

# Eastbrook Primary PSHE Curriculum



## Intent: A Character and Academics approach

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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 persevere in order to achieve personal goals. They 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 empathise 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 points for 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 improving 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.

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

	challenges, recognise the need to see things from others' perspectives	approach, recognise that words can be hurtful, be able to give and receive compliments, be aware of strategies to stop bullying	manage obstacles and manage negative feelings	labels and alternative healthy choices, set and review achievable fitness challenges	choices affect others, learn how to appreciate family and friends	investigate different family stereotypes
<b>Year 4</b>	<b>Being Me in My World</b> Compare being in a class to that of a team, debate and discuss what makes a good school citizen, understand how having a voice can influence the school environment, investigate what motivates behaviour	<b>Celebrating Difference</b> Develop strategies to be able to challenge assumptions, learn how to manage influences from the media and others, learn to appreciate how special and unique everyone is, debate and discuss judgements made on appearance and first impressions	<b>Dreams and Goals</b> Share and discuss hopes and dreams, learn strategies to overcome disappointment, develop resilience and positive working attitudes, recognise that contributions from others are vital to group work	<b>Healthy Me</b> Investigate the effects of smoking and alcohol on the body, develop strategies to combat peer pressure and increase assertiveness, know ways to develop healthier friendships	<b>Relationships</b> Learn how to deal with emotions of love, loss and jealousy, know how to rectify broken relationships, learn how to appreciate people and animals	<b>Changing Me</b> Know that everyone is unique, understand and describe the puberty changes that girls go through, develop confidence in bodily change
<b>Year 5</b>	<b>Being Me in My World</b> Investigate what makes a good citizen, discuss how behaviour can affect groups of people, understand the benefits of democracy on people	<b>Celebrating Difference</b> Investigate how cultural differences can cause conflict, understand why name calling and racism are unacceptable, debate and discuss if material wealth brings happiness,	<b>Dreams and Goals</b> Investigate how to achieve future jobs and careers, compare goals of different cultures to that of their own, recognise that goals require motivation	<b>Healthy Me</b> Investigate the link between alcohol and possible anti-social behaviour, know how to have a healthy relationship with food, reflected in a positive body image, know and demonstrate basic first aid	<b>Relationships</b> Learn how to improve one's self esteem through positive self-recognition, be aware of the dangers of online gaming, gambling and know how to stay safe in online communities, list the signs of online grooming	<b>Changing Me</b> Understand and describe the puberty changes that boys and girls go through, develop a positive body image, debate and investigate the effect of the media on body image, know how babies are conceived including IVF
<b>Year 6</b>	<b>Being Me in My World</b> Understand that children have rights, research and report on global	<b>Celebrating Difference</b> Investigate and discuss perceptions of normality, develop an understanding of	<b>Dreams and Goals</b> Discuss and set personal goals for in and out of school, learn how to develop a success criteria, recognise the	<b>Healthy Me</b> Investigate the affect drugs can have on the human body, be aware of child exploitation, including gang	<b>Relationships</b> Learn how to manage feeling of love and loss, identify mental health worries and know sources of	<b>Changing Me</b> Know and describe how puberty may affect feelings, discuss physical attraction and boyfriend/girlfriend relationships,

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