

Brackenwood Junior School



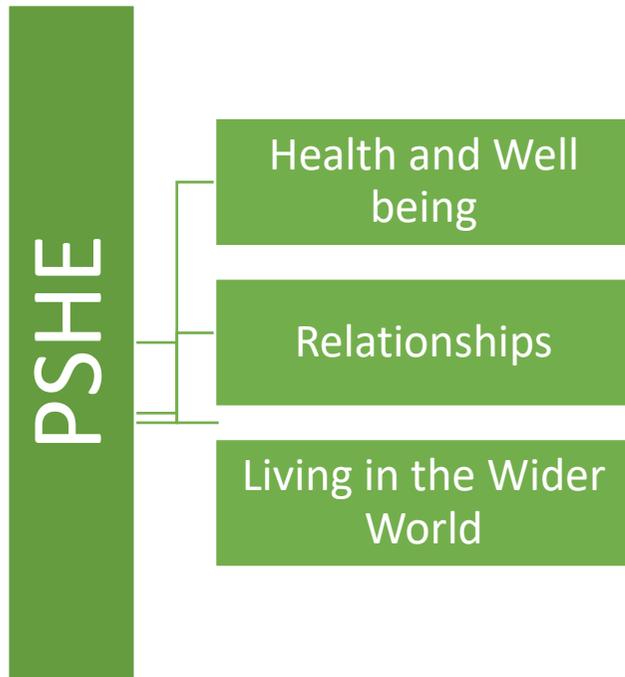
PSHE
Long Term Plan
2022-23

Whole School Intent

| | Autumn | Spring | Summer |
|--------|---|---|--|
| Year 3 | Jigsaw: Being Me in My World Jigsaw: Celebrating Difference First Aid | Jigsaw: Dreams and Goals Jigsaw: Healthy Me First Aid | Jigsaw: Relationships Jigsaw: Changing Me PANTS lesson |
| Year 4 | Jigsaw: Being Me in My World Jigsaw: Celebrating Difference First Aid | Jigsaw: Dreams and Goals Jigsaw: Healthy Me First Aid | Jigsaw: Relationships Jigsaw: Changing Me Speak Out, Stay Safe |
| Year 5 | Jigsaw: Being Me in My World Jigsaw: Celebrating Difference First Aid | Jigsaw: Dreams and Goals Jigsaw: Healthy Me First Aid | Jigsaw: Relationships Jigsaw: Changing Me Next stop, Puberty! (including Speak Out, Stay Safe lesson) |
| Year 6 | Jigsaw: Being Me in My World Jigsaw: Celebrating Difference First Aid | Jigsaw: Dreams and Goals Jigsaw: Healthy Me First Aid | Jigsaw: Relationships Jigsaw: Changing Me Puberty and Consent lessons (including Speak Out, Stay Safe lesson) |

Personal, Social and Health Education

Our key driving themes are:



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| <p>Why should children learn this subject?</p> | <p>PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.</p> |
| <p>What will children learn to do in this subject?</p> | <p>At Brackenwood Junior School, children will:</p> <ul style="list-style-type: none"> • Recognise and apply the British Values • Be able to recognise, understand and manage their own emotions • Understand who they can rely on and ask for support. • Look after their own mental health and ask for support where necessary. • Be on their way to maintaining a healthy lifestyle. • Recognise differences and have an understanding of diversity. • Apply learnt skills in real life situations • Demonstrate self-confidence and self-esteem. • Have developed and maintained healthy relationships with peers and adults. • Understand the physical aspects involved in the teaching of RSE at the level appropriate to them as an individual. • Show respect to themselves and others. |
| <p>How will we inspire them?</p> | <ul style="list-style-type: none"> • Set ground rules • Consider the individuals • Pose intriguing questions • Allow time for discussions and questioning • Encourage children to think for themselves • Solve problems together |



| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------------|---|---|---|---|---|---|
| Ages 3-5 (F1-F2) | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Ages 5-6 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| Ages 6-7 | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| Ages 7-8 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|------------------------------|--|---|---|--|--|--|
| Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Ages 10-11 | Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |
| Ages 11-12 (Scotland) | Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations | Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive | What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life | Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep | My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families | My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education |

PSHE Purpose of Study

“Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. 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. “

PSHE Association

(<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>)

Attainment Targets

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

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