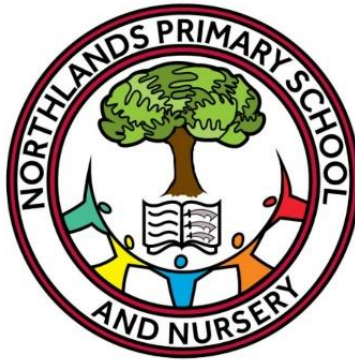


Northlands Primary School and Nursery



PSHE Policy

Ratified at the Full Governing Board meeting on _____

Signed _____

Due for review: Every two years



Inspire
Challenge
Succeed

Northlands Primary School and Nursery Policy for PSHE

Curriculum Intent

A high quality PSHE curriculum should develop the children's understanding of the world around them through a range of written and discussion-based work. At Northlands Primary School, we recognise that the children's health and wellbeing is an important aspect of the child's time in school, therefore we aim to provide high-quality lessons and resources to support the children to feel comfortable talking about different situations such as family life, cultures, backgrounds, and the community. We also believe that as a school, we will give the pupils the knowledge, skills and understanding they need to lead confidently, healthy, and independent lives to become informed, active and responsible citizens. We aim to include all children as they all matter and are given every opportunity to achieve their best. PSHE at Northlands will help to deliver high-quality lessons based on the diversity of children's cultures, faiths and family background, also covering inclusion of pupil's gender, ethnicity, culture, religion, age, disability and social circumstances.

Aims and Objectives

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- To develop spiritually, morally, socially and culturally.
- To be increasingly aware of potential dangers and risks they may encounter and how to keep themselves safe.
- To understand how to build and maintain good relationships with others (and members of the community) and how to resolve conflict where it may arise.
- To develop self-confidence, resilience and self-esteem.
- To make informed and responsible choices regarding personal and social issues.
- To know and understand what is meant by a healthy lifestyle and to make healthy choices relating to food choices, exercise and screen time.

Support for pupils with additional needs

At Northlands Primary School, we teach PSHE to all children, regardless of their ability. We aim to provide learning opportunities matched to the individual needs of children. When teaching PSHE, teachers consider the targets set for the children in their One Plans, of which some targets may be directly related to PSHE targets. We will use a variety of strategies to ensure all children have access to the same information ensuring children will develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable. Children have access to the Special Needs Co-coordinator (SENCo) as needs arise.

Internet Safety

At Northlands, throughout our PSHE curriculum, it also covers a range of online safety aspects through the teaching of socially responsible online behaviour. Jigsaw provides suitable lessons which encourages the children to understand ways in which the internet can be used safely to find things out and communicate, how they and others should behave online, ways to ask for help if something is worrying them, and also allowing them to recognise that not everything they find online is true, including who people say they are.

The Early Years Foundation Stage

In the Foundation Stage, PSHE is an integral part of our topic work, our teaching in PSHE matches the aim of developing a child’s personal, emotional and social development as set out in the Early Learning Goals, also under the section ‘understanding the world’. This allows the children to have strong, warm and supportive relationships with adults which enables them to learn how to understand their own feelings and those of others. At Northlands Primary, adults support children to manage their emotions; develop a positive sense of self belief; to set themselves simple goals and to have confidence in their own abilities. The children will be given the opportunity to understand the world through making sense of their physical world and community. In PSHE, children will be allowed to explore their own personal experiences, along with other children’s experiences, which will help to increase their knowledge and sense of the world around them thus allowing them to build their important knowledge and familiarity physical world and community.

PSHE Curriculum

Here, at Northlands Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

The main content of PSHE is taught for either 30 minutes every week or for 1 hour every fortnight to ensure coverage of the Jigsaw scheme.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (E1-F2)	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
Ages 5-6	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 the 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 Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes 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 Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
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) New challenges 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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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
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 SMARTT 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
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

RSE

The Jigsaw PSHE scheme covers Relationship and Sex education through the unit 'Changing ME', this enables children to understand the challenges of creating a happy and successful adult life. This curriculum supports them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. At Northlands we recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Jigsaw PSHE curriculum allows the children to learn a range of different factual information about Relationship and Sex education that is catered to their age range, for example the teaching of puberty in Upper Key Stage 2.

RSE Aims

- To be able to name the parts of the body and understand the process of human reproduction
- To recognise the changes in the human body throughout childhood and into adulthood.
- To learn how to have a positive image of themselves.
- To develop coping strategies to ease transitions.

Assessment

At Northlands Primary School and Nursery, we assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum. Teachers assess the children's work both by marking work and making informal judgements as they observe them during discussion lessons. Teachers have a clear understanding and expectations of what the pupils will know, understand and be able to do at the end of each key stage. Baseline or pre-assessment takes place which ensures appropriate lessons can be planned to enhance children's knowledge, skills and understanding. Summative assessments will be carried out at the end of each unit, the assessment focuses on knowledge as well as skill development and attitudes. Along with one written piece in books every half term, and a self-reflection sheet to be filled out.

Linked policies / documents: (Equality Act 2010) (Online Safety Policy 2021)