PSHE Curriculum Statement

Intent

At Beechwood Primary School, PSHE is at the core of all 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.

PSHE is taught across the school from EYFS to Year 6 on a weekly basis and the whole school follows and adapts 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.

With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We want our children to view themselves as global citizens and aspire for them to leave St Barnabas as considerate, respectful and resilient individuals. It is important that they are aware, at an appropriate level, of different factors which may affect their world and that they learn how best to deal with these so that they have good mental health and well-being.

A key part of our curriculum is Relationships and Sex Education and our delivery of RSE enables our children to learn how to be safe, and empowers them to have healthy fulfilling relationships, both now and in their future lives.

Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to high aspirations across the curriculum and beyond in later life. We aspire for the children to view themselves as life-long learners who can aim for any ambition.

Implementation

In every PSHE lesson the children will have the opportunity to reflect on their own lives and how the new learning impacts them. Children will also be provided with mindfulness time during PSHE for them to have quiet reflections which they do not have to share with the whole class. In all PSHE lessons the children have to be respectful of anyone who shares a thought but no child will be made to contribute as we acknowledge some areas of PSHE can have different effects on different children. Within PSHE the children will get the opportunity to; **explore** their own learning using research and enquiry, **discover** new skills and learning through hands on experience and **achieve** when they bring all their learning together to showcase their understanding.

Here at Beechwood we take great pride in our holistic approach, so we have adopted the Jigsaw scheme of work which aims to develop the 'whole child' through a spiral curriculum. We implement the Jigsaw approach from EYFS to Year Six and teachers adapt the scheme in order to reflect the needs of their pupils. PSHE is taught through Jigsaw's six half termly units with each year group studying the same unit at the same time to develop their knowledge, skills and understanding in:

- o   Being Me in My World
- o   Celebrating Difference
- o   Dreams and Goals
- o   Healthy Me
- o   Relationships
- o   Changing Me

Learning in each topic then takes place during weekly whole class Jigsaw lessons which explore the different themes. Progression in skills and knowledge in PSHE are outlined in the curriculum coverage grid below.

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. This encourages building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness which allows children to advance their emotional awareness, self-regulation and concentration.

We believe that PSHE education plays a vital part in primary education so as well as discrete lessons, it is embedded throughout the curriculum. Key concepts are explored across our broad and balanced curriculum. Our teachers are always prepared to reacted to an incident in school or in the wider world with an appropriate PSHE session for their age range. PSHE is also an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. In addition, we hold special events such as themed days/weeks, we invite in visitors and have regular links with our community.

Our PSHE delivery ensures the children explore the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Beechwood also acquire an understanding of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British and global citizen.

As we now faces the challenges of online safety in our ever developing word we use Project Evolve to assess our children's understanding of online safely and how to conduct themselves on-line. Project Evolve also provides teacher with excellent lessons to ensure our children are taught the skills the assessments show we need to develop.

Equity of implementation– At Beechwood we recognise that all children learn differently and all children have different strengths. Are well rounded curriculum ensures that everyone gets their chance to shine. We use a range of strategies to ensure all children are included with our curriculum some of these being; widgets to scaffold oracy and writing, use of ipads / laptops to support writing, pictures to support key vocabulary being used, learning logs to remind the children of the previous learning which will support them a lots of child centred learning to full immerse them in their new skills and knowledge.

School Vision
Explore, Discover, Achieve

Explore – During PSHE lessons children explore real life situations and allows them time to discuss and consider how they would / will respond to this situation throughout their life. The use of real-life scenarios allows children to relate the topic being discuss to their own lives and explore their own personal thoughts and feelings. The use of role-play and freeze frames enhances this further.

Discover – Children take part in deep and meaningful discussions during PSHE sessions which allows them to discover that their feelings, thoughts and opinions may vary from others. Our PSHE curriculum carefully builds on the previous years learning to ensure that the children are carefully guided and supported while on this journey of self-discovery.

Achieve – As a school we know the more positive reinforcement a child receives and a regular sense of achievement impacts their well-being and attitude to learning. PSHE runs along-side this belief by respecting every children's thoughts and opinions, creating a respectful classroom environment where children openly praise each other and discuss each other's strengths.

Curriculum coverage

Year	Autumn 1 Being me in my world	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing me
FS	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
1	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
2	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
3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to 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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
4	Being part of a class team Being a school citizen Rights, responsibilities and democracy	Challenging assumptions Judging by appearance Accepting self and others Understanding influences	Hopes and dreams Overcoming disappointment Creating new, realistic dreams	Healthier friendships Group dynamics Smoking Alcohol	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition

	(school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Assertiveness Peer pressure Celebrating inner strength	boyfriends Showing appreciation to people and animals	Environmental change
5	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	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 SMARRT 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
6	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

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 positive relationships now and in the future.
- Understand the physical aspects involved in RSE at an age appropriate level.
- Be able to understand and manage their emotions.
- Be able to look after their mental health and well-being.
- 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 able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- Be inspired to reach for the stars.

At Beechwood we prioritise physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them. We are committed to creating a positive, safe and nurturing environment, where all members of the school and wider community will be respected and valued. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings openly and know when and how they can seek the support of others whom they trust and respect. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community.

We continuously assess the implementation and impact of our PSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to achieve.

Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens.