

## PSHE Personal, Social and Health Education

### Intent

Our aim at Acomb First School is for all children to develop into independent, confident, successful learners with high aspirations, who are resilient and know how to make a positive contribution to their own community and wider society. We uphold and teach pupils about British Values: democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Our PSHE curriculum follows the DfE statutory guidance that comes into effect in September 2020. It is underpinned by three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The rationale and philosophy underpinning Jigsaw resources is based on mindfulness philosophy and practice, sound psychology and is evidence-based. Children and young people are at the heart of our Jigsaw lessons. We aim to improve their capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances.

RHE is also a fundamental element of our PSHE lessons.

### Implementation

PSHE is taught explicitly through direct teaching under the Jigsaw themes. Assemblies are also used to re-visit key PSHE themes, school rules and British values.

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

The PSHE curriculum however goes much wider than its lessons and is well embedded within the culture and ethos at Acomb First School. We actively promote and talk about the Equality Act (2010) and British Values.

We provide opportunities for children to develop 'pupil voice' such as: school council, reading buddies, playground leaders, Digital Leaders, circle times and regular 'check in's'.

As some children need more support around unstructured time, we have a lunchtime nurture group and a craft group that children can join.

For some of our children, additional support around PSHE development may be needed either in the short or long term. To support this the school has Elsa groups and a wellbeing lunch time club for individuals.

We also have visitors who come in and speak about PSHE or the local community. We are developing a careers education over the next academic year which will be embedded in every year group from Reception to Year 4. Children will work with linked employers through a project which is driven by their curriculum objectives which enables the children to make real world links to their learning while learning about future career prospects.

### Essential Characteristics

**Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

**Healthy Me** covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

**Relationships** has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

**Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

### **THRESHOLD CONCEPTS**

#### **Being me in my world**

**This concept involves understanding my place in class, school and global community as well as devising learning charters.**

#### **Celebrating Difference**

**This concept involves looking closely at anti-bullying (cyber and homophobic bullying included) and diversity work**

#### **Dreams and goals**

**This concept involves goal-setting, aspirations, working together to design and organise fund-raising events.**

#### **Healthy me**

**This concept involves drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.**

**Relationships**

**This concept involves understanding friendship, family and other relationships, conflict and resolution and communication skills.**

**Changing me**

**This concept involves sex and relationship education in the context of looking at change.**

Threshold concept	Foundation	Milestone 1	Milestone 2
Being me in my world	<ul style="list-style-type: none"> <li>● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>● 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</li> <li>● <b>Explain the reason for rules, know right from wrong and try to behave accordingly</b></li> <li>● <b>Negotiate space and obstacles safely, with consideration for themselves and others</b></li> </ul>	<ul style="list-style-type: none"> <li>● I can explain why my behaviour can impact on other people in my class.</li> <li>● I can compare my own and my friends' choices and can express why some choices are better than others.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain why being listened to and listening to others is important in my school community.</li> <li>● I can explain why being democratic is important and can help me and others feel valued.</li> </ul>
Celebrating Differences	<ul style="list-style-type: none"> <li>● Show sensitivity to their own and others' needs</li> </ul>		

	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>• I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</li> <li>• I can explain why it is good to accept myself and others for who we are.</li> </ul>
Dreams and Goal	<ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I can explain how it felt to be part of a group and can identify a range of feelings about group work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan and set new goals even after a disappointment.</li> <li>• I can explain what it means to be resilient and to have a positive attitude.</li> </ul>
Healthy Me	<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</li> <li>• I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>• I can identify feelings of anxiety and fear associated with peer pressure.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise how people are feeling when they miss a special person or animal.</li> <li>• I can give ways that might help me manage my feelings when missing a special person or animal.</li> </ul>

	<p>and friendships with peers</p> <ul style="list-style-type: none"> <li>Show sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</li> </ul>	
Changing Me		<ul style="list-style-type: none"> <li>I can use the correct terms to describe private parts. I can explain why some types of touches feel OK and others don't. (NSPCC NHS nurse talk PANTS)</li> <li>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</li> </ul>	<ul style="list-style-type: none"> <li>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</li> <li>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.</li> </ul>

**Impact**

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem