

## **PSHE (Personal, Social, Health and Economics)**

### **Curriculum Principles**

#### **By the end of Year 6, a student of PSHE at Dixons Manningham Primary will:**

- feel more prepared to understand and access the world around them in a level-headed, responsible way
- have the skills to relate to others they encounter, despite their differing backgrounds or beliefs
- have secure social, emotional and mental health skills to maintain a healthy, lifelong wellbeing
- have secure emotional literacy and social skills which will allow them to successfully access and adapt to the ever-changing world around them

The JIGSAW 3-11 scheme of work will be adapted to Dixons Manningham's context and will offer a comprehensive programme for Primary PSHE which includes statutory Relationships and Health Education, in a progressive and fully planned scheme of work, giving student relevant learning experiences to help them navigate their world. Knowledge about the protected characteristics (the Equality Act, which protects everyone in Britain from discrimination, harassment, and victimisation) and will be embedded into the curriculum as will the topic of consent. This will be taught throughout the student's primary journey, starting in EYFS, where consent will be taught at the most basic level - seeking and giving permission when sharing toys.

To maximise participation and enjoyment within JIGSAW, units of work will be carefully planned to allow progression across the year groups. Units have been intelligently sequenced through following and personally adapting the JIGSAW scheme of work, where needed, to help students embed transferrable skills which will support children with accessing the world around them. The JIGSAW scheme of work is created from key agendas, such as DfE Relationships and Health Education guidance, Ofsted Personal Development criteria, Safeguarding, SMSC, British Values and Online Safety. This is in line with the Dixons Academy Trust Primary Policy.

#### **The sequence of knowledge is underpinned by the following strategic anchors:**

- personal resilience
- emotional literacy
- mental and physical health
- emotional awareness of themselves
- emotional awareness of others

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

- Being Me in My World – students will learn to understand where and how they belong in class, school and the global community
- Celebrating Difference – students will focus on work around diversity which also includes child on child abuse in various forms
- Dream and Goals – students will learn how to set personal goals, create individual aspirations for both themselves and the world around them and learn the impact of working together
- Healthy Me – students will be educated, age appropriately, on the impact of drugs and alcohol, how to build and maintain self-esteem and self-confidence and learn how to make healthy lifestyle choices
- Relationships – students will understand the importance of friendship, family and other relationships. They will also learn conflict resolution and communication skills to support the building and maintaining of relationships
- Changing Me – students will cover the relevant relationship curriculum in line with the Dixons Academy Trust Relationship and Health Education Policy. They will learn skills of how to deal positively with coping with change relevant to their age and look at transitions within the school environment

## PSHE Curriculum Overview

	Cycle 1	Cycle 2	Cycle 3
EYFS	<b>Being Me in My World</b> Self-identity; understanding feelings; being in a classroom; being gentle; rights and responsibilities <b>Celebrating Differences</b> Identifying talents; being special; families; where we live; making friends; standing up for yourself	<b>Dreams and Goals</b> Challenges; perseverance; goal-setting; overcoming obstacles; seeking help; jobs; achieving goals <b>Healthy Me</b> Exercising bodies; physical activity; healthy food; sleep; keeping clean; safety	<b>Relationships</b> Family life; friendships; breaking friendships; falling out; dealing with bullying; being a good friend <b>Changing Me</b> Bodies; labelling the body; ASSEMBLY - the importance of keeping my private parts private (NSPCC 'pants' talk); respecting my body; growing up; growth and change; fun and fears; celebrations
YEAR 1	<b>Being Me in My World</b> Feeling special and safe; being part of a class; rights and responsibilities; rewards and feeling proud; consequences; owning the Learning Charter <b>Celebrating Differences</b> Similarities and differences; understanding bullying (Child on child abuse) and knowing how to deal with it; making new friends; celebrating the differences in everyone	<b>Dreams and Goals</b> 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 <b>Healthy Me</b> Keeping myself healthy; healthier lifestyle choices; keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness	<b>Relationships</b> Belonging to a family; making friends/being a good friend; physical contact preferences (personal space; greeting people – appropriate physical contact; people who help us; qualities as a friend and person; self-acknowledgement; being a good friend to myself; celebrating special relationships <b>Changing Me</b> Life cycles – animal and human; changes in me; changes since being a baby; ASSEMBLY - the importance of keeping my private parts private (NSPCC 'pants' talk); linking growing and learning; coping with change; transition
YEAR 2	<b>Being Me in My World</b> Hopes and fears for the year; rights and responsibilities; rewards and consequences; safe and fair learning environment; valuing contributions; choices; recognising feelings <b>Celebrating Differences</b> Assumptions and stereotypes about gender; understanding child on child abuse; standing up for self and others; making new friends; celebrating difference and remaining friends	<b>Dreams and Goals</b> Achieving realistic goals; perseverance; learning strengths; learning with others; group co-operation; contributing to and sharing success <b>Healthy Me</b> Motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food	<b>Relationships</b> Different types of family; physical contact boundaries; friendship and conflict; secrets; trust and appreciation; expressing appreciation for special relationships <b>Changing Me</b> Life cycles in nature; growing from young to old; increasing independence; ASSEMBLY - the importance of keeping my private parts private (NSPCC 'pants' talk); assertiveness; preparing for transition
YEAR 3	<b>Being Me in My World</b> Setting personal goals; self-identity and worth; positivity in challenges; rules, rights and responsibilities; rewards and consequences; responsible choices; seeing things from others' perspectives <b>Celebrating Differences</b> 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	<b>Dreams and Goals</b> 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 <b>Healthy Me</b> Exercise Fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it is important online and off line scenarios; respect for myself and others; healthy and safe choices	<b>Relationships</b> 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 <b>Changing Me</b> How babies grow; understanding a baby's needs; family stereotypes; challenging my ideas; preparing for transition

YEAR 4	<p><b>Being Me in My World</b> 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</p> <p><b>Celebrating Differences</b> Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying; problem-solving; identifying how special and unique everyone is; first impressions</p>	<p><b>Dreams and Goals</b> Hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; working in a group; celebrating contributions; resilience; positive attitudes</p> <p><b>Healthy Me</b> Healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength</p>	<p><b>Relationships</b> Jealousy; love and loss; memories of loved ones; getting on and falling out; showing appreciation to people and animals</p> <p><b>Changing Me</b> Being unique; confidence in change; accepting change; preparing for transition; environmental change</p>
YEAR 5	<p><b>Being Me in My World</b> Planning the forthcoming year; being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; TALK - puberty talk in cycle 1</p> <p><b>Celebrating Differences</b> 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</p>	<p><b>Dreams and Goals</b> Future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation</p> <p><b>Healthy Me</b> Smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy choices; motivation and behaviour</p>	<p><b>Relationships</b> 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</p> <p><b>Changing Me</b> Self- and body image; influence of online and media on body image; growing responsibility; coping with change; preparing for transition</p>
YEAR 6	<p><b>Being Me in My World</b> 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; TALK - puberty talk in cycle 1</p> <p><b>Celebrating Differences</b> Perceptions of normality; understanding disability; power struggles; understanding bullying; inclusion/exclusion; differences as conflict, difference as celebration; empathy</p>	<p><b>Dreams and Goals</b> Personal learning goals, in and out of school; success criteria; emotions in success; making a difference in the world; motivation; recognising achievements; compliments</p> <p><b>Healthy Me</b> Taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress</p>	<p><b>Relationships</b> 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</p> <p><b>Changing Me</b> Self-image; body image; transition</p>
Assembly	<p><b>Assemblies prior to every holiday:</b> <b>Online safety and consent through good touch and bad touch.</b></p>		
Careers	<p><b>A range of visitors will be sourced each year to extend understanding of the possible careers and the importance of lifelong learning.</b></p> <p><b>Career events will be planned each year for all students in KS2.</b></p>		

