

# PSHE Education at Headcorn Primary School

## **INTENT**

At Headcorn Primary School, we pride ourselves on providing opportunities for well-rounded character development. Personal, Social, Health and Economic (PSHE) education is integral to this and aims to fully equip pupils with important life skills to prepare them for the future.

Our school ethos, focus on our core values and collective worship also provide great opportunities to explore our PSHE topics further. We use the Jigsaw 3-11 scheme of learning to aid the planning and delivery of high-quality, engaging PSHE lessons. Our aim is to make PSHE lessons fun and memorable to inspire pupils and enhance their understanding about themselves and the world around them. PSHE also focuses on pupil well-being and safety which is paramount and will help children to make decisions and to keep themselves safe through important topics such as medicine safety, anti-bullying and online safety.

## **Aspiration:**

Our PSHE curriculum is designed to inspire pupils to reach their full potential in their social and emotional development. Pupils also work towards 'end of puzzle' outcomes in each Jigsaw unit. Many of our PSHE units have a focus on aspiration. For example, the 'Being Me' unit in Term 1 focusses on new goals and aspirations for the academic year ahead. Topics such as 'gender diversity' are taught within the 'Celebrating Difference' unit in Term 2. This teaches pupils that both boys and girls can often have the same interests/hobbies and aspire to do the same jobs. The 'Dreams and Goals' unit in Term 3 focusses on aspects such as challenges, teamwork, overcoming disappointment, achieving dreams, investigating different jobs, dream jobs and dreams and goals from other cultures.

In addition to our PSHE lessons, we also encourage visits from parent volunteers and organisations to help inspire pupils through memorable experiences. For example, some year groups have had a first aid workshop to support learning in their 'Healthy Me' unit in Term 4. These opportunities not only help to bring areas of our PSHE curriculum to life but are also designed to inspire pupils and to spark conversation around dreams and aspirations. We have also been lucky to have recent visits from the RNLI and a volcanologist to help teach other curriculum areas.

## **Inclusion:**

Inclusion and diversity is integral to everything we do. Many of our PSHE lessons our discussion based and therefore include images as a stimulus. Representation is important and we ensure that images we use reflect this through showing people and families from different cultures and backgrounds. We begin lessons with the Jigsaw Charter to help remind pupils of our rules and to create a safe environment for everyone. Lessons and resources are adapted when necessary to ensure that they cater to the needs of individual pupils. We record PSHE work in a variety of ways in floor books. As well as writing outcomes, we also record PSHE work through pupil quotes, photos, videos (QR codes) and drawings to ensure that all pupils have the opportunity to access the learning and to show what they have learnt. Floor books are accessible for pupils so that they can reflect on their learning which helps them to remember content that has been covered.

We want every child to feel included at Headcorn Primary School and it is therefore important that we teach pupils and about difference and tolerance. The 'Celebrating Difference' unit in Term 2 teaches children about respecting differences and breaking stereotypes. Pupils learn about issues such as friendships, bullying, gender diversity, standing up for themselves, judging by appearances, racism, rumours and name-calling. We also raise additional awareness about bullying during Anti-Bullying Week in November. The Jigsaw scheme also has additional lessons on 'Autism: Hidden Differences'.

Our PSHE curriculum also discusses the importance of well-being and breaking the stigma around mental health. This is something that all year groups discuss in a way that is relevant and age-appropriate.

We want pupils to feel prepared for life outside of school. In Key Stage Two, pupils learn about the importance of a positive body image in the 'Healthy Me' and 'Changing Me' units. This is something that is important as more pupils may be exposed to social media or images that have been manipulated as they get older.

### **Resilience:**

Our PSHE scheme has a strong focus on mindfulness, emotional literacy and mental health. This allows us to support children's personal development in a structured and developmentally appropriate way. We believe that a focus on this helps improve children's capacity to learn both in PSHE and in other areas of the curriculum. Resilience is taught and reflected upon throughout many of our PSHE lessons. For example, setting personal goals and thinking about challenges that we may face along the way. Pupils learn about different relationships and working together to resolve issues. There are lessons linked to our other values such as aspiration which focus on issues like 'overcoming disappointment' to help develop resilience. The Jigsaw Scheme also offers further support for our staff on developing resilience for pupils.

### **Implementation**

Pupils across the whole school follow the same PSHE topic each term. These are:

Term 1- Being Me in My World: rights responsibilities, behaviour

Term 2- Celebrating Difference: tolerance, similarities/differences, bullying, cultures, families

Term 3- Dreams and Goals: aspiring to the future, setting goals, achieving goals

Term 4- Healthy Me: exercise, food choices/groups, hygiene, keeping ourselves safe, medicine safety, drugs, alcohol, smoking, safe adults.

Term 5- Relationships

Term 6- Changing Me

Please read below to see what is taught in each year group.

### **Early Years Foundation Stage:**

PSHE lessons in Reception often use a high-quality story as a stimulus, to help children learn the concept being taught and generate discussion and language.

### **Term 1- Being Me in My World:**

Pupils begin the year by learning about belonging, managing feelings, working together at school, being kind and using gentle hands. It is important that behaviour and routines are explicitly taught for all children, but particularly for Reception who are new to school with different starting points. Pupils also begin to understand what is meant by rights and being responsible. Pupils relate this to the fact that everyone is allowed to learn and play at school.

### **Term 2- Celebrating Difference:**

In term 2, pupils identify things that they are good at and understand that we are all different and good at different things. Pupils also discuss how their homes are different and special. They also learn about how to be a kind friend and which words to use to stand up for themselves when someone does something unkind.

### **Term 3- Dreams and Goals:**

In term 3 pupils learn that perseverance can help them to tackle challenges. They also learn about resilience and working towards a goal. Pupils then reflect on their learning from Term 2 and discuss the importance of using kind words to encourage others. Pupils begin to talk about jobs and relating these to different subjects they may learn at school.

#### **Term 4- Healthy Me:**

Pupils begin by learning about the importance of exercise, movement and rest. They learn about healthy and unhealthy food choices. Pupils learn about basic good hygiene and 'safe adults' (previously called 'stranger danger').

#### **Term 5- Relationships:**

Pupils reflect on learning in Term 1 about belonging and linking this to themselves and their families. Pupils discuss making friends and what to do if they feel lonely. Pupils begin to think of ways that they could solve some friendship issues. Linking to our Zones of Regulation and Term 1 learning, pupils learn about managing their own feelings and the impact of unkind words.

#### **Term 6- Changing Me:**

Pupils begin this unit by naming parts of the body. Pupils reflect on Term 4 learning and discuss the importance of keeping our bodies healthy. Pupils learn that we all grow from babies to adults. Pupils end this unit by reflecting on their first year at school and discussing what they are looking forward to learning in Year 1.

### **Key Stage 1 (Year 1)**

#### **Term 1- Being Me in My World:**

Children begin the autumn term by discussing the importance of feeling special and safe in their new class. Children recap learning on 'belonging' from Reception and discuss rights and responsibilities. Pupils begin to learn about choices they make and how these can have consequences.

#### **Term 2- Celebrating Difference:**

Pupils begin this unit by discussing similarities and differences between themselves and others. Pupils begin to define and understand the term 'bullying' and linking this to previous learning about friendships from Reception. Pupils are encouraged to think about how being bullied may feel. Pupils move on to discuss who they could talk to if they are being bullied. Pupils continue to learn about friendships and how we can be different to our friends but still get along.

#### **Term 3- Dreams and Goals:**

Pupils begin by setting a simple goal and then moving on to work out how they could achieve it. Pupils learn about teamwork, tackling challenges and 'stretching' their learning.

#### **Term 4- Healthy Me:**

Pupils learn about the difference between being healthy and unhealthy. Children build upon their learning about hygiene from Reception and begin to learn that germs can cause illness/disease.

#### **Term 5- Relationships:**

Pupils learn about families, greetings, people who help us and the importance of recognising our own special qualities and being our own best friend.

#### **Term 6- Changing Me:**

In Year 1 pupils learn about life cycles and they describe how their body has changed from when they were a baby till now. Pupils identify the parts of the body that make boys different to girls and can use the correct names for these.

## **Key Stage 1 (Year 2)**

### **Term 1- Being Me in My World:**

Children begin the autumn term by discussing hopes and fears for the year. They also learn about rewards and consequences.

### **Term 2- Celebrating Difference:**

Pupils learn about similarities and differences between boys and girls. We introduce the terms 'assumptions' and 'stereotypes' and have some interesting discussions about whether boys and girls can like the same things. We also look at jobs that both men and women can do. We also teach pupils about anti-bullying and think about why it happens and what we can do if it does happen to us or our peers.

### **Term 3- Dreams and Goals:**

Pupils learn about goals to success and their own strengths. We focus on working together as a team to work towards a shared goal and discuss the importance of resilience and breaking a task or goal down into manageable steps.

### **Term 4- Healthy Me:**

We discuss what it means to be healthy and link this back to our Term 1 learning in science. We also learn about the importance of relaxation and our well-being and talk about how this is included when we talk about being healthy. Pupils also learn about good hygiene and medicine safety. We finish the unit by following a simple recipe to make our own healthy snacks!

### **Term 5- Relationships:**

Following on from learning about people who help us in Year 1, Year 2 pupils learn about trust and appreciation. They also learn about acceptable touch and that not all people like the same things such as hugs.

### **Term 6- Changing Me:**

In Year 2 pupils learn about life cycles in nature and describe growing in more detail, from young to old. Pupils consolidate on learning from Year 1 and identify the parts of the body that make boys different to girls and can use the correct names for these.

## **Key Stage 2 (Year 3 and 4)**

### **Term 1- Being Me in My World:**

Pupils in Year 3 begin the academic year by learning about each other and knowing their own worth and strengths. They also focus on the importance of rules, rewards and consequences and our learning charter.

Pupils in Year 4 also focus on what it means to be a 'class team' and a 'school citizen'. They learn about the roles everyone has within the school community and rights, responsibilities and democracy.

### **Term 2- Celebrating Difference:**

Year 3 pupils learn about different families. They also learn about bullying and being a witness to bullying. Year 4 pupils learn about judging by appearances and the importance of accepting differences. They also focus on understanding why bullying happens and what to do if you witness bullying.

### **Term 3- Dreams and Goals:**

Year 3 focus on dreams, goals and ambitions. They learn about the importance of motivation when facing a new challenge and how to manage feelings of frustration. Year 4 learn about hopes and dreams, but also discuss how we sometimes may feel disappointment at times. Pupils learn strategies for overcoming disappointment to help develop their resilience as they get older.

### **Term 4- Healthy Me:**

Year 3 pupils continue to learn about being fit and healthy but are introduced to some new vocabulary such as oxygen, calories, kilojoules and saturated fat. Pupils are taught about drugs and the impact these can have on health. Pupils reflect on the fact that we don't always know what the drug is or what is in it or how it has been made. Year 4 begin to learn about influences and peer pressure through discussing friendships and group dynamics. They then learn about smoking and alcohol and understand how these things can also impact health. Pupils are taught to recognise negative feelings associated with peer pressure and know how to be confident and assertive in this situation.

### **Term 5- Relationships:**

Year 3 pupils learn about families and different roles. They also focus on online safety and discuss ways that they can keep themselves safe online. Pupils also learn about being a global citizen and discuss issues such as climate change, fair trade and deprivation. Year 4 pupils learn to identify feelings associated with jealousy. Pupils discuss people who they love and can empathise how people may feel if they lose someone or something that they love. Pupils discuss relationships such as boyfriends and girlfriends and understand that it is a special relationship for when they are older and not something they need to feel pressured into.

### **Term 6- Changing Me:**

Year 3 pupils understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. Pupils understand how babies grow and develop in the mother's uterus and discuss what a baby needs to live and grow. Year 4 pupils correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Pupils also describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.

## **Key Stage 2 (Year 5 and 6)**

Term 1- Being Me in My World:

Term 2- Celebrating Difference:

Term 3- Dreams and Goals:

Term 4- Healthy Me:

Term 5- Relationships:

Term 6- Changing Me: