

Jennett's Park Personal, Social, Health and Economic Education (PSHE) Curriculum

Intent

At Jennett's Park we want our pupils to receive a broad and balanced curriculum that prepares them for life after school. We have the opportunity and the responsibility as educators not just to help pupils academically but to help them become well-rounded individuals that have the knowledge and skills to have safe, fulfilling lives. We want our pupils to feel confident and to be fluent in skills that will help carry them through life by the time they leave us in Year 6.

The definition of PSHE from the PSHE Association is: 'PSHE Education is the school subject through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.' At our school, we feel that PSHE is a pivotal part of our pupils' education to prepare them for the future. We want to be able to give them the best opportunities possible and the right tools to thrive in modern society.

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Implementation

This document shows the whole school progression for each of the three key topic areas with the intention to make following the objectives for each year group easier and consistent in line with statutory government guidance. The PSHE curriculum is broken down further into documents for the Autumn, Spring and Summer terms that list the progression of objectives for each year group, so that teachers can observe how the current topic looks like in each year group, and so that teaching builds on the previous year. This is so that the knowledge and skills pupils gain deepens year on year and so that learners are suitably challenged.

Relationships	Health and Wellbeing	Living in the Wider World
<ul style="list-style-type: none"> ● Friendship ● Relationships ● Diversity and Equality ● Identity ● NSPCC PANTS ● Body ownership and consent 	<ul style="list-style-type: none"> ● Healthy Living ● Cleanliness and hygiene ● Smoking, alcohol and drug use ● Puberty, reproduction and the human body ● Emotions and mindset 	<ul style="list-style-type: none"> ● Online Safety ● Lives of different people ● Water and fire hazards ● Charities, donating and fundraising ● Goals, aspirations and changes



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How to implement the progression document and long term plan

PSHE should be taught as a main subject would be taught so that both teachers and pupils are able to recognise its importance in our school's curriculum, but most importantly, as an essential part of our pupils' social and emotional educational development. Therefore, PSHE should be part of every classes' weekly timetable and taught for a minimum of 40 minutes a week. In some cases, it would be easier to implement a weekly input of PSHE across other curriculum subjects. For example, the Spring Term's Health and Wellbeing topic covers objectives that are very similar to objectives found in our science curriculum, such as those to do with the human body or healthy living. This would only be the case for a few year groups however as not all years teach these science objectives. There would also be the opportunity to cover aspects of the PSHE curriculum through observing national events and specific days that the whole school can take part in, such as Safer Internet Day, Mental Health Awareness Week or Charity Week. This may take the form of having time set aside specifically for discussing the themes on that particular day, for example: discussing diversity and equality in June as part of Pride Month for the LGBTQ+ community. These are also great opportunities to cross-curricular our PSHE curriculum with other subjects such as computing. In some ways, we want PSHE to be seen as a subject that comes into all areas of our education and our development as individuals rather than just a topic on its own that is only thought about for 40 minutes a week. As our school's vision is to empower our children to flourish and achieve under God's love, we believe that the best way to do this is through a balanced PSHE curriculum that is embedded throughout the rest of our school's curriculum.

Impact

We encourage our pupils to value PSHE as a subject in its own right and to see its importance in our everyday living. We will constantly ask the 'why' behind their learning so that they understand the purpose and the reasons why PSHE is part of our curriculum. We want our pupils to become well-rounded individuals who feel that they are valued in their community, and who are reflective, considerate and understanding of others around them, regardless of gender, ethnicity, religion, etc. Whole school events and assemblies that observe national days for focusing on certain topics brings pupils the understanding that Jennett's Park School is part of a much wider community that is made up of individuals, the pupils being part of that family. For example, the involvement of the PCSOs for events such as Friendship Week and Safer Internet Day have linked them with our school and created a wider community, as well as made them a familiar face with our pupils, giving them the confidence to speak to trusted adults when something is wrong. Progress in our PSHE curriculum is demonstrated through baseline and end of topic assessments, which can be as simple as a discussion, as well as through outcomes and the record of coverage in the process of achieving these outcomes.

	Relationships	Health and Wellbeing	Living in the Wider World
Nursery	<ul style="list-style-type: none"> - To build relationships with adults and other children - To recall the names of those in their class - To begin to reflect relationships with adults and other children - To identify important and special people in our lives - To recognise and celebrate special people in our lives - To explore and understand that different emotions may be felt when parents/carers leave - To know what it means to be a good friend - To explain why we have friends - To identify the qualities of a good friend - To know that we are all unique - To celebrate similarities and differences - To celebrate being completely unique and different to everyone else - To understand that other children may have different interests - To understand that there are different types of families - To explore gender stereotypes - To take part in NSPCC PANTS sessions 	<ul style="list-style-type: none"> - To understand why it is important to wash our hands - To identify basic ways to use first aid and medicine correctly - To identify, manage and express a range of emotions - To identify what makes us feel happy or sad - To explain how to manage difficult feelings 	<ul style="list-style-type: none"> - To understand how to stay safe online - To explain who to tell if you are worried or scared about what you see online - To explain what charity is - To explain why people donate to charities - To talk positively about change

<p>Reception</p>	<ul style="list-style-type: none"> - To build relationships with adults and other children - To recall the names of those in their class - To explain the importance and role of special people in our lives - To explore and understand that different emotions may be felt when parents/carers leave - To know what it means to be a good friend - To list key qualities to look for in a friend - To identify the qualities of a good friend - To know that we are all unique - To know and explore the similarities and differences between those in your class and other children - To celebrate similarities and differences - To celebrate being completely unique and be able to explain who we are similar and different to - To understand that other children may have different interests - To understand that there are different types of families - To explore gender stereotypes - To take part in NSPCC PANTS sessions 	<ul style="list-style-type: none"> - To understand why it is important to keep clean - To understand how we can keep ourselves clean - To understand the need to take some responsibility for keeping ourselves clean, e.g. washing hands, brushing teeth - To identify, manage and express a range of emotions - To recognise what makes us proud - To recognise our achievements - To recognise and celebrate achievements of others 	<ul style="list-style-type: none"> - To understand how to stay safe online - To explain who to tell if you are worried or scared about what you see online - To explain what charity is - To explain why people donate to charities - To understand the terms fair and unfair, identifying situations that are fair and unfair - To talk positively about change - To reflect on prior experiences
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<p>Year 1</p>	<ul style="list-style-type: none"> - To list key qualities to look for in a friend - To explain why good friends are important and explore how to make new friends - To understand what a compliment is and why it is important - To identify places and people who make us feel safe - To explain why these places and people make us feel safe - To explore different types of families - To take part in NSPCC PANTS sessions - To know what to do and who to tell if you are unhappy or unsure about something you have seen 	<ul style="list-style-type: none"> - To understand how food and water keeps us healthy - To understand that there are healthy and unhealthy foods - To recognise the importance of a varied diet - To understand why it is important to keep clean and healthy - To explain how and why it is important to keep ourselves clean - To understand why it is important to keep our teeth clean and healthy - To know why we need to use medicine safely - To recognise our achievements - To celebrate our achievements and of those around us 	<ul style="list-style-type: none"> - To explain how to keep safe online - To identify what you would do if you were worried or scared about what you see online - To explain how to keep safe at home - To explain what charity is - To explain why people donate to charities - To fundraise for a charity - To explain the difference between wants and needs - To explain what voting is - To understand why democratic voting is important - To explain the difference between good and bad - To explain what bad secrets are - To explain how we have changed since we were born - To set own goals for the future
<p>Year 2</p>	<ul style="list-style-type: none"> - To list key qualities to look for in a good friend - To understand what makes a good friend - To identify how we can be a good friend to others - To identify different types of bullying and how it makes people feel - To explain what to do if you are being bullied or witness something which you feel uncomfortable about - To understand what conflict is 	<ul style="list-style-type: none"> - To understand and explain why it is important to eat healthily - To identify healthy and unhealthy food options - To recognise and name the 5 food groups from the Eat Well Guide - To understand the importance of eating fruits and vegetables - To explain how to stay safe around harmful substances - To identify risks associated with smoking - To name different parts of the human body - To identify differences between males and females - To understand the basic human life cycle 	<ul style="list-style-type: none"> - To understand what personal information is - To understand who to trust online - To understand what you would do if you were worried or scared about something you saw online - To explain what charity is - To explain why people donate to charities - To choose a charity to fundraise for - To plan a fundraising event - To hold and evaluate a fundraising event - To explain the difference between wants and needs - To explore life in different countries and situations

	<ul style="list-style-type: none"> - To explain what to do if a conflict escalates - To explain how to resolve a conflict - To explore gender stereotypes - To learn and understand the NSPCC PANTS rules - To explain how to keep ourselves safe - To understand the right to say no to unwanted touch - To identify the differences between males and females - To explore how the differences between males and females are part of the lifecycle - To be able to name different body parts 	<ul style="list-style-type: none"> - To know what pride is and identify what makes us proud - To explain why it is important to feel proud and acknowledge accomplishments - To explain what makes us feel proud of other people - To celebrate our achievements and of those around us 	<ul style="list-style-type: none"> - To explain how our lives are different to the lives of children in other countries - To understand how the UK Parliament is formed and explain why it is important to us - To explain how to keep safe around fire hazards - To explain the risks associated with fire, and explore ways to prevent fires - To set a goal for the future
Year 3	<ul style="list-style-type: none"> - To identify the qualities of a good friend - To identify what makes a healthy relationship and explain what makes a good friend - To explain the difference between unkindness and bullying - To identify different types of bullying and explain what to do if you witness something you feel uncomfortable about - To explain what conflict is and ways of resolving conflict 	<ul style="list-style-type: none"> - To explain which food groups make up a healthy or unhealthy meal - To understand how food choices can contribute to tooth decay - To explain what a drug is - To know that there are legal and illegal drugs - To explain the effects of passive smoking - To understand the effects of caffeine - To explore physical differences between males and females - To name parts of the human body - To understand what dementia is and how it is related to memory 	<ul style="list-style-type: none"> - To explain how to keep safe online - To identify what we should do if we were worried or scared about something online - To explain what charity is - To explain why people donate to charities - To fundraise for a charity - To explain the difference between wants and needs - To explore life in different countries and situations - To explain how our lives are different from the lives of children in other countries - To define democracy and define why democracy is important

	<ul style="list-style-type: none"> - To understand the definition of respect and know that you can respect someone you disagree with - To know that a person has the right to say what they like and dislike - To explore different types of families and who to go to for help and support - To explore gender stereotypes - To fully articulate the NSPCC PANTS rules - FGM link - To know you have the final say and consent over your body - To know that 'no touch' is a rite of passage 	<ul style="list-style-type: none"> - To celebrate our achievements and of those around us - To explore the concept of self-talk and identify how this can help us 	<ul style="list-style-type: none"> - To explain how to keep safe around fire - To explain the risks associated with fire, and explore ways to prevent fires - To set a goal for the future
<p>Year 4</p>	<ul style="list-style-type: none"> - To identify the qualities of a good friend - To explore rights in a friendship and explain why it is important to know these rights - To understand the responsibilities in a friendship and explain why it is important to have these responsibilities - To understand the role of the bully, bystander and victim in a bullying scenario - To identify different types of bullying and explain what to do if you witness something which you feel uncomfortable about 	<ul style="list-style-type: none"> - To explain how food gives us energy - To explain why nutrients are important - To explain the risks and dangers associated with smoking - To explain the risks and dangers associated with alcohol - To explore the human life cycle - To identify some basic facts about puberty - To explore how puberty is linked to reproduction - To explore how dementia affects the whole family - To explore how assistive technologies can help people living with dementia - To understand a growth mindset and how it can affect us 	<ul style="list-style-type: none"> - To explain how to keep safe online - To identify what we would do if we were worried or scared about something online - To critically evaluate information online, including thinking critically about information, images and people who may try and talk to you online - To explain what charity is, and explain why people donate to charities - To fundraise for a charity - To explain how to save and the benefits of saving - To explore the water crisis around the world - To explain how to keep safe around water - To explain the risks associated with water

	<ul style="list-style-type: none"> - To understand how gender stereotypes can label people - To explain how to break gender stereotypes - To understand aspects of discrimination - To understand that every individual, no matter what their gender, should be treated with equal respect and opportunities - FGM link 		<ul style="list-style-type: none"> - To set own goals, thinking about long term aspirations
<p>Year 5</p>	<ul style="list-style-type: none"> - To understand and list the attributes of a good friend - To identify the qualities of a good friend - To consider the rights and responsibilities we have in friendships - To explain what peer pressure is and know ways to challenge it - To explain the possible repercussions of feeling excluded - To know where to turn in times of unhappiness or when witnessing something you are unsure about - To explain what makes a situation fair or unfair - To explain what it means to belong and explain why belonging is important - To identify places we feel we belong - To explore gender stereotypes 	<ul style="list-style-type: none"> - To explain what makes up a healthy meal - To explain the importance of nutrients and fibre - To explain the importance of hydration - To explain the importance of portion control - To interpret and understand the information on food labels - To know that legal and illegal drugs exist - To be aware of the risks associated with drug misuse - To consider the emotional and physical changes occurring during puberty - To explore male and female changes in more detail - To consider the impact of puberty on the body and understand the importance of physical hygiene - To understand the benefits of a growth mindset and explain how we can further develop growth mindsets 	<ul style="list-style-type: none"> - To explain how to keep safe online - To identify what we would do if we were worried or scared about something online - To explain what charity is and explain why people donate to charities - To fundraise for a charity - To understand deductions that are taken from payslips - To explain what budgeting is and why it is important - To explain what migration is - To explain why people might need to migrate - To explain how to keep safe when cycling - To explain the risks associated with cycling and recognise ways to minimise these risks - To set own short and long term goals

	<ul style="list-style-type: none"> - To explain why it is important to challenge gender stereotypes 		
<p>Year 6</p>	<ul style="list-style-type: none"> - To consider the rights and responsibilities we have in friendships and that we can have successful friendships - To explore physical and emotional behaviour in relationships - To explore positive and negative ways of communicating in a relationship - To recognise and explain different forms of bullying - To know where to turn in times of unhappiness or when witnessing something you are unsure about - To understand and explain similarities and differences between different people - To understand and explain how we might disagree and respect different people - To understand the possible repercussions of feeling excluded - To challenge gender stereotypes - To know I have the right to say no 	<ul style="list-style-type: none"> - To understand the importance of exercise and understand the effects of exercise on the body - To explain the risks associated with alcohol - To explain the associated risks of volatile substance abuse, e.g. cannabis use - To explain the link between puberty and reproduction - To explore the process of conception and pregnancy - To know the types of difficulties people with dementia may experience - To explore ways in which communities can support people living with dementia - To understand how to develop positive self-talk 	<ul style="list-style-type: none"> - To think critically about online information, knowing that some information is false - To know what to do and where to turn if you are uncomfortable about anything online, or anyone trying to talk to you online - To explain how to keep safe online - To understand the risks you may face - To understand what risky behaviours are - To explain what charity is and explain why people donate to charities - To fundraise for a charity - To understand that different jobs have different salaries - To explore what value for money means - To understand the reasons why some people may be homeless - To explain what hidden homelessness is - To challenge stereotypes associated with homelessness - To understand how beauty is portrayed around the world - To understand how a Parliamentary debate takes place in the House of Commons - To set own short and long term goals and aspirations for the future



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Key – Autumn Term: Relationships

red = friendship

blue = relationships

green = identity

purple = diversity and equality

orange = NSPCC PANTS

Key – Spring Term: Health and Wellbeing

red = healthy living

blue = cleanliness and hygiene (including smoking, alcohol and drug use)

green = puberty, reproduction and the human body

purple = emotions and mindset

Key – Summer Term: Living in the Wider World

red = online safety

blue = charities and donating

green = lives of different people

purple = goals, aspirations and changes