

PSHE at The Grove Junior School

National Curriculum

Pupils in Key Stage 2 should be taught:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> - that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or 	<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

	destructive. <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 		
Puberty and sex education	The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf	Online relationships	Pupils should know <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online

Intent

The Grove Junior School's PSHE (Relationships, Social and Health Education) curriculum will equip our pupils with accurate and relevant knowledge, understanding, skills and strategies required to live healthy, safe, productive, independent, responsible and balanced lives.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals and members of society. As a school we encourage our pupils to think about personal and social values, to become aware of, and involved in the life and concerns of the local and wider community and so develop their capacity to be active and effective future citizens.

Our PSHE curriculum deals with 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. It also helps pupils to acquire an understanding and experiences 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 citizen.

Our PSHE curriculum also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development.

Our curriculum helps our pupils develop self-awareness, empathy and respect, and the ability to work with others in order to form and maintain good relationships. It also contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

Implementation

PSHE is taught in weekly sessions over the year. At The Grove, we use a combination of the Jigsaw Scheme of Work and 1 Decision to structure the main focus of our teaching and learning. Each term has a theme:

1. Health and Wellbeing
2. Living in the wider world
3. Relationships

Throughout their time at our school, pupils will be at different levels of maturity, have varied life experiences and a range of attitudes and feelings. Lessons are planned to allow the perceptions and experiences of all children to be articulated, with all contributions being valued and respected. In relation to some of the more sensitive issues, such as Sex and Relationships Education or Drug Education, the teacher will ensure that the teaching point is conveyed in language that is accessible to all children. As a result, teachers may need to use different resources, activities or provide specific support depending upon the needs of those pupils.

There are plenty of opportunities for speaking and listening within PSHE as most areas involve debates, discussions, group and paired work, finding solutions to raised issues. PSHE itself presents the opportunity for children to talk about and listen to the opinions, beliefs and values of others. Evidence of the work completed is gathered into

a workbook with a brief record of learning from the lesson. The focus is on the discussions and the pupil's understanding of what is taught and not on the written aspects. PSHE at The Grove involves a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place.
- Collaborative work
- Circle time or group activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

In addition, PSHE is also taught through cross-curricular opportunities, for example: through Physical Education, Science, RE, English and in whole school assemblies. Our school assemblies support the delivery of PSHE through focussing on specific whole school themes from 'My Personal Best'

1. Cooperation/ Responsibility
2. Empathy/Respect
3. Resilience/ Reflection
4. Self-motivation/Self-belief/ Self-discipline
5. Communication/Fairness/Honesty
6. Problem-solving/ Resourcefulness/Courage

It is our aim to ensure that the aspirations and concerns of the pupils will be taken into consideration in our lessons. 'Pupil Voice' plays an important and ongoing part in the development of the content and delivery of PSHE throughout the school. Our elected School Councillors raise ideas and suggestions during meetings and integrate them into our curriculum to suit the needs of our current pupils.

Impact

As a result of our PSHE curriculum, children leave The Grove Junior School confident to join life as British citizens in an ever changing society. Children look to use the 3R's (Respect, resilience and responsibility) in everything they do and their achievement in this is evident through the Head teacher awards received in weekly celebration assemblies.

Our scheme of work has proven successful for teaching a progressive spiral curriculum which builds throughout KS1 to the end of KS2. This can be seen in the childrens' 'well-being' books for recording their learning and through discussions during lesson time. This curriculum is now to be updated to ensure they are always meeting the needs of our current children in our contemporary society.

Additional learning is also put in place when required including a whole school 'healthy me' themed week in the Summer Term and a focus on diversity in gender being introduced to the Year 6 curriculum. Teachers also teach individual lessons when required to aid the PSHE needs of their class.

CPD is delivered to staff in person where possible and clear curriculum planning means our teachers are confident in teaching our PSHE curriculum.

PSHE/RSE Long Term Plan

	Autumn 1 Health and wellbeing	Autumn 2 Health and wellbeing	Spring 1 Living in the wider world	Spring 2 Living in the wider world	Summer 1 Relationships	Summer 2 Relationships
Year 3	<p>8-11: A world without Judgement. Lesson: British Values + Show video Activity: See Powerpoint</p>	<p>2 Weeks JIGSAW: Celebrating differences Lessons 1, 2,</p>	<p>3 weeks JIGSAW: Being me in my world Lesson 2, 3, 6</p>	<p>Bites and Stings 2 WEEKS First Aid 1 Decision module on Bites and Stings and Mini Medics</p>	<p>Grief https://www.winstonswish.org/pshe-lessons/</p>	<p>JIGSAW Changing me Lesson 1 - 6</p>
	<p>5 Weeks JIGSAW: Healthy Me Lessons 1, 2, 3, 4, 5 WB 2nd October – Healthy eating week!</p>	<p>ANTI BULLYING WEEK WB 13TH November JIGSAW CELEBRATING DIFFERENCES Lesson 3</p>	<p>3 Weeks JIGSAW DREAMS AND GOALS Lessons 1, 2, 3 & 4</p>	<p>4 WEEKS Fire Safety All PowerPoints and videos are in the PSHE folder.</p>	<p>2 weeks JIGSAW Relationships Lesson 1, 4</p>	
	<p>JIGSAW: Relationships Lesson 2</p>	<p>2 weeks JIGSAW CELEBRATING DIFFERENCES Lesson 4, 5</p>			<p>Body Language lesson – resources to follow</p>	
		<p>JIGSAW: Relationships Lesson 3</p>			<p>Appropriate touch Reading picture book: Body Boundaries make me stronger. https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>	

	Autumn 1 - Health and Wellbeing	Autumn 2 - Health and Wellbeing	Spring 1 - Living in the wider world	Spring 2 - Living in the wider world	Summer 1 - Relationships	Summer 2 - Relationships
Year 4	8-11: Feelings and emotions Lesson: Worry (Powerpoint and video) Activity: Worry	8-11: Computer safety Lesson: Making friends online (Powerpoint and video) Activity: Making friends online. Staying safe online	8-11: Being responsible Lesson: Stealing (Powerpoint and video) Activity: Stealing sheet and 'Is this stealing' sheet	Asthma 2 WEEKS FIRST AID 1 Decision – First aid module on Asthma and Mini medics	JIGSAW Relationships Lessons 1, 2, 3, 4, 5	8-11: Growing and changing Lesson: Appropriate touch (Powerpoint and video) Activity: Appropriate or inappropriate task.
	8-11: Feelings and emotions Lesson: Jealousy (Powerpoint and video) Activity: Dear Darlee Managing my emotions.	8-11: Computer safety Lesson: In app purchases (Powerpoint and video) Activity: What's that app.	8-11: Being responsible Lesson: Looking out for others (Powerpoint and video) Activity: Looking out for others. Dear Darlee	2 WEEKS Ways to pay for things https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-1-how-can-i-pay-for-things/	8-11: Being responsible Lesson: Adult + children's views (video + discuss)	JIGSAW Changing me Lesson 1 – 5 (Parents need to be contacted for Lesson 2)
	JIGSAW Healthy Me Lesson 3	ANTI BULLYING WEEK WB 13TH November 8-11: Keeping /Staying safe Lesson: Peer Pressure (Powerpoint and video) Activity: Peer pressure. Managing.	8-11: A world without judgement Lesson: Inclusion and acceptance Activity: Are we the same?	JIGSAW Dreams and Goals Lesson 1		
	8-11: Keeping/ Staying Healthy Lesson: Healthy Living (Powerpoint and video) Activity: Healthy lifestyle choices. What I know about healthy living WB 2nd October – Healthy eating week!		JIGSAW Celebrating differences Lesson 6 (Particularly the activity)	JIGSAW Dreams and Goals Lesson 3&4 together		
	JIGSAW Healthy me Lesson 1 & 2	Being Me in My World Lesson 4 The task on Lesson 5 if you have time too.	JIGSAW Being Me in My World Lesson 3			
8-11: Keeping/ Staying Healthy Lesson: Smoking (Powerpoint and video) Activity: What I know about smoking. Reflections on smoking.		JIGSAW Being Me in My world Lesson 2				

	Autumn 1 - Health and Wellbeing	Autumn 2 - Health and Wellbeing	Spring 1 - Living in the wider world	Spring 2 - Living in the wider world	Summer 1 - Relationships	Summer 2 - Relationships
Year 5	8-11: A world without Judgement. Lesson: British Values + Show video Activity: See Powerpoint	8-11: Computer safety Lesson: Making friends online (Powerpoint and video) Activity: Making friends online. Staying safe online.	8-11: Keeping/Staying safe Lesson: Water safety (Powerpoint and video) Activity: The 1decision times	Bleeding 2 WEEKS FIRST AID 1 Decision – First aid module on Bleeding and Mini medics	JIGSAW Relationships Lessons 1, 2, 3, 4, 5, 6	8-11: Growing and changing Lesson: Appropriate touch (Powerpoint and video) Activity: Appropriate or inappropriate task. Who can we tell?
	2 -3 WEEKS Mental health videos for training mental health ambassadors	8-11: Computer safety Lesson: Online Bullying (Powerpoint and video) Activity: Darlee is feeling sad. Coping with online bullying. Anti-bullying message tree.	5 WEEKS JIGSAW Being me in my world – Lesson 1&2, 3, 4, 5, 6	3 WEEKS Celebrating differences Lesson 1 Lesson 2 Lesson 4		JIGSAW Changing me Lesson 1 – 3 (Parents need to be contacted for lesson 3) Also use 1 Decision video 'puberty'
	WB 2nd October – Healthy eating week! 3 Weeks JIGSAW Healthy Me Lesson 2, 3, 4	ANTI BULLYING WEEK WB 13TH November		JIGSAW Dreams and goals Lesson 2		
	8-11: Keeping / staying safe Lesson: Cycle safety (Powerpoint and video) Activity: Think first	8-11: A world without judgement Lesson: Breaking down barriers Activity: Focus on strength				
	8-11: Keeping/ Staying Healthy Lesson: Alcohol/drugs (Powerpoint and video) Activity: What I know about alcohol. Dear Darlee (Alcohol) JIGSAW Lesson 1 Quiz	8-11: A world without judgement Activity: A world without judgement worksheet Lesson: Inclusion and acceptance Activity: How are we all different?				
		8-11: Feelings and emotions Lesson: Anger (Powerpoint and video) Activity: Darlee's Five Steps. How is Darlee				

	Feeling					
	Autumn 1 - Health and Wellbeing	Autumn 2 - Health and Wellbeing	Spring 1 - Living in the wider world	Spring 2 - Living in the wider world	Summer 1 - Relationships	Summer 2 - Relationships
Year 6	8-11: A world without Judgement. Lesson: British Values + Show video Activity: See Powerpoint	Building connections – Public health England lesson Building connections – Year 6 lesson plan pack PHE School Zone	Starter activity: Responsible behavior 8-11: Being responsible Lesson: Coming Home On Time	2-3 WEEKS First Aid – Choking Mini medics	Watford well-being and mental health course	8-11: Growing and changing Lesson: Appropriate touch (Powerpoint and video) Activity: Appropriate or inappropriate task. Who can we tell?
	8-11: Feelings and emotions Lesson: Worry (Powerpoint and video) Activity: Envelope of worries	JIGSAW Celebrating differences Lesson 3	1-2 WEEKS JIGSAW Being me in my world Lesson 1 & 2	Dreams and goals Lesson 1	JIGSAW Changing me Lesson 1 – 3 1 Decision – ‘conception’ video (scroll to bottom for contraception removed version)	
	8-11: Keeping/ Staying Healthy Lesson: Alcohol/drugs (Powerpoint and video) Activity: Cannabis facts and research sheets. Use JIGSAW Healthy Me Lesson 2 for further support on this	ANTI BULLYING WEEK WB 13TH November	8-11: A world without judgement Activity: A world without judgement worksheet Lesson: Inclusion and acceptance Activity: Our diverse world	Dreams and goals Lesson 2 & 3 – Link to current wider world issues	2-3 WEEKS Transition to secondary school booklets	
	WB 2nd October – Healthy eating week! 3 Weeks JIGSAW Healthy Me Lesson 1, 3, 4	3-4 WEEKS TRANSGENDER AND CIS LESSONS	8-11: A world without judgement Lesson: Breaking down barriers Activity: Design your perfect world	Optional personal hygiene lessons – NHS and Dove resources		
			2 Weeks JIGSAW Celebrating differences L1,2			