

## PSHE Curriculum Scheme of Work – Reviewed 2022

### Curriculum Intent and Vision Statement:

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Ultimately, our aim is to prepare children to be well prepared for their next steps and fully contributing members of society.

PSHE is in a period of change. By Spring 2021, primary schools are legally required to teach: relationship and health education. In order to ensure we have a full and balanced PSHE/RSE curriculum, we will be using the Jigsaw SOW from September 2020.

### Implementation of PSHE at our school:

Children have a PSHE lesson once a week of 30-60 minutes following the Jigsaw scheme of work. Each half term the unit is introduced to the whole school, using an assembly by the Headteacher. Lessons follow the following structure: *Connect us, Calm me, Open my mind, Tell me or show me, Let me learn, Help me reflect.*

In addition, weekly values are celebrated and shared across the school, helping to connect themes relating to: British Values, Celebrating Cultures and key events.

However PSHE is not a discrete subject because it is taught throughout the school day, e.g. treating each other with respect on the playground. Children are also encouraged to take on additional responsibilities such as House Captains, School Council and other roles and responsibilities.

We have close links with NSPCC, the Local Police and have been recognised as both a Healthy and Eco School. We aim to involve members of our local community to help broaden children's horizons, as well as giving back to the community through involvement in special events and projects.

### The following educational trips and special activities will enhance the teaching and learning in this subject:

#### Year 3:

- All children are encouraged to attend the Young Voices concert twice during their time at Shottermill Junior School.
- NSPCC visit every two years and support Shottermill Junior School in running an event to raise awareness.
- Police visits to present age appropriate subject matter.
- Overnight stay at school.

#### Year 4:

- All children are encouraged to attend the Young Voices concert twice during their time at Shottermill Junior School.
- NSPCC visit every two years and support Shottermill Junior School in running an event to raise awareness.
- Police visits to present age appropriate subject matter.
- Sayers Croft residential visit.

#### Year 5:

- All children are encouraged to attend the Young Voices concert twice during their time at Shottermill Junior School.
- NSPCC visit every two years and support Shottermill Junior School in running an event to raise awareness. Year 5 also participate in age appropriate workshops.
- Police visits to present age appropriate subject matter.
- Brenscombe residential visit.

#### Year 6:

- All children are encouraged to attend the Young Voices concert twice during their time at Shottermill Junior School.
- NSPCC visit every two years and support Shottermill Junior School in running an event to raise awareness. Year 6 also participate in age appropriate workshops.
- Police visits to present age appropriate subject matter.
- Business Enterprise project.
- 'Restart a Heart' First Aid Training.
- Chessington World of Adventures residential visit.

## Scheme of work to be taught:

### Year 3:

- HT1 – Being Me in My World
- HT2 – Celebrating Difference
- HT3 – Dreams and Goals
- HT4 – Healthy Me
- HT5 – Relationships
- HT6 – Changing Me (includes RSE)

**Ages  
7-8**

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

### Year 4:

- HT1 – Being Me in My World
- HT2 – Celebrating Difference
- HT3 – Dreams and Goals
- HT4 – Healthy Me
- HT5 – Relationships
- HT6 – Changing Me (includes RSE)

**Ages  
8-9**

Being part of a class team  
Being a school citizen  
Rights, responsibilities and democracy (school council)  
Rewards and consequences  
Group decision-making  
Having a voice  
What motivates behaviour

Challenging assumptions  
Judging by appearance  
Accepting self and others  
Understanding influences  
Understanding bullying  
Problem-solving  
Identifying how special and unique everyone is  
First impressions

Hopes and dreams  
Overcoming disappointment  
Creating new, realistic dreams  
Achieving goals  
Working in a group  
Celebrating contributions  
Resilience  
Positive attitudes

Healthier friendships  
Group dynamics  
Smoking  
Alcohol  
Assertiveness  
Peer pressure  
Celebrating inner strength

Jealousy  
Love and loss  
Memories of loved ones  
Getting on and Falling Out  
Girlfriends and boyfriends  
Showing appreciation to people and animals

Being unique  
Having a baby  
Girls and puberty  
Confidence in change  
Accepting change  
Preparing for transition  
Environmental change

### Year 5:

- HT1 – Being Me in My World
- HT2 – Celebrating Difference
- HT3 – Dreams and Goals
- HT4 – Healthy Me
- HT5 – Relationships
- HT6 – Changing Me (includes RSE)

**Ages  
9-10**

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

Future dreams  
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  
SMART 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

### Year 6:

- HT1 – Being Me in My World
- HT2 – Celebrating Difference
- HT3 – Dreams and Goals
- HT4 – Healthy Me
- HT5 – Relationships
- HT6 – Changing Me (includes RSE)

**Ages  
10-11**

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