

LANGTOFT PRIMARY SCHOOL

PSHE

OUR INTENT FOR PSHE

The aim of our Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) curriculum is to prepare the children for the future, both in education and in life. PSHE is underpins all curriculum areas but is also taught discretely

Through our teaching of PSHE and RSHE we aim to provide children with the knowledge, skills and understanding they will need to be caring and responsible citizens who lead healthy lives.

The intents of our PSHE and RHSE curriculum is to deliver a curriculum that is accessible to all children, ensuring that they understand and value how they fit into and contribute to the world, both now and in the future. As a Rights Respecting Gold School we aim to provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

IMPLEMENTATION

Our PSHE curriculum is delivered through the JIGSAW - a spiral and progressive scheme. Jigsaw covers all elements of the National Curriculum in PSHE and incorporates the full requirements of the government statutory curriculum on Relationships, Health and Sex Education.



Sex Education (which we view as human reproduction) and Puberty is also covered within our science curriculum. This element is statutory. Please refer to our policy on PSHE (including Relationships Education and our position on Sex Education) for further details.

Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me (Government Health Education statutory requirements)	Relationships (Government Relationships Education statutory requirements)	Changing Me (Government Relationships Education statutory requirements)

Examples of how PSHE is integrated into the life of the school

High aspirations	<p>High standards of expectations which are the same as core subjects. Allow children to have a deeper understanding of events such as how, why and when. Use of precise technical vocabulary to extend children's knowledge. Questioning throughout the lesson to extend knowledge Encourage children to embrace challenge, question themselves and enjoy working hard.</p>
Cultural experiences and enrichment	<p>Incorporate activities in the classroom and whole school for: World Mental Health Day (10th October) Black History Month (October) Around the World Week to learn about other faiths and culture (summer term) Themed Weeks such as Arts Week, Sports Week Anti-bullying week and odd sock day (November) Children in Need day Road Safety Week (November) Mini police Residentials (Y4-6) and school trips</p>

<p>Life-long love of reading</p>	<p>Classroom has non-fiction books on display that link to topic. Books are shared relating to PSHE and RSHE in the classroom and in whole school assemblies. Children's books available on emotional and physical well-being.</p>
<p>British values Democracy Rule of Law Individual liberty Tolerance and Respect</p>	<p>Active School Council Rights Respecting School representatives from Y2 upwards. Mini-police Democratic voting process to nominate pupil committees. Play Leaders trained by School Sports Partnership E safety awareness session /newletters for pupils and parents Fundraising through Harvest Festival donations for local foodbanks Christmas Shoebox Appeal Fundraising and supporting other charities throughout the year Discussion and work on British Values in PSHE and RSHE and throughout the whole curriculum. PSHE lessons consistently demonstrate the value of British values. Class Dojo system to help children understand the importance of having rules and learn the benefits of rules Teaching children the challenges of today, they are able to discuss differences, challenge prejudice and discriminatory behaviour and respect other views. Topics, such as Ancient Greeks, Romans etc... link into wider learning of democracy and liberty. Weekly Celebration Assembly- celebrating achievements both inside and outside of school. Class Charter created with the children within every classroom. Whole School Wellbeing display where acts of kindness are recognised and books are available for children to read linked to wellbeing.</p>

AUTUMN 1	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World Knowledge	I understand my rights and responsibilities within our Learning Charter	I can explain why my class is a happy and safe place to learn	I can explain why behaviour can impact on other people in my class	I can explain how my behaviour can affect how others feel and behave	I can explain why being listened to and listening to others is important in my school community	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place	I can explain how my choices can impact on people in my immediate community and globally
Being Me in My World Skills	I know about rules	I can give different examples where I or others make my class happy and safe	I can compare my own and my friends' choices and can express why some choices are better than others	I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued	I can explain why being democratic is important and can help me and others feel valued	I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context	I can empathise with others in my community and globally and explain how this can influence the choices I make
Vocabulary (always consolidating the previous year groups)	kind, gentle, friend, similar, different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns	safe, special, calm, belonging, Learning Charter, rewards, proud, consequences, upset, disappointed,	worries, hopes, fears, responsible, actions, praise, positive, negative, choices, cooperate, problem-solving	welcome, valued, achievements, pleased, personal goal, acknowledge, personal goal, affirm, emotions, feelings, nightmare, solutions, support, dream, behaviour, fairness, group dynamics, team work, viewpoint, ideal school, belong	included, excluded, role, job, description, school community, democracy, democratic, decisions, voting, authority, contribution, observer, UN Convention on Rights of a Child	education, wants, needs, empathy, comparison, opportunities, education, empathise, obstacles, cooperation collaboration, legal, illegal, lawful, laws, participation, motivation, decision	challenge, goal, attitude, citizen, views, opinion, collective
Links to UN Rights of the Child	12, 13, 14, 16, 28, 29, 24, 31, pieces 5 & 6	12, 13, 14, 16, 28, 29, 5 pieces 4, 5, 6	12, 13, 14, 16, 28, 29, 3 and 20 piece 2, 5 pieces 5 and 6	12, 13, 14, 16, 28, 29, 5 pieces 5 and 6	12, 13, 14, 16, 28, 29, 1-42 piece 3, 5 pieces 5 and 6	12, 13, 14, 16, 28, 29, 1-42 piece 3, 5 pieces 5 and 6	12, 13, 14, 16, 28, 29, 24 and 32 piece 2, 24 and 27 piece 3, 5 pieces 5 and 6

AUTUMN 2	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebrating Difference Knowledge	I understand that not everyone is the same and we all have different likes and dislikes	I can tell you some of the ways I am similar and different to other people in my class and why this makes us all special	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen	I can tell you a time when my first impression of someone changed as I got to know them. I can explain why bullying might be difficult to spot and what to do about it if I'm not sure	I can explain the differences between direct and indirect bullying and can offer a range of strategies to help myself and others if we become involved in a bullying situation	I can explain ways in which difference can be a source of conflict or a cause for celebration.
Celebrating Difference Skills	I know what I am good at	I can explain what bullying is and how being bullied might make somebody feel	I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends	I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation	I can explain why it is good to accept myself and other for who we are	I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration
Vocabulary (always consolidating the previous year groups)	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family.	similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique	boys, girls, similarities, assumptions, shield, stereotypes, special, differences, bully, purpose, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness,	loving, caring, safe, connected, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, feelings, tell, consequences, hurtful, compliment	character, judgement, surprised, different, appearance, accept, influence, opinion, attitude, secret, deliberate, on purpose, bystander, witness, problem-solve, cyber-bullying, text message,	culture, conflict, similarity, belong, culture wheel, racism, racist, colour, race, discrimination, rumour, name-calling, homophobic, cyber-bullying, texting, problem-solving, indirect, direct, happiness, developing world,	normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle

			kindness, unique, value		website, troll, physical features, impression, changed	celebration, artefacts, display, presentation	imbalance, harassment, direct, indirect, argument, recipient, para-Olympian, achievement, accolade, perseverance, sport, admiration, stamina, celebration
Links to UN Rights of the Child	12, 13, 14, 16, 28, 29, 30 pieces 1, 3, 5	12, 13, 14, 16, 28, 29, 30 pieces 4, 5, 6	12, 13, 14, 16, 28, 29, 30 pieces 3 and 4	12, 13, 14, 16, 28, 29, 30 piece 1	12, 13, 14, 16, 28, 29, 23 piece 1, 30 piece 3	12, 13, 14, 16, 28, 29, 30 pieces 1, 2, 3 and 6, 24 and 32 piece 5	12, 13, 14, 16, 28, 29, 23 pieces 1, 4, 5 and 6, 30 pieces 2, 3, 5 and 6

Spring 1	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dreams and Goals Knowledge	I know that when I try hard I can meet my goals	I can explain how I feel when I am successful and how this can be celebrated positively	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other	I can explain the different ways that help me learn and what I need to do to improve	I can plan and set new goals even after a disappointment	I can compare my hopes and dreams with those of young people from cultures different from mine	I can explain different ways to work with others to help make the world a better place
Dreams and Goals Skills	I can express my dreams and goals	I can say why my internal treasure chest is an important place to store positive feelings	I can express how it felt to be working as part of a group and can identify a range of feelings about group work	I am confident in sharing success with others and know how to store my feelings of success in my internal treasure chest and why this is important	I can explain what it means to be resilient and to have a positive attitude	I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel	I can identify why I am motivated to make the world a better place
Vocabulary (always consolidating the previous year groups)	dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage	Proud, success, treasure, coins, learning, stepping stones, process, working together, team work, celebrate, stretchy, challenge, feelings, overcome, achieve	Realistic, achievement, goal, strength, persevere, difficult, easy, learning together, partner, product	perseverance, challenges, success, obstacles, dreams, goals, ambition, future, aspirations, enterprise, cooperation, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, solve it together, technique, solutions, review, learning, evaluate	hope, determination, resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise	feeling, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, motivation, culture, country, sponsorship, communication, support, rallying, team work, cooperation, difference	learning, stretch, personal, realistic, unrealistic, success, learning steps, global issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition
Links to UN Rights of the Child	12, 13, 14, 16, 28, 29,	12, 13, 14, 16, 28, 29,	12, 13, 14, 16, 28, 29,	12, 13, 14, 16, 28, 29,	12, 13, 14, 16, 28, 29,	12, 13, 14, 16, 28, 29, 24 pieces 4 and 5	12, 13, 14, 16, 28, 29, 23 piece 3, 24 piece 5

Spring 2	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Me Knowledge	I understand some ways to stay healthy and safe	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices	I can identify things, people and places that I need to keep safe from and tell you some strategies for keeping myself safe and healthy including who to go to for help.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to	I can describe the different roles food and substances can play in people's lives and can explain how people can develop eating problems relating to body image pressures and how smoking and alcohol misuse is unhealthy	I can evaluate when substances including alcohol are being used responsibly, antisocially or being misused and the impact this can have on an individual and others
Healthy Me Skills	I practice hand hygiene. I participate in sport	I can recognise how being healthy helps me to feel happy	I can compare my own and my friends' choices and can express how it feels to	I can express how being anxious or scared or unwell feels	I can identify feelings of anxiety and fear associated with peer pressure	I respect and value my body	I can identify and apply skills to keep myself emotionally healthy and to

			make healthy and safe choices				manage stress and pressure
Vocabulary (always consolidating the previous year groups)	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scare	unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (toothbrush, shampoo, soap), hygienic, safe medicines, safe, safety, Green Cross Code, eyes, ears, look, listen, wait	healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, dangerous, medicines, body, balanced diet, portion, proportion, energy, fuel, nutritious	oxygen, calories, /kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, choice	friendship, emotions, relationships, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong	choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, level-headed, body image, social media, celebrity, altered, self-respect, comparison, eating disorder, eating problem, respect, debate, opinion, facts, motivation	responsibility, immunisation, prevention, drugs, effects, prescribed, restricted, unrestricted, over the counter, illegal, volatile substances, legal highs, exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure
Links to UN Rights of the Child	12, 13, 14, 16, 28, 29, 24 pieces 1, 3, 4 and 5, 31 pieces 1 and 1	12, 13, 14, 16, 28, 29, 24 pieces 1, 2, 3, 4 and 6	12, 13, 14, 16, 28, 29, 24 pieces 1, 2, 3, 4 and 6	12, 13, 14, 16, 28, 29, 24 pieces 1, 2, 3, 4 and 6, 3 piece 3	12, 13, 14, 16, 28, 29, 24 pieces 1, 3, 4 and 5	12, 13, 14, 16, 28, 29, 17 pieces 1, 4, and 6, 24 pieces 1, 2, 4, 5 and 6	12, 13, 14, 16, 28, 29, 24 piece 1, 33 pieces 2, 4, 6

Summer 1	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Knowledge	I know how to be a good friend	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special	I can explain how my life is influenced positively by people I know and also by people from other countries	I can recognise how people are feeling when they miss a special person or animal	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure	I can identify when people may be experiencing feelings associated with loss and recognise when people are trying to gain power or control
Relationships Skills	I can solve problems with my friends	I can give examples of behaviour in other people that I appreciate and behaviours I don't like	I can give examples of some different problems solving techniques and explain how I might use them in certain situations in my relationships	I can explain why my choices might affect my family, friendships and people around the world who I don't know	I can give ways that might help me manage my feelings when missing a special person or animal	I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others	I can explain the feelings I might experience if I lost somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations
Vocabulary (always consolidating the previous year groups)	family, jobs, relationships, friend, lonely, argue, fall out words, feelings, angry, upset, calm down, breathing	belong, same, different, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like/dislike, help, helpful, community, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special appreciate	similarities, special, important, cooperate, physical contact, communication, hugs, acceptable, not acceptable, conflict, point of view, positive, problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, trustworthy, happy, sad, frightened, honesty, reliability, compliments, celebrate	men, women, unisex, male, female, stereotype, career, job, role, responsibilities, respect, differences, similarities, conflict, win-win, solution, solve it together, problem solve, internet, social media, online, risky, gaming, safe, private messaging (pm), direct messaging (dm), global, communication, inequality,	relationship, close, jealousy, emotions, positive, negative, loss, shock, disbelief, numb, denial, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, loyal, empathy, betrayal, amicable, love	personal attributes, qualities, characteristics, self-esteem, unique, comparison, negative self-talk, social media, online, community, positive, negative, safe, unsafe, rights, social network, violence, grooming, troll, gambling, betting trustworthy, appropriate, screen time, physical health, off-	mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressures, influences, self-control, real/fake,

				exploitation, rights, needs, wants, justice, United Nations, equality, deprivation, hardship, appreciation, gratitude		line, social, peer pressure, influences, personal information, passwords, privacy, settings, profile	true/untrue, assertiveness, judgement, communication, technology, power, cyber-bullying, abuse, safety
Links to UN Rights of the Child	12, 13, 14, 16, 28, 29, 30 piece 1	12, 13, 14, 16, 28, 29, 24 pieces 1, 3, 4, 34 pieces 3 and 4	12, 13, 14, 16, 28, 29, 34 pieces 4, 5, 6	12, 13, 14, 16, 28, 29, 19, 24, 27, 31 piece 5	12, 13, 14, 16, 28, 29	12, 13, 14, 16, 28, 29, 24 piece 5, 34 pieces 3, 4 and 5	12, 13, 14, 16, 28, 29, 30 piece 4, 17 piece 5

Summer 2	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing Me Knowledge	I know the names of my body parts.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, anus, vagina, vulva) and appreciate that some parts of my body are private.	I can identify how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.	I can describe how boys' and girls' bodies change during puberty and why looking after myself physically and emotionally is important.	I can further describe how boys' and girls' bodies change during puberty.
Changing Me Skills	I respect my body. I can express my concerns.	I respect my body and understand which parts of my body are private. I can explain why some changes I experience might feel better than others	I can tell you what I like/don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.	I recognise how I feel about the changes that will happen to my body and know how to cope with these feelings.	I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.	I can express how I feel about the changes that will happen to me during puberty and accept these changes might happen at different times to my friends	I recognise how I feel when I reflect on becoming a teenager.
Vocabulary (always consolidating the previous year groups)	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Stereotypes, Task, Roles, Challenge	Personal, Unique, Characteristics, Parents, Menstruation, Periods, Seasons, Change, Control, Emotions, Acceptance	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Erection, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age	Negative body-talk, mental health, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement

						appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	
Links to UN Rights of the Child	12, 13, 14, 16, 28, 29, 24 piece 2	12, 13, 14, 16, 28, 29, 24 pieces 1, 2, and 3, 34 piece 4	12, 13, 14, 16, 28, 29, 24 piece 4, 34 piece 4 and 5	12, 13, 14, 16, 28, 29, 24 pieces 3 and 4, 34 pieces 3 and 4, 30 piece 5	12, 13, 14, 16, 28, 29, 24 pieces 2 and 3, 34 pieces 2 and 3	12, 13, 14, 16, 28, 29, 24 pieces 2, 3, 4 and 5	12, 13, 14, 16, 28, 29, 17piece 5, 24 pieces 2 and 3, 34 pieces 2 and 3