

Personal, Social, Health and Economic Education at Exwick Heights Primary School



Overview

At Exwick Heights, we fully believe that the study of PSHE should provide students with the knowledge and skills that they need to manage their lives, now and in the future. Our aspirational curriculum (JIGSAW) equips children with the tools and mindset needed to have happy and healthy lives, giving them agency to make their way in the world. We firmly believe that pupils' wellbeing and academic progress are linked and therefore we, through our PSHE curriculum, assemblies, experiences offered and high expectations, create a climate where pupils feel happy and can therefore flourish. We want our pupils to be kind, aspirational, respectful with a firm understanding of our British Values and their 10-a-Day to succeed within their futures and communities.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Understand and value how they fit into and contribute to the world, locally, nationally and globally.
- Have a ready willingness and ability to try new things, push themselves and persevere.
- Understand how to stay safe, healthy and develop good relationships.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Have a strong self-awareness, interlinked with compassion of others.

By the end of Early Years, pupils can...

Self-confidence and self-awareness: Children should be:

- confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour: Children should be able to:

- talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships: Children should be able to:

- play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

By the end of KS1 and KS2, pupils can (PSHE education guidance Sept 2021):

- Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.
- PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.
- However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

In order to achieve a true understanding of PSHE, topics are sequenced based on the following rationale:

- At Exwick Heights, we follow the 'Jigsaw' programme for PSHE, including statutory Relationships and Health education. It is a spiral, progressive and fully planned scheme of work, giving relevant learning experiences to help children navigate their world and develop positive relationships with themselves and others.
- In practice, this means that students from Nursery to Year 6 will have weekly lessons, following the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.
- At the beginning of each unit, children complete an elicitation task for the teacher to find out what the children already know and any misconceptions that need to be addressed. Once the unit has been completed, the children revisit this task again and this is used as an assessment piece.
- Jigsaw is a whole school approach, but additional PSHE sessions may also need to be taught if something needs to be addressed in an individual class – such as friendship issues.
- RSE and British Values is covered through the Jigsaw scheme. Year 6 is when the children are taught about Sex Education. In Year 5 the children are taught about changes in the body.

The PSHE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students with special educational needs or disabilities are given extra support. For example, students who have profound barriers to learning, can work alongside a TA where possible.
- Scaffolded sheets to record work to be used for children that need it or the use of ICT to record ideas.
- At the end of each Jigsaw Puzzle in every year group, there is a grid showing how the lesson's

learning can be differentiated.

- Visual aids to be used alongside the power point.
- At the beginning of each session, a 'Calm Me' so the learning environment is calm and relaxing so as to reduce anxiety and aid concentration.
- The children have the opportunity to take part in whole school activities, such as Anti Bullying day and Children's Mental Health day.

We fully believe PSHE can contribute to the personal development of students at Exwick Heights:

- By enabling them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.
- Pupils will show tolerance of those with different faiths, beliefs and values.
- Through PSHE, our pupils will foster lifelong aspirations, goals and values.
- By helping pupils to deal with issues they face every day such as friendships, emotional wellbeing and change.
- Pupils will have the skills they need to grow up as healthy individuals who can make informed decisions about their lives.
- Children will be able to navigate, participate and stay safe in this world.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in PSHE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's PSHE journey at Exwick Heights.

Some areas of the PSHE curriculum are taught within other subjects: Computing, Science & PE.

Curriculum Overview including Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						
Enrichment	Event: School Council Elections	Event: Anti-Bullying Week Event: Children in Need	Event: Children's Mental Health Week	Event: Careers Week Event: Red Nose Day for Comic Relief	Refugee Week	Transition Events

Nursery and Reception Year 1 and Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
Nursery	Knowledge introduced	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
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					
Reception	Knowledge introduced	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
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	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 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 Linking growing and learning Coping with change Transition
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

Year 2							
Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>	
Knowledge introduced	Hope and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotype 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 Boys' and Girls' Bodies Increasing independence Assertiveness Preparing for transition	
Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owning our learning charter	Families Family conflict Witnessing bullying - (Focus only on what bullying is) Witness and solutions Words that harm Giving and receiving compliments	Dreams and goals Dreams and ambitions New challenge Our new challenge Celebrating my learning	Being fit and healthy/Exercise Making healthy choices What do I know about drugs? Being safe Safe and unsafe My amazing body	Family roles and responsibilities Friendship Keeping myself safe online Being a global Celebrating my web	How babies grow (young to old) Family stereotypes Preparing for transition Preparing for transition (New Teacher)
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

Year 4	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Our learning charter Owning our learning charter	Judging by appearance Understanding influences Understanding bullying Witnessing bullying and how to solve it Problem-solving Identifying how special and unique everyone is	Hopes and dreams Broken Dreams Overcoming disappointment Creating new, realistic dreams Achieving goals We did it!	My friends and me Group dynamics Smoking Alcohol Healthy Friendships / Peer pressure Celebrating inner strength /Assertiveness	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Celebrating my relationships with people and animals	Unique me Having a baby Girls and Puberty Circles of Change Accepting Change Looking Ahead
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Knowledge introduced	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour effects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Materials, wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and ow to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol Alcohol and anti-social behaviour Emergency first 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 SMART internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

	Topic	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
Year 6	Knowledge introduced	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 Exploration 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
	Knowledge revisited	The Jigsaw, spiral, progressive and intellectually-sequenced planning ensures that all learning is embedded and built upon.					

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