



PSHE

Intent

Our intention is that when children leave Chew Stoke Church School, they will do so with strong knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. At Chew Stoke Church School, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. PSHE is taught across the school from Reception - Year 6 on a weekly basis and as a school, we follow the Jigsaw PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting British values and our core Christian Values; friendship, love, trust, truthfulness, courage and compassion.

Implementation

Throughout the school, we have adopted the Jigsaw scheme of work which aims to develop the "whole child" through a spiral curriculum. Teachers adapt this scheme in order to reflect the needs of their pupils. Half-termly units develop knowledge, skills and understanding in the areas of:

- Being Me in My World
- Celebrating Difference (including anti-bullying)
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me (including Sex Education)

Its cohesive vision helps children understand and value how they fit into and contribute to the world. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw equips us to deliver engaging and relevant PSHE education. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. This encourages building resilience and nurturing mental and physical health.

We believe that PSHE education plays a vital part in primary education so, as well as discrete lessons, it is embedded throughout the curriculum. British Values and Spiritual, Moral, Social and Cultural concepts are explored across our broad and balanced curriculum. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. In addition, special events, key campaigns and themed days/weeks provide opportunities for children to explore topical issues.

Children are encouraged to adopt the 'Effective Characteristics of Learning' in order to be: Independent Enquirers, Resourceful Thinkers, Self Managers, Effective Participators, Reflective Learners and Team workers. PSHE lessons provide a multitude of opportunities to refine and develop these skills.

Impact

By the time children leave us they will:

- demonstrate kindness and respect towards themselves and others.
- have the courage and ability to try new things, challenge themselves and persevere.
- take responsibility for their actions.
- have a good understanding of how to stay safe, healthy and how to develop good relationships.
- have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- be on their journey preparing them for life and work in modern Britain.
- be equipped to 'reach for the stars'.

Assessment within discrete PSHE lessons, will ensure that pupils are building on their skills and knowledge over time. Predetermined learning objectives allow teachers to be mindful of the assessment elements within lessons and can help them pitch and plan subsequent lessons. Activities are included within lesson to give the children the opportunity to self-assess and these allow children the opportunity to identify areas for self-improvement.

Progression of skills within PSHE

		EYFS	Year 1/2	Year 3/4	Year 5/6
S k i l l s	Developing confidence and responsibility and making the most of their abilities	<ul style="list-style-type: none"> • Display high levels of involvement for increasing lengths of time. • Be confident enough to take appropriate risks • Develop a sense of self as a member of different communities • Express needs and feelings appropriately • Initiate interaction with other people • Develop awareness of their own needs, views and feelings • Be sensitive to the needs, views and feelings of others 	<ul style="list-style-type: none"> • <i>Take and share responsibility for their own behaviour</i> • <i>Recognise what they like and dislike, what is fair and unfair and what is right and wrong</i> • <i>Recognise what they are good at from what others say</i> • <i>Express positive qualities about themselves</i> • Understand the difference between impulsive and thinking behaviour • Share their opinions on things that matter to them 	<ul style="list-style-type: none"> • Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class • Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements • Be able to face new challenges positively and know when to seek help • Be able to identify the range of jobs carried out by people they know • Be able to explain their views on 	<ul style="list-style-type: none"> • Talk, write and explain their views on issues that affect wider environment • Reflect on and evaluate their own experiences and set personal goals • Talk, write about and identify the skills they need to develop to make their contribution in the future • Identify needs of the wider community and their roles and responsibilities as members • Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement • Transfer a skill learned in one situation to another context • Talk, write and explain their views on

		<ul style="list-style-type: none"> • Develop respect for their own cultures and beliefs and those of others • Perform simple tasks independently 	<ul style="list-style-type: none"> • Recognise name and deal with their feelings in a positive way • Reflect on and evaluate their own experiences to set simple goals • Respond with increasing confidence to new people and situations 	<p>issues that affect the school environment</p> <ul style="list-style-type: none"> • Able to reflect on their mistake and make amends. • Begin to make responsible choices and consider consequences • Identify the range of skills needed in different jobs • Recognise the need to ask for support sometimes and whom to ask and how • Be able to express feelings in different ways and recognise the impact on others 	<p>issues that affect the global environment</p> <ul style="list-style-type: none"> • Continue to reflect and evaluate their own experiences and set personal goals • Take action bases on responsible choices • Recognise as they approach puberty how people’s emotions change • Develop strategies to deal with their feelings in a positive way • Continue to develop the skills they need to make their contribution in the future • Identify needs of the wider community and develop their roles and responsibilities as members • Look after their money and realise the importance of saving • Prepare for and manage the change to secondary school
	<p>Preparing to play an active role as citizens</p>	<ul style="list-style-type: none"> • Develop positive self esteem • Show developing empathy for others • Listen to an adult and to a friend 	<ul style="list-style-type: none"> • Continue to develop empathy for others • Recognise what is right and wrong, show responsibility for themselves and others in different situations • Make, agree and follow rules for their classroom • Know how to apologise and make amends • Realise that people and other things have needs • Develop understanding of groups they belong to • Contribute to the life of the class and school • Ask questions of a range of adults • Listen and respond in group discussions • Express own views with increasing confidence • Participate in a simple debate about school issues • Identify different choices they can make • Recognise the difference between right and wrong 	<ul style="list-style-type: none"> • Value contributions of others in discussion • Begin to develop negotiating strategies • Participate in making and changing rules • Contribute to decision making in a small group • To continue to develop skills to take part in small discussions about community issues • Continue to value contributions of others • Continue to develop negotiating strategies & know when to compromise • Understand why rules are needed and that there are consequences when rules are broken • Understand that there are responsibilities as well as rights • Use different ways to communicate and express personal and group views about an issue 	<ul style="list-style-type: none"> • Be able to lead discussions and debates about wider issues (aware of different rights, roles and responsibilities) • Understand why and how laws are made and enforced • Understand there are consequences when rules/ laws are broken • Resolve differences by looking at alternatives, making decisions and explaining choices • Participate in school’s decision making process • Identify the bias in media reporting • Develop skills to inform choices which have an effect on the sustainability of the environment • Make informed decisions about how to allocate fund raising money • Adapt different roles, right and responsibilities during discussions and debates about wider issues • Realise the consequence of anti-social and aggressive behaviour • Understand what democracy is

			<ul style="list-style-type: none"> • Able to make “I” statements instead of blaming others • Beginning to understand that they have more responsibilities to meet the needs of living things 		<p>and about the basic institutions that support it locally and nationally</p> <ul style="list-style-type: none"> • Recognise the role of voluntary, community and pressure groups • Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK
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PSHE – Content Overview

The majority of classes at Chew Stoke Church School are mixed age (will have a mix of 2 Year groups), as a result, the curriculum that has been developed runs over a two year cycle. This ensures that learning is never repeated and that knowledge builds on previous knowledge.

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
	Setting personal goals Self-identity and worth Positivity in challenges	Families and their differences Family conflict and how to	Difficult challenges and achieving success Dreams and ambitions	Exercise Fitness challenges Food labelling and healthy swaps	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to	How babies grow Understanding a baby’s needs Outside body changes

Ages 7-8	Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	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	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 SMART 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