Brackenwood Junior School



PSHCE

Long Term Plan

Yearly Overview

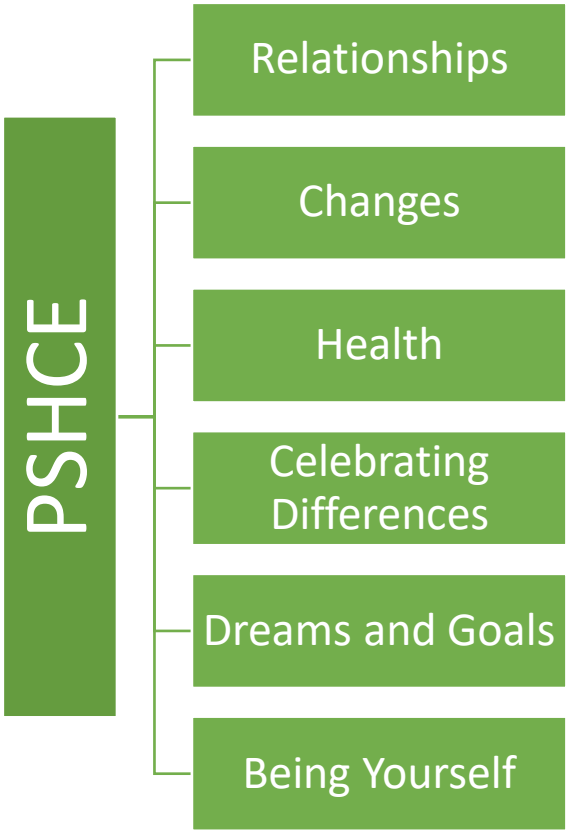
Units taken from Jigsaw Scheme of Work

	Autumn	Spring	Summer
All Year Groups	Being Me	Changing Me (SRE)	Healthy Me
	Celebrating Differences	Dreams and Goals	Relationships

PSHCE

"When we can talk about our feelings, they become less overwhelming, less upsetting and less scary" – Fred Rogers

Our key driving themes are:



Why should children learn this subject?	PSHE stands for Personal, Social, Health and Economic education. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Relationships and sex education should form a key part of this, as should learning about physical, mental and emotional health. The Jigsaw scheme is known as the mindful approach to PSHE
What will children learn to do in this subject?	At Brackenwood Junior School, children will learn about: • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • How to manage change, including puberty, transition and loss • How to make informed choices about health and wellbeing, and where to get help • How to respond in an emergency • To identify different influences on health and wellbeing • How to develop and maintain a variety of relationships, within a range of contexts • How to recognise and manage emotions within relationships • How to respond to risky or negative relationships. • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships • Respect for themselves and others, and the importance of responsible actions • Rights and responsibilities as members of families, other groups and citizens • Different groups and communities • The importance of respecting and protecting the environment
How will we inspire them?	• Setting ambitious goals for individuals, groups and classes. • Using the outdoor environment as a stimulus where applicable. • Teaching a range of different techniques for self-soothing • Linking tasks to other National Curriculum subjects • Displaying and celebrating children's work

Skills Progression Map

Develop practical skills in order to participate, compete and lead a healthy lifestyle Learning a range of physical movements and sporting techniques.		
	YEAR 3 AND 4	YEAR 5 AND 6
TRY NEW THINGS	• Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others.	• Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
WORK HARD	• Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard.	• Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results.
CONCENTRATE	• Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest.	• Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.
PUSH THEMSELVES	• Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt.	• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
IMAGINE	• Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas.	• Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.

IMPROVE	• Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements.	• Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work.
UNDERSTAND OTHERS	• Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others.	• Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.
NOT GIVE UP	• Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky.	• Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.

How will this help prepare our children for secondary school?

Overview of Learning Intentions

AUTUMN 1: BEING ME

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I value myself and know how to make someone else feel welcome and valued	I know my attitudes and actions make a difference to the class team I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued	I can face new challenges positively and know how to set personal goals I know what I value most about my school and can identify my hopes for this school year	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I feel welcome and valued and know how to make others feel the same
I can face new challenges positively, make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	I understand who is in my school community, the roles they play and how I fit in I can take on a role in a group and contribute to the overall outcome	I understand my rights and responsibilities as a citizen of my country I can empathise with people in this country whose lives are different to my own	I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities
I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued	I understand how democracy works through the School Council I can recognise my contribution to making a Learning Charter for the whole school	I understand my rights and responsibilities as a citizen of my country and as a member of my school I can empathise with people in this country whose lives are different to my own	I understand that my actions affect other people locally and globally I understand my own wants and needs and can compare these with children in different communities
I understand that my actions affect myself and others and I care about other people's feelings I understand that my behaviour brings rewards/consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how rewards and consequences motivate people's behaviour	I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
I can make responsible choices and take action I can work cooperatively in a group	I understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome	I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole	I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole
I understand my actions affect others and try to see things from their points of view I am choosing to follow the Learning Charter	I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and can help others to follow it	I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it	I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

AUTUMN 2: CELEBRATING DIFFERENCES

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I understand that everybody's family is different and important to them I appreciate my family/the people who care for me	I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are	I understand that cultural differences sometimes cause conflict I am aware of my own culture	I understand there are different perceptions about what normal means I can empathise with people who are different
I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique	I understand what influences me to make assumptions based on how people look I can question why I think what I do about other people	I understand what racism is I am aware of my attitude towards people from different races	I understand how being different could affect someone's life I am aware of my attitude towards people who are different
I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying	I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	I can explain some of the ways in which one person or a group can have power over another I know how it can feel to be excluded or treated badly by being different in some way
I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can problem-solve a bullying situation with others	I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I know some of the reasons why people use bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
I recognise that some words are used in hurtful ways I try hard not to use hurtful words (e.g. gay, fat)	I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance	I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth	I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are
I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	I can tell you a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are	I can understand a different culture from my own I respect my own and other people's cultures	I can explain ways in which difference can be a source of conflict and a cause for celebration I can show empathy with people in either situation

SPRING 1: CHANGING ME

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being	I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem	I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem
I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family	I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty
I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	I can identify changes that have been and may continue to be outside of my control that I learnt to accept I I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I can recognise how I feel when I reflect on the development and birth of a baby
I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make next year and know how to go about this	I can identify what I am looking forward to when I move to a new class I can reflect on the changes I would like to make next year and can describe how to go about this	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
CHILDLINE PANTS SCHEME I am taught that my body belongs to me and that I should tell someone I trust if anything makes me feel worried or upset.	CHILDLINE PANTS SCHEME I am taught that my body belongs to me and that I should tell someone I trust if anything makes me feel worried or upset. Recap and discussion	I am confident that I can cope with the changes that growing up will bring	I am aware of the importance of a positive self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative 'body-talk'
CHILDLINE PANTS SCHEME I am taught that my body belongs to me and that I should tell someone I trust if anything makes me feel worried or upset.	CHILDLINE PANTS SCHEME I am taught that my body belongs to me and that I should tell someone I trust if anything makes me feel worried or upset. Recap and discussion	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know know how to prepare myself emotionally for the changes next year.

SPRING 2: DREAMS AND GOALS

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	I can tell you about some of my hopes and dreams I know how it feels to have hopes and dreams	I understand that I will need money to help me achieve some of my dreams I can identify what I would like my life to be like when I am grown up	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-ofschool goal) I understand why it is important to stretch the boundaries of my current learning
I can identify a dream/ambition that is important to me I can imagine how I will feel when I achieve my dream/ambition	I understand that sometimes hopes and dreams do not come true and that this can hurt I know how disappointment feels and can identify when I have felt that way	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I appreciate the contributions made by people in different jobs	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can set success criteria so that I will know whether I have reached my goal
I enjoy facing new learning challenges and working out the best ways for me to achieve them I can break down a goal into a number of steps and know how others could help me to achieve it	I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to cope with disappointment and how to help others cope with theirs	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future	I can identify problems in the world that concern me and talk to other people about them I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
I am motivated and enthusiastic about achieving our new challenge I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	I can describe the dreams and goals of young people in a culture different to mine I can reflect on how these relate to my own	I can work with other people to help make the world a better place I can empathise with people who are suffering or who are living in difficult situations
I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can manage the feelings of frustration that may arise when obstacles occur	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part of a group challenge	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I appreciate the similarities and differences in aspirations between myself and young people in a different culture	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this
I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and can store my feelings in my internal treasure chest	I can identify the contributions made by myself and others to the group's achievement I know how to share in the success of a group and how to store this success experience in my internal treasure chest	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship I understand why I am motivated to make a positive contribution to supporting others	I know what some people in my class like or admire about me and can accept their praise I can give praise and compliments to other people when I recognise their contributions and achievements

SUMMER 1: HEALTHY ME

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I can identify the feelings I have about my friends and my different friendship groups	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	I can take responsibility for my health and make choices that benefit my health and well-being I am motivated to care for my physical and emotional health
I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I am motivated to find ways to be happy and cope with life's situations without using drugs
I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I know how to keep myself calm in emergencies	I understand that some people can be exploited and made to do things that are against the law I can suggest ways that someone who is being exploited can help themselves
identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can express how being anxious or scared feels	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others	I understand how the media, social media and celebrity culture promotes certain body types I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am	I know why some people join gangs and the risks this involves I can suggest strategies someone could use to avoid being pressurised
I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe	I can recognise when people are putting me under pressure and can explain ways to resist this when I want I can identify feelings of anxiety and fear associated with peer pressure	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this
I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me	I know myself well enough to have a clear picture of what I believe is right and wrong I can tap into my inner strength and know how to be assertive	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy I am motivated to keep myself healthy and happy	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure

SUMMER 2: RELATIONSHIPS

YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel	I can recognise situations which can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own selfesteem	I know that it is important to take care of my mental health I understand that people can get problems with their mental health and that it is nothing to be ashamed of
I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution	I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love	I understand that belonging to an online community can have positive and negative consequences I can recognise when an online community feels unsafe or uncomfortable	I know how to take care of my mental health I can help myself and others when worried about a mental health problem
I know and can use some strategies for keeping myself safe online I know who to ask for help if I am worried or concerned about anything online	I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them	I understand there are rights and responsibilities in an online community or social network I can recognise when an online community is helpful or unhelpful to me	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when I am feeling those emotions and have strategies to manage them
I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise	I know there are rights and responsibilities when playing a game online I can recognise when an online game is becoming unhelpful or unsafe	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend	I can recognise when I am spending too much time using devices (screen time) I can identify things I can do to reduce screen time, so my health isn't affected	I can judge whether something online is safe and helpful for me I can resist pressure to do something online that might hurt myself or others
I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups	I know how to show love and appreciation to the people and animals who are special to me I can love and be loved	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	I can use technology positively and safely to communicate with my friends and family I can take responsibility for my own safety and well-being