

# PSHE

## Jordans School Curriculum



### Purpose of study

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils as set out in 'Keeping Children Safe in Education'.

### Aims

The aims for PSHE education are to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### Subject Content

The curriculum is based upon linked 'core themes' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness. Learning from the EYFS is built upon over the Key Stage. The programme reflects the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. The programme will be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and

deepening pupils' thinking. PSHE has a rich body of knowledge taught through topics in class PSHE lessons, cross-curricular lessons, whole school themes and assembly teaching opportunities.

Learners needs to 'know about...', 'know how to...' and also 'be able to...'

**Health & Wellbeing.** Pupils are taught:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

**Relationships.** Pupils are taught:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

**Living in the wider world – Economic wellbeing and being a responsible citizen.** Pupils are taught:

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise

### Assembly and Class Discussions Subject Content

Autumn term		Spring term		Summer term
<i>Our community</i>	<i>Keeping Safe</i>	<i>Our community</i>	<i>Keeping Safe</i>	<i>Our community</i>

**Keeping Safe:** Pupils have the opportunity to learn:

- Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use if ICT, the difference between

secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))

- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes' or 'no', 'I'll ask' and 'I'll tell'.
- That there are different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
- The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

**Our community:** Pupils have the opportunity to learn:

- To recognise what they like and dislike, how to make real and informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- To communicate their feelings to others, to recognise how others show feelings and how to respond.
- To recognise how their behaviour affects other people.
- To recognise what is fair and unfair, kind and unkind, what is right and wrong.
- About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- About growing and changing and new opportunities and responsibilities that increasing independence may bring.
- To identify their special people (family, friends, carers) what makes them special and how special people should care for one another.
- That they belong to various groups and communities such as family and school.
- How to contribute to the life of the classroom.
- To help construct, and agree to follow, group and class rules and to understand how these rules help them.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- Year 1 - That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
- Year 2 - About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences these choices.
- That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

**Cross-curricular subject content:**

**Year 2 Science:**

To recognise why hygiene is important and what I must do to be hygienic.