

**PSHE Curriculum Map**

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| V | All our values will be taught throughout our Jigsaw scheme and are linked to each unit.   * Responsibility and respect is taught at the start of the year through our ‘Being me in my world’ unit. * Friendship and Tolerance in incorporated into our ‘Celebrating differences’ unit * Co-operation and courage in linked to our ‘Dreams and Goals’ unit * Happiness and Love is taught through our ‘Healthy Me’ unit * Trust and Caring is explored through our ‘Relationships’ unit * Honesty is linked into our ‘Changing Me’ unit * Managing friendships at playtimes * Values assembly, Celebration assembly |
| E | * Looking after and respecting our environment * Comparing and understanding different environments * Using what they have learnt through PSHE and applying to our school and other environments * Using the environment to encourage regular exercise (Daily mile running track) * Road Safety – Year 1 * Learn about life cycles in nature – Year 2 |
| L | * Children are taught to be reflective, independent thinkers * Children explore a variety of issues and learn to form opinions * Children learn with and from others * Children learn to express themselves and talk about their feelings and emotions * Rights and responsibilities * Children learn how to be resilient throughout their learning, especially when tackling new challenges |
| C | * Children learn about themselves and their world around them * Children learn to respect and tolerate differences within their community * EYFS – ‘People who help us’ unit * Road Safety – Year 1 * Preparation for transition from Year 2 – Junior School * Family differences within our community |
| R | * Children sharing their thoughts, experiences, opinions and feelings * Challenging and questioning their own ideas * Children know that not everyone will have the same views as them and that is ok * Setting goals and challenges * Trust in friendships * Increasing independence * Exploring gender and family diversity |
| O | * Visitors in school (Fantastic Fred Experience, Puppet Workshop) * Celebration assemblies- sharing good examples of values * Pupil Parliament * Transition visit to Juniors (Buddies) * Parent contributions * Show and Tell |

**Intent**

At Fetcham Village Infant School, we believe that teaching children to understand and love themselves and others, is an attribute that all children should leave us with. PSHE is appreciated as one avenue to guide our children in understanding their Spiritual, Moral, Social and Cultural responsibilities. Our own school values are referred to and modelled in all areas of school life, and closely linked to those specifically taught in PSHE sessions. Our values have been carefully considered in order to equip all of our children to be active Global citizens. In order for all of our children to live happy, healthy, safe and responsible lives, we show children how to; care for themselves, to value and respond to others, to express their own and others’ views and opinions, learn about their rights and responsibilities that follow and make a positive impact in the world they live. Our PSHE curriculum is one that is consistently progressive, and ensures that all children are taught relevant skills in which they can apply to all areas of their lives. Our fully inclusive lessons offer children the time to reflect, share, value, listen and learn new skills.

**Implementation**

The values of PSHE underpin everything we do at Fetcham Village Infant School. As a subject in its own right, and the philosophy it entails, PSHE is highly valued by our whole school community. PSHE is taught both discretely and indiscreetly. Staff believe that the ethos and values cannot be kept exclusive to the classroom environment, and agree that the skills and attributes referred to during lessons are consistently referred to by both staff and students in all areas of the school day. It is a central belief that there are many opportunities to develop a child’s understanding of the world around them. We grasp these opportunities and teach to our children’s needs.

The extensive funding and effective implementation for the ‘Jigsaw’ scheme of work, which is mapped out and taught in all classes at Fetcham Village Infant School, reflect this shared appreciation. ‘Jigsaw’ lessons are taught to all children once a week. The scheme is regularly reviewed as to whether it matches the PSHE Association and Government RSE and Health Curriculum Guidance and staff are encouraged to tailor lessons to their own children’s needs. All lessons deliberately focus on promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are then promoted in every area of school life.

Children learn about relationships, how to prosper in their community, how to make and achieve goals, the importance of celebrating difference and similarities, how they change, and how to make sensible choices to take care of themselves and others. Lessons follow a clear progression of skills and cover all areas of development, with strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. All lessons adopt a similar pedagogy, with a Mindfulness introduction. In order to prepare children for challenges ahead, Mindfulness teaching builds their emotional awareness, concentration and focus.

The scheme was chosen by the school as it reflects our own school drivers and values which are consistently referred to during lessons. These half termly school values are highlighted and discussed regularly during shared worship time, and referred to constantly during weekly celebration events.

Each class has their own Jigsaw piece character with complete lesson plans, resources, Calm Me scripts and songs to accompany each half-termly focus.

Teachers add to these resources and provide their own relevant links in order to create ‘tailor made’ lessons for their class, including:

* Reminders of expected behaviour during Jigsaw lessons and Circle Times.
* Use of breathing techniques to help children focus on themselves in the ‘now’.
* A chime bar to practise listening, reflective and quiet times.
* An input to describe a scenario, using pictures, props, a story, puppets or adults to demonstrate a particular behaviour or emotions to discuss.
* Circle Time to share individual ideas about the focus, with adults listening, scribing, prompting and sensitively questioning children’s responses.
* Opportunities to record their ideas, either individually, with a Learning Partner or as a whole class.
* Peer to peer and adult to child questions and responses supported by the lead teacher.
* Ending with a plenary of what has been learnt to secure understanding and to link with future lessons.
* Reflecting back to Jigsaw sessions during the school day.
* Lessons link to the relevant School Value each half term.

**Impact**

Assessment is a key component in the high quality of teaching PSHE at Fetcham Village Infant School. Teachers make good use of formative and summative assessment.

As lessons are taught by class teachers, lessons can be adapted to meet the changing needs of the children. In these cases, teachers will use their own judgement to assess when delivery of a certain area is most relevant.

Teachers are confident in using Jigsaw to differentiate activities within their lessons to support all children to achieve. Teachers are able to talk about the progress of the children within their class and identify their next steps. Children also understand the need to self-assess their own progress.

Summative assessment is used to document progress and provide more formal guidance on next steps for learning. Teachers in Reception use the Early Years Framework to guide their judgements, with a specific focus on the Personal, Social and Emotional Development Prime Area. PSHE sessions, however, allow children to develop all three prime areas, but strengthen them by applying them within the four specific areas too. In Key Stage One, teachers are guided by the National Curriculum statements. To record their evidence, teachers use Insight to document progress. Progress is then discussed between class teachers, Year Group Leads, the SENCO and SLT.

# Level Expected at the End of EYFS

 

  

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| **Government Guidance: SMSC, Personal Development and Behaviour and Attitude** |
| All schools must show how well they support children’s spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the ‘personal development’ judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the ‘behaviour and attitudes’ judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct. |

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| RHE - By the end of Primary school: | |
| Families and people who care for me | **Pupils should know:**  • 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. 21  • 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 marriage13 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. |
| Caring relationships | **Pupils should know:**  • 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. |
| Respectful relationships | **Pupils should know:**  • 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 destructive.  • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships | **Pupils should know:**  • 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-toface 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. |
| Being safe | **Pupils should know:**  • 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. |

**PSHE Curriculum Overview - Knowledge and skills**

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|  | **YR** | **Y1** | **Y2** |
| **Autumn 1** | Develop children’s awareness and understanding of their feelings, their rights and responsibilities with respect of their community.   * understand how it feels to belong and that we are similar and different * start to recognise and manage my feelings * enjoy working with others to make school a good place to be * understand why it is good to be kind and use gentle hands * understand children’s rights and that this means we should all be allowed to learn and play * understand what being responsible means. | Develop children’s awareness and responsibilities, choices and consequences with reference to the Learning Charter.   * understand the rights and responsibilities as a member of my class * understand the rights and responsibilities for being a member of my class * know my views are valued and can contribute to the Learning Charter * recognise the choices I make and understand the consequences * understand my rights and responsibilities within our Learning Charter | Develop children’s ability to put learning into action with respect to their rights and responsibilities. Learn about change and celebrate children’s ambitions for their future.   * identify some of my hopes and fears for this year * understand the rights and responsibilities for being a member of my class and school * understand the rights and responsibilities for being a member of my class * listen to other people and contribute my own ideas about rewards and consequences * understand how following the Learning Charter will help me and others learn * recognise the choices I make and understand the consequences |
| **Autumn 2** | Celebrate our own achievements, learn to appreciate the values of others and develop resilience when communicating with others.   * identify something I am good at and understand everyone is good at different things * I understand that being different makes us all special * I know we are all different but the same in some ways * I can tell you why I think my home is special to me. * tell you how to be a kind friend * know which words to use to stand up for myself when someone says or does something unkind. | Discuss the similarities and differences between other people and me. Understand what bullying means and who/how to communicate any concerns.   * identify similarities between people in my class * identify differences between people in my class * tell you what bullying is * know some people who I could talk to if I was feeling unhappy or being bullied * know how to make new friends * tell you some ways I am different from my friends | Discuss the similarities and differences between people and that we should avoid stereotypes. Understand why some people are bullied and relate this to children’s learning about difference.   * understand that sometimes people make assumptions about boys and girls (stereotypes) * to understand that sometimes people make assumptions about boys and girls (stereotypes) * understand that bullying is sometimes about difference * recognise what is right and wrong and know how to look after myself * understand that it is OK to be different from other people and to be friends with them * tell you some ways I am different from my friends. |
| **Spring 1** | Develop children’s ability to work proactively and positively within a team. Develop children’s resilience and Growth Mindset skills.   * understand that if I persevere I can tackle challenges * tell you about a time I didn’t give up until I achieved my goal * set a goal and work towards it * use kind words to encourage people * understand the link between what I learn now and the job I might like to do when I’m older * say how I feel when I achieve a goal and know what it means to feel proud | Develop children’s ability to work proactively within a team to work towards a common goal. Further develop children’s ability to celebrate their achievements and persevere with a task.   * set simple goals * set a goal and work out how to achieve it * understand how to work well with a partner * tackle a new challenge and understand this might stretch my learning * identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them * tell you how I felt when I succeeded in a new challenge and how I celebrated it | Further develop children’s ability to work proactively within a team. Understand the specific dynamics of working with others and the skills needed to achieve together.   * choose a realistic goal and think about how to achieve it * carry on trying (persevering) even when I find things difficult * recognise who I work well with and who it is more difficult for me to work with * work well in a group * tell you some ways I worked well with my group * know how to share success with other people |
| **Spring 2** | Develop children’s awareness and understanding of their bodies, using their understanding to make choices to keep themselves safe and well.   * understand that I need to exercise to keep my body healthy * understand how moving and resting are good for my body * know which foods are healthy and not so healthy and can make healthy eating choices * know how to help myself go to sleep and understand why sleep is good for me * wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet * know what a stranger is and how to stay safe if a stranger approaches me. | Children learn to make specific choices and explain their reasoning for ways in which they keep themselves safe and well. Use their knowledge of diet and exercise to identify diet choices to improve their wellbeing.   * know what I need to keep my body healthy * show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed * understand how medicines work in my body and how important it is to use them safely * sort foods into the correct food groups and know which foods my body needs every day to keep me healthy * make some healthy snacks and explain why they are good for my body * decide which foods to eat to give my body energy | Develop children’s understanding of how medicines can be used to improve a person’s wellbeing. Learn about the importance of keeping their mind healthy as well as the physical.   * show or tell you what relaxed means  |  | | --- | | * know some things that make me feel relaxed and some that make me feel stressed * know what I need to keep my body healthy |  |  | | --- | | * understand how medicines work in my body and how important it is to use them safely * make some healthy snacks and explain why they are good for my body | |  |  |  | | --- | |  | |
| **Summer 1**  . | Further develop children’s awareness of self and their place within different groups, i.e. their family and group of friends.   * identify some of the jobs I do in my family and how I feel like I belong * know how to make friends to stop myself from feeling lonely * think of ways to solve problems and stay friends * starting to understand the impact of unkind words * use Calm Me time to manage my feelings * know how to be a good friend | Explore children’s own qualities and how these can be appreciated within a group. Introduce appropriate touch and how to interact in different social situations.   * identify the members of my family and understand that there are lots of different types of families * identify what being a good friend means to me * know appropriate ways of physical contact to greet my friends and know which ways I prefer * know who can help me in my school community * recognise my qualities as person and a friend * tell you why I appreciate someone who is special to me | Encourage children to understand the different roles within a family and identify their role they play within their own families.   * identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate * understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not * identify some of the things that cause conflict with my friends * understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret * recognise and appreciate people who can help me in my family, my school and my community * express my appreciation for the people in my special relationships |
| **Summer 2** | Further develop our knowledge of our bodies and ways to keep ourselves happy and healthy. Discuss the imminent changes and transition and explore how we can do this positively.   * name parts of the body * tell you some things I can do and foods I can eat to be healthy * understand that we all grow from babies to adults * express how I feel about moving to Year 1 * talk about my worries and/or the things I am looking forward to about being in Year 1 * share my memories of the best bits of this year in Reception. | Use our knowledge of our own bodies and compare use this to identify the differences between ourselves and others. Begin to learn about how our bodies have changed over time and how they may change in future.   * understand the life cycles of animals and humans * tell you some things about me that have changed and some things about me that have stayed the same * identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus * understand that every time I learn something new I change a little bit * tell you about changes that have happened in my life. | Use our knowledge of our own bodies and further develop our vocabulary related to our own physical make up. Discuss the imminent change and transition to our next school, and build on our skills already explored to do this positively.   * recognise cycles of life in nature * tell you about the natural process of growing from young to old and understand that this is not in my control * recognise how my body has changed since I was a baby and where I am on the continuum from young to old * recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private * understand there are different types of touch and can tell you which ones I like and don’t like * identify what I am looking forward to when I move to my next class. |