

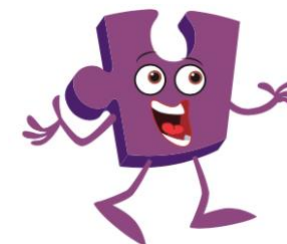


Christopher Pickering Primary School

Be the Best you can Be!

Christopher Pickering KS1 Long Term Plan

PSHE



The Intention of the PSHE Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education, and since the subject will hold statutory status as of September 2020, here at Christopher Pickering we hold this subject in high regard and have tailored our approach to meet the needs of our children. We have implemented and adapted 'Jigsaw' to help deliver our curriculum which we believe builds upon the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.



Key Stage 1

At Christopher Pickering Primary we use Jigsaw, the mindful approach to PSHE. It is an integrated scheme of learning, for Personal, Social, Health Education, with emphasis on emotional literacy, mental health, SMSC and spiritual development. Jigsaw is a unique, spiral, progressive and effective PSHE scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Across the primary setting, the programme splits into two main areas 'Relationship Education' and 'Physical Health and Wellbeing' and through a variety of topics all of the objectives set out in the Statutory Relationships and Health Education guidance are taught. This document shows exactly how and when Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Relationship Education		Physical Health and Wellbeing	
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability	Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health
	(R2) 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		(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
	(R3) 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		(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
	(R4) 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		(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
			(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
			(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
			(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)



Caring Friendships	<p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10) 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</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	Internet safety and harms	<p>(H11) that for most people the internet is an integral part of life and has many benefits</p> <p>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H17) where and how to report concerns and get support with issues online</p>
Respectful relationships	<p>(R12) 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</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) 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</p> <p>(R17) 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</p> <p>(R18) what a stereotype is and how stereotypes can be unfair, negative or destructive</p> <p>(R19) the importance of permission- seeking and giving in relationships with friends, peers and adults</p>	Physical health and fitness	<p>(H18) the characteristics and mental and physical benefits of an active lifestyle</p> <p>(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>(H20) the risks associated with an inactive lifestyle (including obesity)</p> <p>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health</p>
Online relationships	<p>(R20) that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21) that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	Healthy eating	<p>(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>(H23) the principles of planning and preparing a range of healthy meals</p> <p>(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>



Being safe	<p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26) 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</p> <p>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32) where to get advice e.g. family, school and/or other sources</p>	Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking)
		Health and prevention	<p>(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing</p>
		Basic first aid	
		Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes



KS1	Autumn	Spring	Summer
Year 1	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the learning charter <p>Lesson 1 (Special and Safe) (H7)</p> <p>Lesson 2 (My Class) (R7), (R14)</p> <p>Lesson 3 (Rights and responsibilities) (R9), (R12), (R14), (R16)</p> <p>Lesson 4 (Rewards and Feeling Proud) (H2), (H3)</p> <p>Lesson 5 (Consequences) (H4)</p> <p>Lesson 6 (Owning our Learning Charter) (R12), (R16)</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone <p>Lesson 1 (The same as...) (R5), (R12), (R16)</p> <p>Lesson 2 (Different from...) (R12), (R16), (H7), (H8)</p> <p>Lesson 3 (What is bullying?) (R17), (R29), (H7), (H8)</p>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success <p>Lesson 1 (My Treasure Chest of Success) (H1)</p> <p>Lesson 2 (Steps to Goals)</p> <p>Lesson 3 (Achieving Together) (R12), (R16)</p> <p>Lesson 4 (Stretchy Learning)</p> <p>Lesson 5 (Overcoming Obstacles) (R30), (H4)</p> <p>Lesson 6 (Celebrating My Success) (H3)</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - Keeping myself healthy - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety and safety with household items - Road safety - Linking health and happiness <p>Lesson 1 (Being Healthy) (H1), (H2), (H5), (H6), (H18), (H19), (H28)</p> <p>Lesson 2 (Healthy Choices) (H1), (H3), (H5), (H6), (H18), (H19), (H22), (H23), (H28)</p> <p>Lesson 3 (Clean and Healthy) (H6), (H18), (H30)</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> - Belonging to a family - Making friends and being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self- acknowledgment - Being a good friend to myself - Celebrating special relationships <p>Lesson 1 (Families) (R1), (R2), (R3), (R4)</p> <p>Lesson 2 (Making Friends) (R7), (R8), (R9), (R10), (R11), (R12)</p> <p>Lesson 3 (Greetings) (R14), (R19), (R25), (R26), (R27), (R28)</p> <p>Lesson 4 (People Who Help Us) (R11), (R16), (R19), (R25), (R28), (R32), (H4)</p> <p>Lesson 5 (Being My Own Best Friend) (R9), (R10), (R11), (R15), (R30), (H3), (H6)</p> <p>Lesson 6 (Celebrating My Special Relationships) (R12), (R13), (R16), (H2), (H6)</p> <p><u>Changing Me</u></p> <ul style="list-style-type: none"> - Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition <p>Lesson 1 (Life Cycles) (R1), (R6)</p>



	<p>Lesson 4 (What do I do about bullying?) (R17), (R29), (R31), (R32), (H9)</p> <p>Lesson 5 (Making new friends) (R2), (R8), (R9), (R10), (R11), (R13), (R19), (R25)</p> <p>Lesson 6 (Celebrating difference; celebrating me) (R12), (H2), (H3)</p>	<p>Lesson 4 (Medicine Safety) (H6), (H18)</p> <p>Lesson 5 (Road Safety) (H6), (H18), (H21)</p> <p>Lesson 6 (Happy, Healthy Me) (R15), (H5), (H6), (H18), (H24), (H30)</p>	<p>Lesson 2 (Changing Me) (H4)</p> <p>Lesson 3 (My Changing Body)</p> <p>Lesson 4 (Boys' and Girls' Bodies) (R19), (R25), (R26), (R27), (R29), (H34)</p> <p>Lesson 5 (Learning and Growing) (R15)</p> <p>Lesson 6 (Coping with Changes) (R32), (H2), (H3)</p>
Year 2	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contribution - Choices - Recognising feelings <p>Lesson 1 (Hopes and Fears for the Year) (H2), (H3)</p> <p>Lesson 2 (Rights and Responsibilities) (R12), (R14), (R16), (R19), (R25), (R32)</p> <p>Lesson 3 (Rewards and Consequences) (R12), (R14), (R15), (R16)</p> <p>Lesson 4 (Rewards and Consequences) (R12), (R14), (R15), (R16)</p> <p>Lesson 5 (Our Learning Charter) (R12), (R13), (R14)</p> <p>Lesson 6 (Owning our Learning Charter) (R12), (R13), (R14)</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing to and sharing success <p>Lesson 1 (Goals to Success) (H2), (H3)</p> <p>Lesson 2 (My Learning Strengths) (R15), (R30)</p> <p>Lesson 3 (Learning with Others) (R12), (R13), (R14), (R16)</p> <p>Lesson 4 (A Group Challenge) (R13), (R14), (R16), (R19)</p> <p>Lesson 5 (Continuing Our Group) (R14), (R16), (R19), (H2), (H3)</p> <p>Lesson 6 (Celebrating Our Achievement) (R19), (H4)</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - Motivation - Healthier choices - Relaxation 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> - Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships <p>Lesson 1 (Families) (R1), (R2), (R3), (R4), (R5), (R6)</p> <p>Lesson 2 (Keeping Safe – Exploring Physical Contact) (R16), (R19), (R25), (R27), (R28), (R29), (R30), (R32)</p> <p>Lesson 3 (Friends and Conflict) (R7), (R9), (R10), (R12), (R16), (H15)</p> <p>Lesson 4 (Secrets) (R6), (R16), (R19), (R20), (R22), (R26), (R31), (R32), (H2), (H3)</p> <p>Lesson 5 (Trust and Appreciation) (R11), (R12), (R13), (R16), (R31), (H2), (H3)</p> <p>Lesson 6 (Celebrating My Special Relationships) (R8), (H2), (H3)</p> <p><u>Changing Me</u></p> <ul style="list-style-type: none"> - Life cycles in nature - Growing from young to old - Increasing independence



<ul style="list-style-type: none"> - Making new friends - Gender diversity - Celebrating difference and remaining friends <p>Lesson 1 (Boys and Girls) (R18), (H2), (H3)</p> <p>Lesson 2 (Boys and Girls) (R18), (H17)</p> <p>Lesson 3 (Why does bullying happen?) (R17), (R21), (R22), (H8), (H13), (H15)</p> <p>Lesson 4 (Standing up for myself and others) (R11), (R13), (R16), (R20), (R30), (R31), (R32), (H4), (H9)</p> <p>Lesson 5 (Gender Diversity) (R9), (R12), (R13), (R14), (R16), (R19), (R25), (H2), (H3), (H7)</p> <p>Lesson 6 (Celebrating difference and still being friends) (R7), (R8), (R10), (R12), (R14), (R16), (R19), (R25), (H2), (H3)</p>	<ul style="list-style-type: none"> - Healthy eating and nutrition - Healthier snacks and sharing food <p>Lesson 1 (Being Healthy) (H5), (H6), (H18), (H19), (H20)</p> <p>Lesson 2 (Being Relaxed) (H1), (H2), (H3), (H6), (H12), (H18), (H19), (H28)</p> <p>Lesson 3 (Medicine Safety) (H6), (H18), (H21), (H25)</p> <p>Lesson 4 (Healthy Eating) (H5), (H6), (H22), (H23), (H24)</p> <p>Lesson 5 (Healthy Eating) (H5), (H6), (H18), (H22), (H23), (H24)</p> <p>Lesson 6 (Happy, Healthy Me) (H5), (H6), (H18), (H20)</p>	<ul style="list-style-type: none"> - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for transition <p>Lesson 1 (Life Cycles in Nature)</p> <p>Lesson 2 (Growing from Young to Old)</p> <p>Lesson 3 (The Changing Me) (H34)</p> <p>Lesson 4 (Boys' and Girls' Bodies) (R26), (R27), (R29), (H34)</p> <p>Lesson 5 (Assertiveness) (R15), (R19), (R25), (R26), (R29), (R30), (R31), (R32)</p> <p>Lesson 6 (Looking Ahead) (H2), (H3)</p>
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