

Evelyn Street Primary School

PSHE

Our Intended Curriculum

As a school across all key stages we follow 'Jigsaw-A Mindful approach to PSHE'.

It is a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice.

Each lesson offers opportunities for children's spiritual, moral, social and cultural (SMSC) development.

It also provides structured opportunities in each lesson to practice and enhance the five skills associated with emotional literacy:

- Self-awareness
- Social skills
- Empathy
- Motivation
- Managing feelings

Evelyn Street Primary School - PSHE progression through EYFS (Nursery)

PSED/PD/UW

| Playing & Exploring - Engagement | Active Learning - Motivation | Creating & Thinking Critically - Thinking |
|--|--|--|
| <ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' | <ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do | <ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) |

ELG (PSED)

Self-regulation

- Show an understanding of their feelings & begin to regulate their behaviour accordingly
- Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities & show independence, resilience & perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong & try to behave accordingly
- Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices

Building Relationships

- Work & play cooperatively & take turns with others
- Form positive attachments to adults & friendships with peers
- Show sensitivity to their own & other's needs

| Focus | Self Regulation | Managing Self | Building relationships | Vocabulary- To be used daily. | | |
|-------------------|--|---|---|---|---|---|
| Nursery Skills | <ul style="list-style-type: none"> Develop appropriate ways of being assertive Talk with others to solve conflicts Talk about their feelings using words like-'happy', 'sad', Begin to understand how others might be feeling Help to find solutions to conflicts and rivalries-ie talking and suggesting ideas | <ul style="list-style-type: none"> Select and use activities and resources, with help when needed to achieve a goal they have chosen or has been suggested to them Increasingly follow rules and understand why they are important Do not always need an adult to remind them of a rule Be increasingly independent in meeting their own care needs (washing and drying hands thoroughly, using the toilet, brushing teeth) Make healthy choices about food, drink, activity and toothbrushing | <ul style="list-style-type: none"> Develop their sense of responsibility & membership of a community Become more outgoing with unfamiliar people, in the safe context of our setting Show more confidence in new social situations Play with one or more children extending and elaborating play ideas Building partnerships through involvement in Hand Massage | <ul style="list-style-type: none"> Rules Danger Healthy/ Unhealthy Exercise Same/ Different Needs Wants Happy/ Sad Angry | | |
| Nursery Knowledge | Autumn 1 All About Me Being Me in My World | Autumn 2 Families and Celebrations Celebrating Difference | Spring 1 Traditional Tales and farm animals Dreams and Goals | Spring 2 Growing and changing Healthy Me | Summer 1 People Who Help Us Relationships | Summer 2 Chester Zoo/Knowsley Safari Changing Me |
| | <ul style="list-style-type: none"> Can leave main carer Is happy to try new activities Explores the classroom with interest Can talk about their similarities and differences Can talk about what makes them happy and sad | | <ul style="list-style-type: none"> Shows independence when using the toilet and putting on their coat. Can engage in group activities and turn take with their toys. Can follow the rules of the classroom Can say sorry when they have made a wrong choice Can say when they are hungry/tired/thirsty | | <ul style="list-style-type: none"> Can take responsibility for areas of provision Can explain what makes a good friend Can describe the differences between healthy and unhealthy foods and drinks and explain the effect on their teeth and body. | |

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Classroom displays will display timetables and behavioural expectations. Classrooms will provide quiet areas within their provision. Children will be encouraged to talk about their feelings and emotions throughout the day. Classrooms will promote and celebrate positive behaviour.

Evelyn Street Primary School - PSHE progression through EYFS (Reception)

PSED/PD/UW

| Playing & Exploring - Engagement | Active Learning - Motivation | Creating & Thinking Critically - Thinking |
|--|--|--|
| <ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' | <ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do | <ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) |

ELG (PSED)
Self-regulation
 - Show an understanding of their feelings & begin to regulate their behaviour accordingly
 - Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate
 - Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions

Managing Self
 - Be confident to try new activities & show independence, resilience & perseverance in the face of challenge
 - Explain the reasons for rules, know right from wrong & try to behave accordingly
 - Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices

Building Relationships
 - Work & play cooperatively & take turns with others
 - Form positive attachments to adults & friendships with peers
 - Show sensitivity to their own & other's needs

| Focus | Self Regulation | Managing Self | Building Relationships | Vocabulary- to be used daily |
|------------------|--|--|--|---|
| Reception Skills | <ul style="list-style-type: none"> Can express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate own feelings socially and emotionally | <ul style="list-style-type: none"> Manage their own personal hygiene needs Know and talk about the different factors that support their overall health and well being -regular physical exercise -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian | <ul style="list-style-type: none"> Recognise themselves as a valuable individual Build constructive and respectful relationships | ALL nursery vocabulary AND... Good touch Bad Touch Private Secret Real Fake Feelings Responsibility |

| Reception Knowledge | Autumn 1 Autumn and Seasons | Autumn 2 Celebrations | Spring 1 Animals | Spring 2 Lifecycles | Summer 1 Minibeasts | Summer 2 Occupations |
|---------------------|---|---|---|------------------------|------------------------|-------------------------|
| | Being Me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| | <ul style="list-style-type: none"> Able to explore the classroom with interest Develop friendships with new children Form positive attachments to staff and children Understand that people have different beliefs than them and accept difference. Engages in a range of physical activity. | <ul style="list-style-type: none"> Can manage own feelings and know who to go to for support. Understands and follow the routines of the school day Can talk about different food groups and which foods are good for our health and teeth. Can talk about how to stay safe on the road when crossing, at a train station and when near water- Transport. | <ul style="list-style-type: none"> Can talk in detail about the school behavioural expectations in class and around the school Can talk about how people in our community help and support us Understand that parts of their body need to be kept private. Knows who to go to if lost- Knowing who is a stranger. Can resolve minor conflicts in friendship groups | | | |

Jigsaw PSHE Intent –To develop pupils that are safe, happy, independent, resilient and ambitious
 Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Classroom displays will display timetables and behavioural expectation..
 Classrooms will provide quiet areas within their provision. Children will be encouraged to talk about their feelings and emotions throughout the day. Classrooms will promote and celebrate positive behaviour.

Evelyn Street Primary School - PSHE progression

| KS1 Year A | | |
|---|--|---|
| Being Me in My world | Celebrating Difference | Dreams and Goals |
| <p>Unit 1: Feeling special and safe, Being part of a class, Rights and responsibilities, Rewards and feeling proud Consequences, Owing the Learning Charter</p> <p style="color: purple;">I can explain why my class is a happy and safe place to learn.</p> <p style="color: green;">I can give different examples where I or others make my class happy and safe.</p> <p>Unit 2: Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings</p> <p style="color: purple;">I can explain why my behaviour can impact on other people in my class.</p> <p style="color: green;">I can compare my own and my friends choices and can express why some choices are better than others.</p> | <p>Unit 1: Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone</p> <p style="color: purple;">I can tell you some ways that I am different and similar to other people in my class and why this makes us all special.</p> <p style="color: green;">I can explain what bullying is and how being bullied might make someone feel.</p> <p>Unit 2: Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new, Celebrating difference and remaining friends</p> <p style="color: purple;">I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p style="color: green;">I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.</p> | <p>Unit 1: 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> <p style="color: purple;">I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p style="color: green;">I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>Unit 2: Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing success</p> <p style="color: purple;">I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p style="color: green;">I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> |

KS1 Year B

| Healthy Me | Relationships | Changing Me |
|---|--|--|
| <p>Unit 1: Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas, with less healthy/unsafe choices.</p> <p>I can compare my own and my friends choices and can express how it feels to make healthy and safe choices.</p> <p>Unit 2: Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road Safety, Linking health and happiness</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p> | <p>Unit 1: Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them.</p> <p>Unit 2: 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</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> | <p>Unit 1: Life cycles in nature, Growing from young to old, Increasing independence, Assertiveness, Preparing for transition</p> <p>I can explain why some types of touches feel ok and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older and recognise that other people might feel differently to me.</p> <p>Unit 2: Life cycles –animal and human, Changes in me, Changes since being a baby, Linking growing and learning, Coping with change, Transition</p> <p>I can compare how I am now to when I was a baby.</p> <p>I can explain why some changes I might experience might feel better than others.</p> |

Lower Key Stage 2 Year A

| Being Me in My world | Celebrating Difference | Dreams and Goals |
|--|---|--|
| <p>Unit 1: Setting personal goals, Self-identity and worth, Positivity in challenges, Rules, rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p>Unit 2: 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</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p> | <p>Unit 1: 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</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation eg. Solve it Together or asking for help.</p> <p>Unit 2: Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving, Identifying how special and unique everyone is, First impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who they are.</p> | <p>Unit 1: 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</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why that is important.</p> <p>Unit 2: Hopes and dreams, Overcoming disappointment Creating new, realistic dreams, Achieving goals, Working in groups, Celebrating contributions, Resilience, Positive attitudes</p> <p>I can plan and set new goals even after disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p> |

Lower Key Stage 2 Year B

| Healthy Me | Relationships | Changing Me |
|---|---|---|
| <p>Unit 1: Healthier friendships, Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>Unit 2: Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important – online and offline scenarios, Respect for myself and others, Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/scared and unwell feels.</p> | <p>Unit 1: Jealousy, Love and loss, Memories of loved ones, Getting on and falling out, Girlfriends and boyfriends, Showing appreciation to people and animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p>Unit 2: Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help, Being a global citizen, Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> | <p>Unit 1: Being unique, Confidence in change, Accepting change, Preparing for transition, Environmental change</p> <p>I can summarise how changes might affect me</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p> <p>Unit 2: How babies grow, Understanding a baby's needs Family stereotypes, Challenging my ideas, Preparing for transition</p> <p>I can explain human growth.</p> <p>I recognise how I feel and can suggest some ideas to cope with these feelings.</p> |

Upper Key Stage Year A

| Being Me in My world | Celebrating Difference | Dreams and Goals |
|---|--|---|
| <p>Unit 1: Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>Unit 2: 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</p> <p>I can explain how my choices have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> | <p>Unit 1: 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</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> <p>Unit 2: Perceptions of normality, Understanding of disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> | <p>Unit 1: Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity), Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>Unit 2: Personal learning goals, in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements, Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> |

Upper Key Stage 2 Year B

| Healthy Me | Relationships | Changing Me |
|--|--|---|
| <p>Unit 1: Taking personal responsibility, How substances affect the body, Exploitation including, ‘county lines’ and gang culture, Emotional and mental health, Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> <p>Unit 2: Smoking, including vaping, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour</p> <p>I can explain different roles that food and substances can play in people’s lives. I can also explain how people can also develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p> | <p>Unit 1: 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</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself or friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> <p>Unit 2: Self-recognition and self-worth, Building esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers and online grooming, SMARRT internet rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressure I may face to use technology in ways that may be risky or cause harm to myself or others.</p> | <p>Unit 1: Self-image, Body image, Reflections about change, Transition</p> <p>I can describe how a baby develops.</p> <p>I recognise how I feel when I reflect on becoming a teenager.</p> <p>Unit 2: Self- and body image, Influence of online and media on body image, Growing responsibility, Coping with change, Preparing for transition</p> <p>I can explain why looking after myself physically and emotionally is important.</p> <p>I can express how I feel and that this may be different to my friends.</p> |