



PSHE

Purpose of study

PSHE needs to provide pupils with “a broad and balanced curriculum (including PSHE & SRE) that promotes their good behaviour, safety and their SMSC development”. This subject needs to:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- promote pupils’ wellbeing.

Pupils will acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education should address both pupils’ direct experience and preparation for their future.

<p>Early Years – 3- and 4-year olds</p>	<p>Communication and language Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. 	<p>Personal, social and emotional development Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. 	<p>Physical development Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>	<p>Understanding the world Begin to make sense of their own life-story and family’s history.</p> <ul style="list-style-type: none"> • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
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Early Years - Reception	<p>Communication and language Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <ul style="list-style-type: none"> • Develop social phrases. 	<p>Personal, social and emotional development See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' 	<p>Physical development Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<p>Understanding the world Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

		- having a good sleep routine - being a safe pedestrian		
Early Learning Goal	<p>Communication and language Listening, Attention and Understanding • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Speaking • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Personal, social and emotional development Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs</p>	<p>Physical development Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Understanding the world Past and Present • Talk about the lives of people around them and their roles in society.</p>


<p>KS 1 Statements KS 2 Statements</p>	<p>Relationships: KS1 and KS2 how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships.</p>	<p>Health and Wellbeing KS1 and KS2 What is meant by a healthy lifestyle? how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing</p>	<p>Life in the Wider World KS1 and KS2 Respect for the self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people's lives a basic understanding of enterprise.</p>
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PSHE Knowledge Categories

Don't Give Up Understand the importance of persistence.	Try New Things Appreciate the range of life opportunities
Work Hard Understand the importance of effort	Understand Others Appreciate others
Concentrate Understand how to become focused.	Improve Appreciate that small improvements make big differences.
Imagine Understand how to apply knowledge inventively.	Push Yourself Understand how to overcome doubts and insecurities.

Whole School PSHE Delivery Model

Jigsaw PSHE - School login: TR1 1BN PWord: %JigsawPSHE21

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
EYFS	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y1	Being Me In My World Try new things Understand others	Celebrating Difference Try new things Understand others	Dreams and Goals Try new things Push oneself Imagine Not give up	Healthy Me Concentrate Imagine Improve	Relationships Try new things Concentrate Improve Understand others	Changing Me Try new things Improve Understand others Not give up
Y2	Being Me In My World Try new things Improve Not give up	Celebrating Difference Push oneself Improve Understand others	Dreams and Goals Concentrate Push oneself Imagine Understand others	Healthy Me Concentrate Push oneself Imagine Understand others	Relationships Try new things Concentrate Understand others	Changing Me Improve Understand others Not give up
Y3	Being Me In My World Try new things Push oneself Improve Understand others	Celebrating Difference Try new things Push oneself Improve Understand others	Dreams and Goals Push oneself Imagine Improve Not give up	Healthy Me Push oneself Imagine Improve Not give up	Relationships Try new things Concentrate Understand others	Changing Me Try new things Improve Understand others Not give up
Y4	Being Me In My World Try new things	Celebrating Difference Push oneself	Dreams and Goals Try new things	Healthy Me Improve Understand others	Relationships Try new things Concentrate	Changing Me Improve Understand others

	Work Hard Push oneself Understand others	Improve Understand others	Push oneself Imagine Not give up		Understand others	Not give up
Y5	Being Me In My World Try new things Work Hard Improve Understand others	Celebrating Difference Try new things Improve Understand others	Dreams and Goals Work Hard Concentrate Push oneself Improve Not give up	Healthy Me Try new things Improve Understand others	Relationships Concentrate Improve	Changing Me Imagine Improve Understand others Not give up
Y6	Being Me In My World Try new things Work Hard Understand others	Celebrating Difference Try new things Imagine Improve Understand others	Dreams and Goals Try new things Work Hard Improve Not give up	Healthy Me Work Hard Push oneself Improve Not give up	Relationships Try new things Work Hard Understand others	Changing Me Try new things Work Hard Understand others

KS3	<p>RSE Physical health and mental wellbeing: Secondary</p> <p>It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin. Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which</p>	<p>RSE:</p> <p>By the end of secondary school</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.</p> <p>Families</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into.
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	<p>take place at this time and their impact on their wider health and wellbeing.</p> <p>Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.</p> <p>Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.</p> <p>Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders [footnote 1].</p> <p>Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included.</p> <p>Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.</p>	<ul style="list-style-type: none"> • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed <p>Respectful relationships, including friendships</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships, in all contexts including online, such as: • trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict • reconciliation and ending relationships, this includes different (non-sexual) types of relationship • practical steps they can take in a range of different contexts to improve or support respectful relationships • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • what constitutes sexual harassment and sexual violence and why these are always unacceptable • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal <p>Online and media</p>
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	<p>Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:</p> <p>Mental wellbeing</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness <p>Internet safety and harms</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours <p>Physical health and fitness</p> <p>Pupils should know:</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • not to provide material to others that they would not want shared further and not to share personal material which is sent to them • what to do and where to get support to report material or manage issues online • the impact of viewing harmful content • that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • how information and data is generated, collected, shared and used online <p>Being safe</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online <p>Intimate and sexual relationships, including sexual health</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
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	<ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health about the science relating to blood, organ and stem cell donation <p>Healthy eating</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer <p>Drugs, alcohol and tobacco</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions the law relating to the supply and possession of illegal substances the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency awareness of the dangers of drugs which are prescribed but still present serious health risks the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so <p>Health and prevention</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist 	<ul style="list-style-type: none"> the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others that they have a choice to delay sex or to enjoy intimacy without sex the facts about the full range of contraceptive choices, efficacy and options available the facts around pregnancy including miscarriage that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment how the use of alcohol and drugs can lead to risky sexual behaviour how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment <p>The Law</p> <p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> marriage consent, including the age of consent violence against women and girls
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	<ul style="list-style-type: none"> • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn <p>Basic first aid</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • basic treatment for common injuries • life-saving skills, including how to administer CPR [footnote 2] • the purpose of defibrillators and when one might be needed <p>Changing adolescent body</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health <p>1. Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.</p> <p>2. Cardio Pulmonary Resuscitation is usually best taught after 12 years old.</p>	<ul style="list-style-type: none"> • online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse • violence and exploitation by gangs • extremism and radicalisation • criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • hate crime • female genital mutilation (FGM)
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