



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Progression of Skills and Knowledge

PSHE

National Curriculum Aims and Purpose	School Aims and Intent: Skills, attitudes and knowledge that we want all children to develop on their journey through our school
<p><u>Purpose of study</u> Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It is an important and necessary part of all pupils' education. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.</p> <p>All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:</p> <ul style="list-style-type: none"> • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. <p><u>Aims</u> The overarching aim for PSHE education is to provide pupils with:</p> <ul style="list-style-type: none"> - accurate and relevant knowledge - opportunities to turn that knowledge into personal understanding - Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities - the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. <p>The three core elements of PSHE are:</p> <ul style="list-style-type: none"> • Relationships • Health and well being 	<p>At St George and St Teresa School, it is our intent that our PSHE Education programme enables our children to become happy, healthy, independent and responsible members of society.</p> <p>Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional and vocational) and we believe that PSHE is an integral part of this education. We will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.</p> <p>School Aims:</p> <ul style="list-style-type: none"> • We want to equip our children with the skills and knowledge they need in order to lead happy, healthy lives and be effective learners; developing their skills in resilience; self-esteem; risk-management; team work and critical thinking • We want them to receive an education that prepares them for life's opportunities and challenges. We want them to know the importance of having good mental health; to understand what it is and how to look after it. • We want to enable our children to become healthy, independent and responsible members of society; knowing that the actions/choices they make impact on the wider community. • We want to them to have the skills and knowledge to deal with an ever-changing, diverse world and be global citizens who behave morally, socially, responsibly, culturally and respectfully.



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- Living in the wider world

The Health Education and Relationships Education aspect of PSHE are compulsory since 2020.

-The Jigsaw Programme we use offers us a carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. We tailor this programme to our children's needs.

-We include the statutory 'Relationships and Health Education' within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Ten:Ten living life to the full programme, which fits with values of our Catholic school and meets the statutory Relationships and Health Education requirements, as our chosen teaching and learning programme and tailor it to our children's needs. Where Jigsaw and Live Life to the Full objectives overlap, LLTF will be used in place of Jigsaw.

-We have chosen to make links to Catholic Social Teaching so that our children can learn more about themselves through empathising with others and understanding the programme in the context of wider society.

-Our anti-bullying programmes KiVa is also threaded through our PSHE provision where we teach KiVa lessons throughout the year in order to prevent and deal with bullying.

Links to other curriculum areas

EYFS Framework:

PSED: Personal, Social and Emotional Development

PSED is part of our everyday activities where we encourage children to talk about their feelings, take responsibility for their behaviour, build lasting relationships with adults and children and instil self confidence in our pupils. Calm me 'mindfulness' sessions are completed regularly as part PSHE and PSED in EYFS.

Key Stage 1 and 2

Geography & history - learning about values, public services, jobs, relationships and issues of equality in other countries and other times.

Science: Science - learning about food groups, healthy living, digestion, the heart and lungs and the impact of substances on our body. Changes in humans from birth to adulthood.

RE and Relationships and Sex Education: Children will understand the physical aspects involved in RSE at an age appropriate level, have respect for themselves and others and have a positive self-esteem. Children are taught that they are made in the

Experiences every child should have

Every child should:

- be taught and encouraged to lead healthy, active lives.
- be provided with accurate and relevant knowledge
- have opportunities to turn that knowledge into personal understanding
- have opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- be provided with education in the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- have the opportunity to develop their understanding of British Values to help them become a valued member of society.
- have the opportunity to develop their spiritual, moral, social and cultural well-being.



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image and likeness of God and that their bodies are a gift to be respected, treasured and developed. They are taught the importance of having a toolkit of resources, including their faith, to support them.

Computing: Online safety, digital well-being and online relationships - taught in both subject areas and needs to be considered whenever working online.

PE: children are taught to lead active healthy lives, the importance of looking after their physical health, to understand how to keep healthy and to understand that this links directly with our mental health and well-being.

Maths: working with money (particularly when using shopping as a context), calculating a budget.

Opportunities to develop Catholic Social teaching, Catholic School Pupil Profile Virtues and British Values

Catholic Social Teaching:

Including, but not limited to:

Dignity of the Human Person

Through both PSHE and SRE lessons Children learn that God made each of us in the image and likeness of him. They learn that each of us are incredibly special because we are God's children and this means that we must treat each other with respect and fairness.

(Being me in my world/celebrating differences)

Family and community

Children learn how we all need our families, friends and neighbours and how we must help them too so that we can create a loving community.

(relationships education- belonging to a family)

Solidarity and the common good

PSHE offers many opportunities for children to learn about our interdependence as people. How all around the world people must work together as the family of God- learning from each other.

Rights and Responsibilities

Catholic School Pupil Profile:

Including, but not limited to:

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.

Faith-filled in their beliefs and hopeful for the future.

British Values:

Our PSHE(Jigsaw) and SRE Ten:Ten programme helps promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Jigsaw contributes to the British Values agenda significantly both through the direct teaching of information and through the experiential learning children will enjoy.

Children will understand how a society works and what it is to belong to one, including rights, rules, laws and citizenship. They will appreciate difference and diversity. They will recognise and apply the British values. The 5 strands of the British Values have been mapped across individual lessons and whole units:

Unit- 1 Being me in my World

Democracy, mutual respect and Rule of Law

Unit 2- Celebrating Differences

Tolerance, Individual Liberty, Mutual Respect



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Children learn that Jesus wants people who enjoy their fundamental rights to help others obtain theirs. Through PSHE they learn about their rights as children, global citizens and the responsibilities that come with these.

Option for the Poor and Vulnerable

Through PSHE children develop knowledge and skills to empathise with people who are suffering or living in difficult situations. They learn about the ways they can support people in their own culture and abroad.

The dignity of work

PSHE offers many opportunities for children to explore what they would like their life to be like when they grow up. They learn to understand the contributions made by people in different jobs and that everyone's work is of value and all workers should enjoy equal rights.

Promotion of peace

Children learn about the importance of forgiveness, they develop skills to help deal with conflicts in their relationships with others and learn about making efforts to change our behaviour for the good of others.

Eloquent and truthful in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and wise in the ways they use their learning for the common good.

Curious about everything; and active in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

Unit 3- Dreams and Goals

Mutual Respect, Democracy, Individual Liberty, Tolerance





Unit 4- Healthy Me

Tolerance, individual Liberty, Rule of Law

Ten:Ten SRE units:

Mutual respect, tolerance, Individual Liberty and Democracy

Opportunities to develop and use Building Learning Power in our curriculum

<p>Reciprocity</p> 	<ul style="list-style-type: none"> • being ready, willing and able to learn with others during mindfulness element of lessons • Listening to, respecting and learning from the values and beliefs of others during group discussions • Developing listening skills and empathy when sharing feelings and opinions with others • Children learn how to explore and recognise their own feelings and sense of self whilst also responding to the experiences of those around them
<p>Resourcefulness</p>  <p>Reflectiveness</p> 	<ul style="list-style-type: none"> • Being ready, willing and able to learn in different ways during group discussions, independent research and collaborative group work • Being willing to explore their own beliefs and opinions and those of others; being curious to discover the many different values and beliefs of others • Being willing to delve deeper into their own dreams and goals make good use of their own strengths; both for the betterment of themselves and of others. • Making links between different cultures, making links between their own sense of personal identity and global identity expectations. <ul style="list-style-type: none"> • learning how to cope with difficult challenges and learning from past experiences • learning how to break a goal into smaller steps as a strategy towards success • being willing and able to adapt their goals, thoughts and opinions as they encounter different experiences and viewpoints • Reflecting on the causes and effects of both our actions and those of others • Evaluating decisions, considering their implications and differentiating between appropriate and inappropriate, considerate and inconsiderate • Taking feedback from others into account and using this to consider next steps
<p>Resilience</p> 	<ul style="list-style-type: none"> • Learning how to plan and set new goals even after a disappointment -overcoming disappointment and creating new realistic dreams • Finding different ways to help themselves learn and understanding what they need to do to improve • Recognising and overcoming obstacles • Learning the importance of perseverance and recognising and celebrating their achievements confidently and positively with others. Understanding that 'easy' choices are not always the best ones, and that long-term commitment is often needed to find success

- Setting ambitious but realistic goals, both for a given task and for life beyond school
- Maintaining attention and clarifying information when being introduced to new ideas
- Showing commitment to finding out answers and solving problems

Knowledge Progression in PSHE at St George and St Teresa Catholic Primary School

Year group	Jigsaw - Being me in my World	Jigsaw - Celebrating difference	Jigsaw - Dreams and Goals	Jigsaw - Healthy me
Nursery From <i>Development Matters</i> 0-3 and 3-4	<p>In Nursery, PSHE is threaded through our whole curriculum and is ongoing each and every day.</p> <p><u>Autumn Term Focus:</u></p> <ul style="list-style-type: none"> • Know ways to help calm themselves • Know how to manage transitions from parent to Nursery, Nursery to Dragons and Dragons to home • Know to wait their turn and show 'effortful control' • Know that some people are different to themselves • Know that being kind is good • Know what it means to have 'kind hands' • Know that rules help us to be happy and keep us safe 		<p><u>Spring Term and Summer Term Focus:</u></p> <ul style="list-style-type: none"> • Know they belong to a community – school, sports club. • Know how to resolve conflicts when playing with others • Know the names of some emotions – happy, sad, angry, worried • Know some things that they can do to be 'healthy'. • Know some foods that help us to be healthy 	
Reception	<ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good 	<ul style="list-style-type: none"> • Know what being unique means • Know the names of some emotions such as happy, sad, frightened, angry • Know why having friends is important • Know some qualities of a positive friendship • Know that they don't have to be 'the same as' to be a friend • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself 	<ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older <p>Know when they have achieved a goal</p>	<ul style="list-style-type: none"> • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know what to do if they get lost
Year 1	<ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Know skills to make friendships • Know that people have differences and similarities 	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved 	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly

			<ul style="list-style-type: none"> • Know how to work well with a partner • Know that tackling a challenge can stretch their learning 	<ul style="list-style-type: none"> • Know how to keep safe when crossing the road • Know how to keep themselves clean and healthy • Know that germs cause disease/illness <p>Know about people who can keep them safe</p>
Year 2	<ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead 	<ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this 	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group-working looks like <p>Know how to share success with other people</p>	<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks
Year 3	<ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is 	<ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this 	<ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacle • Know what dreams and ambitions are important to them • Know about specific people who have overcome difficult challenges to achieve success • Know how they can best overcome learning challenges • Know what their own strengths are as a learner <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know when something feels safe or unsafe • Know why their hearts and lungs are such important organs • Know a range of strategies to keep themselves safe <p>Know that their bodies are complex and need taking care of</p>
Year 4	<ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community <p>Know that their own actions affect themselves and others</p>	<ul style="list-style-type: none"> • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know what to do if they think bullying is or might be taking place • Know that first impressions can change 	<ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work as part of a successful group • Know how to share in the success of a group • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment <ul style="list-style-type: none"> • Know how to work out the steps they need to take to achieve a goal 	<ul style="list-style-type: none"> • Know that there are leaders and followers in groups • Know the facts about smoking and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that they can take on different roles according to the situation • Know some of the reasons some people start to smoke • Know some of the reasons some people drink alcohol

<p>Year 5</p>	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa <p>Know ways that they can support young people in their own culture and abroad</p>	<ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Know some of the risks linked to misusing alcohol, including antisocial behaviour <p>Know what makes a healthy lifestyle</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community <p>Understand how to contribute towards the democratic process</p>	<ul style="list-style-type: none"> • Know that people can hold power over others individually or in a group • Know that power can play a part in a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from • Know that difference can be a source of celebration as well as conflict • Know that being different could affect someone's life • Know why some people choose to bully others <p>Know that people with disabilities can lead amazing lives</p>	<ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place • Know what the learning steps are they need to take to achieve their goal • Know how to set realistic and challenging goals 	<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses. • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that stress can be triggered by a range of things. • Know that being stressed can cause drug and alcohol misuse. • Know that some people can be exploited and made to do things that are against the law. • Know why some people join gangs and the risk that this can involve.
<p>SEND Support</p>	<p>The PSHE Association's <u>'Planning Framework for Pupils with SEND'</u> sets out learning outcomes for pupils with SEND.</p> <p>The Planning Framework is organised into six sections:</p> <ol style="list-style-type: none"> 1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests) 2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.) 3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education) 4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education) 5. Healthy Lifestyles (Being and keeping healthy, physically and mentally) 6. The World I Live In (Living confidently in the wider world) <p>Each of the six sections is subdivided into topic areas and the Learning Outcomes for each topic is identified in progressive stages from 'encountering' through to final stage 'enhancement'.</p> <p>It is our intention that this framework is used as a guide, flexibly adapting it to the unique needs and abilities of our pupils with the understanding that their development will not necessarily correspond to their chronological age or key stage of their learning in PSHE education.</p>			



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The Framework says : *'It is not enough to simply teach pupils about the issues covered in the framework; it is vital they have the opportunity to explore, recognise and understand the subject content. This will help to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary). Like all children and young people, pupils with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics should be explored within the context of both.'*

The framework can be used to support pupils with SEND by:

- Using the strand in the planning framework that best matches the Programme of Study topic which is being taught to the rest of the class.
- Using the learning outcomes in the planning framework to support targets and identified areas of need in a pupil's Education, Health and Care plan (EHC).
- Using the learning outcomes in the planning framework to support a pupil's Individual Education Plan (IEP) targets.

Teachers should refer to this document when planning lessons in order to ascertain the intended learning outcomes for their SEND pupils and how best to tailor their lessons in order to ensure their ability to access the intended outcomes.

Assessment for SEND:

The framework also outlines the importance of assessment in PSHE education to evidence the progress of pupils with SEND and in order to identify future learning needs. It notes the most meaningful model of assessment in PSHE education, especially for pupils with SEND, is assessment — in which a pupil's own starting point is the benchmark against which progress is measured and further details a 'model' for assessing learning in PSHE for pupils with SEND. Teachers should refer to this model before starting a 'new piece of learning' and carry out the relevant baseline and end point activities.

SKILLS Progression in PSHE at St George and St Teresa Catholic Primary School

Year group	Being me in my World	Celebrating difference	Dreams and Goals	Healthy me
Nursery From <i>Development Matters</i> 0-3 and 3-4	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
Reception	<ul style="list-style-type: none"> Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting 	<ul style="list-style-type: none"> Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Recognise similarities and differences between 	<ul style="list-style-type: none"> Understand that challenges can be difficult Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud <ul style="list-style-type: none"> Celebrate success 	<ul style="list-style-type: none"> Can explain what they need to do to stay healthy Recognise how exercise makes them feel Can give examples of healthy food Can explain what to do if a stranger approaches them Can explain how they might feel if they don't get enough sleep Recognise how different foods can make them feel

<p>Year 1</p>	<ul style="list-style-type: none"> Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences 	<p>their family and other families</p> <ul style="list-style-type: none"> Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend <p>Verbalise some of the attributes that make them unique and special</p>	<ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend <p>Can store feelings of success so that they can be used in the future</p>	<ul style="list-style-type: none"> Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Feel good about themselves when they make healthy choices Realise that they are special
<p>Year 2</p>	<ul style="list-style-type: none"> Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried 	<ul style="list-style-type: none"> Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are different 	<ul style="list-style-type: none"> Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<ul style="list-style-type: none"> Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong <p>Express how it feels to share healthy food with their friends</p>
<p>Year 3</p>	<ul style="list-style-type: none"> Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers Empathise with people who are bullied Employ skills to support someone who is bullied Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people's achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<ul style="list-style-type: none"> Respect their own bodies and appreciate what they do Can take responsibility for keeping themselves and others safe Identify how they feel about drugs Can express how being anxious or scared feels Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice
<p>Year 4</p>	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included 	<ul style="list-style-type: none"> Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation 	<ul style="list-style-type: none"> Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge 	<ul style="list-style-type: none"> Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive

	<ul style="list-style-type: none"> Understand why the school community benefits from a Learning Charter <p>Be able to help friends make positive choices</p>	<ul style="list-style-type: none"> Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Identify when a first impression they had was right or wrong 	<ul style="list-style-type: none"> Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> Recognise how different people and groups they interact with impact on them <p>Identify which people they most want to be friends with</p>
Year 5	<ul style="list-style-type: none"> Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices <p>Know how to regulate my emotions</p>	<ul style="list-style-type: none"> Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others <p>Appreciate the opportunities learning and education can give them</p>	<ul style="list-style-type: none"> Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Accept and respect themselves for who they are Be motivated to keep themselves healthy and happy
Year 6	<ul style="list-style-type: none"> Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued 	<ul style="list-style-type: none"> Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Appreciate people for who they are Show empathy 	<ul style="list-style-type: none"> Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances 	<ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured Can use different strategies to manage stress and pressure Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Recognise that people have different attitudes towards mental health/illness



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



PSHE - Curriculum Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw/LLTF/KIVA unit	JIGSAW LLTF	KIVA JIGSAW	KIVA LLTF JIGSAW	KIVA LLTF JIGSAW	LLTF JIGSAW	KIVA LLTF JIGSAW
Nursery	LLTF JIGSAW- being me in my world	JIGSAW- celebrating differences	JIGSAW- dreams and goals	JIGSAW- healthy me	JIGSAW –relationships	JIGSAW- changing me
Reception	LLTF JIGSAW- being me in my world	JIGSAW- celebrating differences	JIGSAW- dreams and goals	JIGSAW- healthy me	JIGSAW –relationships	JIGSAW- changing me
1	LLTF-Module 1 JIGSAW- Being Me in My World	KIVA JIGSAW- Celebrating differences	LLTF- Unit 1 God Loves You I am Unique Girls and boys (my body) Clean and healthy (my health) JIGSAW- Celebrating Differences	KIVA JIGSAW-Dreams and Goals	LLTF –Unit 3 Feelings inside and out Super Susie gets angry	LLTF-unit 2 I am unique Girls and boys (my body) Clean and healthy (my health) The Cycle of Life
2	LLTF-Module 1 JIGSAW-Being me in my world	KIVA JIGSAW-Celebrating Differences	KIVA JIGSAW- Dreams and Goals	LLTF- unit 2 My body, My Health JIGSAW- Healthy me	JIGSAW- Healthy me LLTF-Emotional wellbeing	LLTF- Module 3 Unit 4- Life Cycles Unit 1-Created to live in community Living in the Wider world

3	LLTF- module 1 JIGSAW- Being me in my world	KIVA JIGSAW- Celebrating Differences	KIVA JIGSAW- dreams and goals	LLTF JIGSAW –healthy me	LLTF -Module 2- Unit 1 Unit 2-personal relationships Unit 3-keeping safe	LLTF- module 3 Unit 1 and 2
4	LLTF- Module 1 JIGSAW- Being me in my world	KIVA JIGSAW-celebrating differences	KIVA JIGSAW-dreams and goals	KIVA JIGSAW-Healthy me	LLTF – module 1-unit 2- sessions 1-5 Unit 3- session 1	LLTF Module 1- unit 3- sessions 2 and 3 Unit 4- session 1 Module 3- unit 1 – session 1 and 2 Unit 2 – session 1
5	JIGSAW- Being me in my world LLTF –module 2, unit 1	KIVA –unit 2 ‘respect is for everyone’ JIGSAW –celebrating difference	KIVA-unit 2 ‘in a group’ JIGSAW- dreams and goals	KIVA- unit 2 – recognise bullying JIGSAW –Healthy me	LLTF- module 2, unit 2, session 1-3 Module 2, unit 3, session 3	KIVA- unit 2 –hidden forms of bullying Responsible online
6	JIGSAW- Being me in my world LLTF- module 1, unit 1, 1-3	KIVA – unit 2 ‘consequences of bullying’ JIGSAW- celebrating differences	KIVA – unit 2, ‘the group and bullying’ JIGSAW- Dreams and goals	KIVA – unit 2 – communicating support JIGSAW – Healthy me	LLTF- module 1, unit 2, session 1-4 Module 1, unit 3, sessions 1 -4 Module 1, unit 4, session 1-3	LLTF- module 3, unit 1, sessions 1 & 2 Module 3, unit 2, session 1 KIVA- unit 2 ‘stick up for yourself’ ‘let’s do this together’