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| **The 3 I’s** | **PSHE** | |
| **INTENT**  **(What we want pupils to learn and why – curriculum design – how and why it is sequenced the way it is)** | **Aims: what big ideas do we want OUR pupils to come out with from this subject.** | *At Thrunscoe Primary and Nursery Academy we feel that PSHE (Personal, Social and Health Education) is the foundation for pupil’s learning. We pride ourselves on promoting the positive mental health and wellbeing of all pupils and feel that PSHE education plays a pivotal role in this. We provide our children with opportunities to learn about rights and responsibilities, RSE, drugs education, e-safety, citizenship and make links British Values to ensure that pupils have an appreciation for our diverse society.* |
| **Organisation of curriculum and sequencing:** | * *Six half termly units are taught each year – Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me across year 1-6* * *Our PSHE lessons encourage both development of knowledge and development of social and emotional skills.* * *An assembly is held at the beginning of each half term to introduce the unit of work the children will be completing* * *The content of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance is delivered through the Jigsaw Scheme of Work.* * *Additional learning takes place such as NSPCC PANTOSAURUS to teach the underwear rule in KS1. Whole academy first aid for children also takes place each academic year.* * *Two National College online safety lessons are delivered at the beginning of each half term.* |
| **IMPLEMENTATION**  **(How the curriculum - inc. cultural capital - is taught and assessed so our children develop knowledge, skills, understanding & SHINE)** | **Teaching & adapting to learners needs:** | * *Support is provided for those children who require it through use of scaffolds and adult support.* * *Adapted tasks are used to ensure that all pupils can access the learning taking place.* * *Teachers have the autonomy to change the activity based on the needs of their class. It may be felt that drama, role play or additional circle time is more beneficial to provide learners with an understanding of the lesson. Teachers will record outcomes of this lesson within their class floor book (Jigsaw Journal)* * *Teachers adapt their questioning to suit the needs of the learners within their classroom.* |
| **What, How and When we assess learning** | * *Key vocabulary for each unit is highlighted for staff to use to assess understanding* * *Knowledge organiser front covers have been developed for staff to use at the beginning of each unit* * *Low stakes quizzes used to develop long term memory* * *Key concepts are revisited in each phase as the core six units are repeated* * *Learning objectives are self-assessed and teacher-assessed according to clear, progressive success criteria* * *Teachers may choose to evidence their lesson within a floor book (Jigsaw Journal) should they feel that the lesson they are teaching requires more time for discussion/role play. This enables teachers to have autonomy over their class as long as the learning aims are delivered.* * *Ask it basket used within Jigsaw lessons to enable children to have a safe way to ask questions regarding their learning. This is used most effectively during the ‘Changing Me’ unit where puberty, conception and girls’ and boys’ bodies are discussed.* |
| **How and when we make links to other subjects:** | * *Pupils’ RE learning supports the unit ‘Celebrating Differences’ by educating children about other cultures and religions* * *Pupils’ computing learning supports the delivery of online safety learning* * *Pupils’ PE lessons promote exercise and an understanding of the importance of physical activity* * *Pupils’ science learning reinforces the understanding of the human body and reproduction* * *In the Early Years Foundation Stage (EYFS), PSHE is taught through the prime areas of learning referred to as personal, social and emotional development (PSD) and physical development (PD).* |
| **Cultural capital – visit / visitors / clubs** | * *Wellbeing Club led by Ms Holness (Wellbeing and Personal Development Lead) will take place in Spring 2025. This club aims to teach children breathing strategies and provide children with a range of activities linked to improving their mental health and wellbeing. This club aims to encourage children to develop their ability to be more mindful. In addition to this, we offer a wide range of clubs which aim to cater to the needs and interests of the pupils within the academy.* * *Compass Go (MHST) regularly lead assemblies throughout the academic year related to issues that are pertinent to the pupils at that particular time* * *Academy Wellbeing Week is held each May after KS2 SAT testing. During this week a wide range of activities are undertaken to aim to boost the wellbeing of all stakeholders within the academy.* * *Initiatives such as Children’s Mental Health Week (Feb) and Anti-Bullying Week (Nov) are celebrated within the academy raise awareness.* * *Representative wellbeing champions have been identified fromY2-Y6. These pupils have received peer support training from Compass Go to enable them to support other* |
| **IMPACT**  **(Key Impact and how we will measure and monitor)** | **Monitoring and evaluating outcomes** | ***Relationships Education***  *By the end of primary school pupils will know:*   |  |  | | --- | --- | | *Families and people who care for me* | * *That families are important because they can give love, security and stability* * *The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives* * *That others’ families, either in school or in the wider world sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care* * *That stable, caring relationships, which may be of different types are at the heart of happy families and are important for children’s security as they grow up* * *That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong* * *How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed* | | *Caring friendships* | * *How important friendships are in making us feel happy and secure and how people choose and make friends* * *The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties* * *That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded* * *That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right* * *How to recognise who to trust and who not to trust, how to judge when friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed* | | *Respectful relationships* | * *The importance of respecting others even when they are different from then (for example physically, in character, personality or background) or make different choices or have different preferences or beliefs* * *Practical steps they can take in a range of different contexts to improve or support respectful relationships* * *The conventions of courtesy and manners* * *The importance of self-respect and how this links to their own happiness* * *That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others including those in positions of authority* * *About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help* * *What a stereotype is and how stereotypes can be unfair, negative or destructive* * *The importance of permission-seeking and giving in relationships with friends, peers and adults* | | *Online relationships* | * *That people sometimes behave differently online, including by pretending to be someone that are not* * *That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous* * *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them* * *How to critically consider their online friendships and sources of information including awareness of the risks with people they have never met* * *How information and data is shared and used online* | | *Being safe* | * *What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)* * *About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe* * *That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact* * *How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know* * *How to recognise and report feelings of being unsafe or feeling bad about any adult* * *How to ask for advice or help for themselves or others and to keep trying until they are heard* * *How to report concerns or abuse and the vocabulary and confidence needed to do so* * *Where to get advice e.g family, school and/or other sources* |   ***Physical Health and Mental Wellbeing Education***  *By the end of primary school pupils will know:*   |  |  | | --- | --- | | *Mental Wellbeing* | * *That mental wellbeing is a normal part of daily life, in the same way as physical health* * *That there is a normal range of emotions (e.g happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations* * *How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings* * *How to judge whether what they are feeling and how they are behaving is appropriate and proportionate* * *The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness* * *Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests* * *Isolation and loneliness can affect children and that is it very important for children to discuss their feelings with an adult and seek support* * *That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing* * *Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)* * *It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.* | | *Internet safety and harm* | * *That for most people the internet is an integral part of life and has many benefits* * *About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing* * *How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private* * *Why social media, some computer games and online gaming, for example, are age restricted* * *That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health* * *How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted* * *Where and how to report concerns and get support with issues online* | | *Physical health and fitness* | * *The characteristics and mental and physical benefits of an active lifestyle* * *The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise* * *The risks associated with an inactive lifestyle (including obesity)* * *How and when to seek support including which adults to speak to in school if they are worried about their health* | | *Healthy eating* | * *What constitutes a healthy diet (including understanding calories and nutritional content)* * *The principles of planning and preparing a range of healthy means* * *The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviour (e.g the impact of alcohol on diet or health)* | | *Drugs, alcohol and tobacco* | * *The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking* | | *Health and prevention* | * *How to recognise the early signs of physical illness, such as weight loss or unexplained changes to the body* * *About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer* * *The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn* * *About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist* * *About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing* * *The facts and science relating to allergies, immunisation and vaccination* | | *Basic first aid* | * *How to make a clear and efficient call to emergency services if necessary* * *Concepts of basic first aid, for example dealing with common injuries including head injuries* | | *Changing adolescent body* | * *Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes* * *About menstrual wellbeing including the key facts about the menstrual cycle* |   *Pupils will:*   * *Develop positive and healthy relationships with others both now and in the future* * *Know how to manage conflict with others in a mature and sensible manner* * *Understand the physical aspects of RSE at an age appropriate level* * *Use the correct terminology for body parts* * *Develop respect for themselves and others* * *Have a positive body image* * *Develop strategies for dealing with peer pressure* * *Understand that they have a range of emotions* * *Develop strategies to support their wellbeing* * *Develop self-confidence and self-esteem* * *Become active members of a democratic society* * *Become thoughtful and responsible members of their community and their school*   *Pupil and staff voice is sought at regular intervals throughout the academic year*  *Book Looks are conducted at regular points through the academic year* |