



Shinewater Primary School

PSHE

Swale Academies Trust

Swale
ACADEMIES
TRUST

Intent



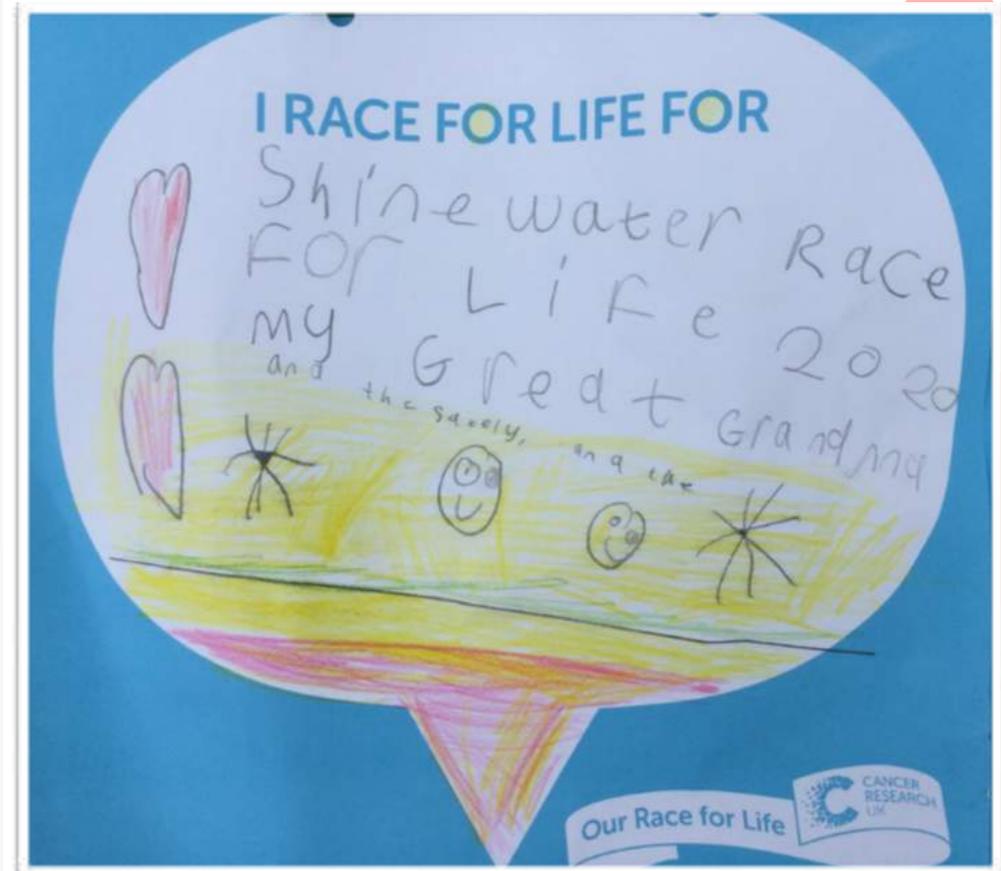
At Shinewater, we aim for all students to develop an understanding of the ever changing and developing world in which we live, develop the skills necessary to take an active role in their community and manage their lives effectively. Shinewater is a nurturing learning environment in which each child is encouraged to develop towards their full potential and where their achievements and successes are celebrated and rewarded. In addition to this, the children become aware that they are the architects of their lives and that their choices that they are starting to make lay the foundations for future happiness. In tandem, we encourage the children to develop their emotional intelligence and the ability to articulate their feelings in order to maintain good mental health as well as understand the importance of their physical health.

Intent

Central to our philosophy is the principle that children become aware of the diverse nature of society and that everyone is an individual and they should be appreciated for who they are. We expect mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE supports and upholds this vision. PSHE education cannot exist in isolation. At our school, it is part of a whole school approach and our curriculum provides a range of opportunities for children to make links to other areas of learning and explore a wide range of social, moral, cultural and behavioural issues.

However, PSHE at Shinewater is not simply a subject. It is the vehicle we use to enrich the lives of our children by providing them with the skills and opportunities to apply their learning within and beyond the curriculum. PSHE underpins our school ethos and is delivered as a rolling programme from Reception to Year 6. It also includes a multi-agency approach. As well as this, we encourage the children to look within and beyond their community, working with local councils, to the world beyond, engaging with communities abroad. We aim to tackle a range of world issues and teach children how to become people who participate in communities. Integral to this is the instilling of British Values into our children, exploring the meaning behind the rule of law, democracy, individual liberty (and individuality) and respect for different cultures, faiths and beliefs.

PSHE Association evaluated research 'PSHE, Academic Attainment and Employability' indicates that growing evidence suggests that the skills and attributes acquired through PSHE education have a significant impact on pupils' academic achievement, employability and future life chances.



Implementation

Jigsaw, the programme of study is designed to support our students in developing relevant and appropriate life skills. Through our Jigsaw programme we create a spiral curriculum, through which children build and reflect on what they have learnt. This allows them to develop and deepen their understanding. As a spiral curriculum, children who have missed learning opportunities are able to review and maintain cohesion throughout the school. This is achieved through lessons, guest speakers, visits and the encouraging of full involvement in school life, including sports teams, music club, drama productions, peer mentoring, prefect roles and fund raising. Our student council drives a whole involvement in these activities and are supported by our PTA.

Through the use of Jigsaw, our children will:

- have the skills necessary to lead a happy and successful life.
- make good to outstanding progress in lessons and develop social and emotional aspects of learning (self-awareness; managing feelings; motivation; empathy; social skills).
- develop literacy skills through speaking, listening, reading and writing tasks.
- develop personal understanding of themselves, their communities and their roles within them
- explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.



Implementation

CURRENT AFFAIRS
Monday 2nd March 2020

Paris Fashion Week

Is it important to have the latest fashions?
Discuss how the clothes you wear make you feel.
<https://www.bbc.com/news/health-51943333>

How often do you think about fashion?
Is it important to you to have the latest trainers, jeans or tops?
Do you think fashion designers have a practical idea of what people want to wear?
Would you want to wear any of the looks on the webpage?

No, it is not important to me to ^{wear} ~~have~~ the latest fashions because you can just wear what you want to wear. Your clothes express your personality and you can't let the latest fashions control what you wear. It is much better to wear what you want to wear and feel confident rather than wear what other people wear and feel uncomfortable.

CURRENT AFFAIRS
Monday 9th March 2020

BBC Young Reporters

BBC Young Reporter gives young people age 11-18 across the UK an opportunity to tell their own stories and get involved in skills workshops.
<https://www.bbc.com/news/health-51943333>

Thousands of young people suggested an original story idea that they thought the BBC should be reporting - about their lives and personal experiences, their community or about a subject that really matters to them.

What news stories do you think the BBC should be reporting on?
Record your ideas in your book.

← Raising awareness about football for girls because it is not as popular as boys football and just ~~have~~ being a "different gender doesn't have to affect how popular something is. I would also like to raise awareness about how ~~glab~~ climate change because some people aren't doing anything about it.

WALT understand what it means to be mentally well and to explore attitudes towards mental health and mental illness.

Puzzle 4 Healthy Me
Piece 5 Emotional and Mental Health

Monday 9th March

PSHE

Shinewater Primary School and Nursery
We listen. We care. We grow.

Reflection Task

At Shinewater, we follow a cross curricular approach. PSHE is embedded into other curriculum areas such as science, RE, art and English, allowing issues to be explored and understood within wider learning opportunities. Through the use of Jigsaw, our curriculum is updated to reflect current changes in policy and reflects the local environment/community. Opportunities are given for the inclusion of discussion based elements which allow for all children to be included. Group work and paired work is an important means of ensuring that all children are valued and contribute in their own way, using their unique strengths.

Shinewater is also part of the British Council E-Twinning programme where children have the opportunity to take part in virtual meetings and correspondence with schools in Italy, Germany, France, Turkey, Macedonia, Spain, Poland and Croatia. We embrace modern Britishness by sharing different festivals and celebrations from all the world, developing the opportunities for our children to appreciate similarities and differences within different countries and cultures.

Implementation

PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. All children are familiar with Jigsaw and can relate to the special character of their year group. In addition, we have regular Gather Assemblies where children can explore issues relevant to them and give voice. We listen to the children and treat their views with respect and they engage wholeheartedly in the process.

Work related to PSHE is completed and gathered into a class book so that the focus is on the discussions and the children's understanding of what is taught. Outcomes are often individual and children are encouraged to show their understanding through a variety of methods such as art and poetry. A variety of books throughout the curriculum also encompass the rights and responsibilities of our young citizens of the world. Through themed days and weeks such as Anti-Bullying Week, Black History Week, Refugee Week, Schools Diversity Week and Internet Safety Week, we aim to ensure children are aware of their environment and encourage them to respect differences both within their known environments and those outside.

The ultimate impact of PSHE will be the children's ability to develop positive and healthy relationships with their peers both now and in the future.



Autumn 1:
Being Me in My World

- Includes understanding my place in the class, school and the global community.

Autumn 2:
Celebrating Difference (including anti-bullying)

- Includes anti-bullying (homophobic and cyber bullying included) and diversity work.

Spring 1:
Dreams and Goals

- Includes goal setting and aspiration as well as working together to organise fund raising work.

Spring 2:
Healthy Me

- Includes drug and alcohol education, self-esteem, confidence and healthy life style choices.

Summer 1:
Relationships

- Includes friendship, family and other relationship, conflict resolution and communication skills.

Summer 2:
Changing Me (including Sex Education)

- Includes sex and relationship education in the context of looking at change.

For further information for parents and carers please click here for a link to the Jigsaw website:

<https://www.jigsawpshe.com/information-for-parents-and-carers/>



PSHE Subject Map

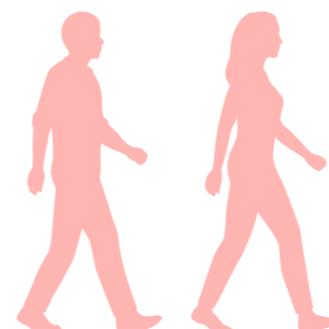
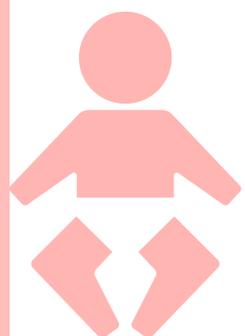
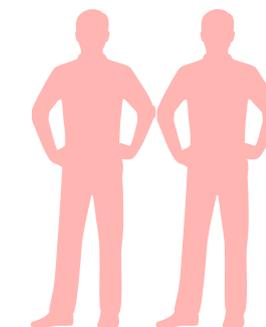
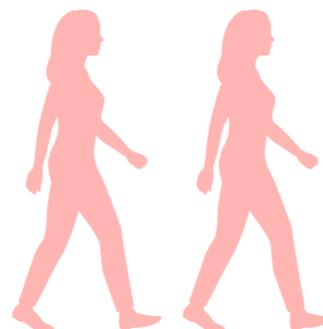
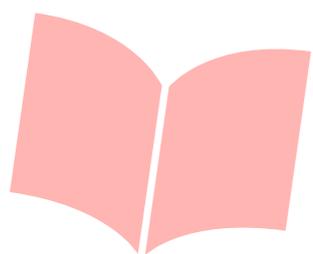
Key Stage	Year	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery	Nursery	<p>I can use gentle hands and understand it is good to be kind to people</p> <p>I understand how it feels to belong and that we are similar and different</p>	<p>I can tell you one way I am special and unique</p> <p>I can tell you how I could make new friends</p>	<p>I can keep trying until I can do something</p> <p>I can feel proud when I achieve a goal</p>	<p>I can tell you some body parts</p> <p>I know what the word healthy means and that some food are healthier than others</p>	<p>I can tell you about my family</p> <p>I can work together and enjoy being with my friends</p>	<p>I know that I grow and change</p> <p>I can remember some fun things from Nursery this year</p>
Key Stage	Year	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	EYFS	<p>I can start to recognise and manage my feelings</p> <p>I am learning what responsible means</p>	<p>I can identify something I am good at and understand everyone is good at different things</p> <p>I can tell you how to be a kind friend</p>	<p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p>	<p>I understand my body needs exercise to keep healthy</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>I can think of ways to solve problems and stay friends</p> <p>I can use Calm Me to manage my feelings</p>	<p>I understand that we all grow from babies</p> <p>I can share my worries and/or the things I am looking forward to about being a Y1</p>
Key Stage	Year	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Stage 1	1	<p>I understand the rights and responsibilities as a member of my class</p> <p>I can recognise the choices I make and understand the consequences</p>	<p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us special and unique.</p>	<p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us special and unique.</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy.</p>	<p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about people that are special to me.</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>I respect my body and understand which parts are private</p>
Key Stage	Year	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Stage 1	2	<p>I can identify some of my hopes and fears for this year.</p> <p>I understand the rights and responsibilities for being a member of my class and school.</p>	<p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>I can express how it feels to be a good friend</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem solving techniques to resolve conflicts with my friends.</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p>

PSHE Subject Map

Key Stage	Year	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Stage 2	3	<p>I can recognise my worth and can identify positive things about myself and my achievements</p> <p>I understand my actions affect others and try to see things from their point of view.</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>
Key Stage 2	4	<p>I know my attitude and actions make a difference to the class team.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including whom to go to for help.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>
Key Stage 2	5	<p>I understand my rights and responsibilities as a British citizen</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine.</p>	<p>I can describe the different roles food can play in people's lives and can explain how people develop eating problems relating to body image.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p>

PSHE Subject Map

Key Stage	Year	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Key Stage 2	6	<p>I understand that my actions affect other people locally and globally</p> <p>I understand how an individual's behaviour can impact on a group</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in different situations.</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p>I can evaluate when alcohol is being used responsibly, antisocially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p>	<p>I can tell when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby.</p>



Relationship, Health and Sex Education

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme. Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

