investigate if one	who help pupils	cycle, compare
	emotions of	know how to	overcome	could make	and be able to	male and female
	feeling proud	deal with it,	obstacles	healthier lifestyle	celebrate special	bodies
	and special			choices	relationships	
Year 2	Being Me in	Celebrating	Dreams and Goals	Healthy Me	Relationships	Changing Me
	My World	Difference	Recognise own	Investigate how	Recognise	Investigate
	Recognise	Investigate	personal	different people	different types	different life cycles
	what a safe	assumptions and	strengths,	relax, describe	of families,	in nature, describe
	and fair	stereotypes	develop group co-	healthy eating	investigate what	changes from a
	learning	about gender,	operation, learn	and good	causes conflict,	baby to an elderly
	environment	develop personal	to set and achieve	nutritional	learn how to	person, compare
	is, discuss	confidence,	realistic goals,	choices, research	appreciate	male and female
	hopes and	recognise	know how to	into how	special	bodies (correct
	fears for the	differences	increase	snacking can be	relationships	terminology)
	remainder of	between people	perseverance	healthy		
	the year,	as a positive				
	understand	attribute				
	the need to					
	value					
	contributions from others					
	and make					
	learn how to					
	make good					
	choices					
Year 3	Being Me in	Celebrating	Dreams and Goals	Healthy Me	Relationships	Changing Me
. 54. 5	My World	Difference	Discuss own	Describe how to	Investigate	Describe how a
	Learn to make	Recognise there	dreams and	keep safe off and	family roles and	baby grows,
	responsible	maybe conflicts	ambitions,	on line, develop	relationships,	understand the
	choices,	in families and	recognise what	respect for	learn how to	needs of a baby,
	develop an	how it can be	motivates and	myself and	stay safe online,	identify changes
	understanding	managed from a	enthuses one,	others,	become aware	outside and inside
	of positivity in	child centred	know strategies to	investigate food	of how personal	the body,
	or positivity III	cinia centrea	MIOW SHALEBIES 10	ווועכטנוצמנפ וטטע	or now personal	tile body,

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Year 5 Being Me in Celebrating Dreams and Goals Healthy Me Relationships Changii	ng Me
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	/ changes
	ys and girls
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the benefits of debate and a positive body know how to effect of	of the media
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the signs of	
online grooming	
Year 6 Being Me in Celebrating Dreams and Goals Healthy Me Relationships Changin	ng Me
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	physical
research and normality, to develop a aware of child health worries attracti	
	nd/girlfriend
global understanding of recognise the including gang sources of relation	iships,

citizenship,	disabilities,	emotions involved	culture and	support, be able	understand what is
investigate the	understand the	in success, develop	county lines,	to use	meant by respect
positive affect	consequences of	own personal	know how to	technology	and consent,
democracy can	bullying, develop	worth by	manage stress	safely and	understand the
have on anti-	empathy for	recognising own	and who to ask	independently	implications of
social	others	achievements and	for help from		sexting, be able to
behaviour and		accepting			make reflections
create role		compliments			about changes in
models,					bodies, developing
					a positive image