

Curriculum Quality

PSHE

Subject Leader:

Tammy Loader

Intent

At The Marchant Holliday School we use a planned programme of study for PSHE (Personal, Social, Health and Economic education) called the Jigsaw approach. Designed as a whole school approach, Jigsaw provides a comprehensive scheme of learning for all children. The programme of study holds children at its heart and its cohesive vision helps children understand and value who they are and how they fit and contribute to the world. The scheme we use to support us in delivering this curriculum, also includes RSE (Relationships & Sex Education). We ensure that our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities

Our Health Education aims to give the pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The overarching concepts for PSHE at The Marchant-Holliday School are:

- To develop British Values of democracy
- To understand the rule of law, liberty, acceptance and tolerance
- To develop cultural awareness
- To develop emotional literacy
- To develop social skills
- To encourage participation in a range of social settings
- To develop our spiritual development
- To build resilience
- To build self-esteem
- To recognise the differences between right and wrong
- To understand the consequences of behaviour and actions
- To consider moral and ethical issues
- To show respect for others, their views, religions and heritage
- To help children understand real issues (e.g. body image, cyber and homophobic bullying, and online safety)

Implementation

Although Jigsaw lessons are explicitly taught, we believe in using every opportunity to help our young people develop their understanding of their place in the world and prepare them for adulthood. Interwoven through cross-curricular, experiential based learning and the wider curriculum offer, are activities which encourage our pupils to

become well-rounded individuals. We pride ourselves on modelling skills and imparting knowledge to develop the emotional intelligence of our children and for them to become empathetic, conscientious members of society.

In cross-curricular links with Swimming, Cookery, PE and Science, we provide a framework for the pupils to understand the benefits of keeping physically and mentally healthy. We encourage students to recognise the connection between health and learning and we promote the spiritual, moral, social, cultural, mental and physical development of our pupils. Through a range of trips, hooks, assemblies and visitors, we work to prepare the pupils for adulthood and the opportunities, responsibilities and experiences of later life. Our extra-curricular after-school clubs and vocational opportunities support the work done in the classroom and help the children to demonstrate the skills they have acquired. At club time, pupils show their knowledge of positive co-operation, responsibility, respectfulness and being an active citizen. In Computing E-safety lessons, pupils are taught to recognise the inappropriate use of mobile technology and social media and recognise online and offline risks to their well-being. Pupils are also taught the risks of sun exposure and have explicit sun safety lessons from Easter onwards. Staff model to pupils the importance of preventive measures to reduce sun exposure and ensure that sun safety messages are reinforced through visual displays around the school.

Our whole school approach to Growth Mindset and developing our pupils' independence, collaboration, resilience and perseverance helps the students to strive for success in their school time and later life.

Our relationships education puts in place the building blocks needed for positive and safe relationships, including with family, friends and online. In an age and stage-appropriate way, pupils are taught what a relationship is, what friendship is, what family means and who can support them. Each of the lessons, in this strand of PSHE, are planned to meet individual maturity needs. As the pupils mature and move through the school, we build on their prior knowledge. We model how to treat each other with kindness, consideration and respect throughout the 24-hour curriculum and ensure that the concepts of PSHE are at the heart of all learning.

Curriculum Overview (Knowledge and Skills)

Below you will find a whole school overview of the PSHE Scheme taught in year R-6. There are 6 Puzzles in each year group; each half term there is a whole school assembly to introduce the children to their new theme.

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

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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

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Year 7						
Citizenship	Duty, personal responsibilities, personal conviction and the law	Politics and the political system. Democracy	Law and justice systems	Liberty, Mutual respect and tolerance	Public institutions and voluntary groups	Money Budgeting and risk
Social Skills	Anger management	Playing fairly	Relationships and friendship	Communication skills and the community	Transition	Transition
PSHE & Personal Development	Growth Mind-set	Resilience	Healthy Bodies	SRE	Equality	Transition

Impact

Our PSHE lessons help pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From addressing such things as making responsible decisions about using alcohol to succeeding in their first job, PSHE helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Rather than measuring the personal development provision of our individual pupils, we look at how our school culture, ethos, values and experiences enriches the lives of all our pupils. We are able to assess the progress made in the pupils' understanding of personal, social, health and economic education by conducting pupil participation interviews, making observations of pupil interactions, pupil voice, capturing learning and extra-curricular activities on photographs and by celebrating talents and interests of our children.

By the end of Key Stage 1

The pupils will be able to identify their personal qualities, attitudes, skills, attributes and achievements, and the factors that might influence these. They will be able to express opinions about the differences between right and wrong, understand democratic principles and accept differences between people and cultures. They will have an understanding of the importance of health, physical and mental well-being and be able to give examples of being a healthy, active individual. They will understand about families and people who care for them and how to have safe, respectful relationships within school, home and wider society. Pupils will have developed their understanding of e-safety.

By the end of Key Stage 2

The pupils will have deepened their knowledge of personal development, opportunity and inclusion. They will know the importance of living a healthy lifestyle and the harms and risks associated with drugs, alcohol and tobacco. The pupils will have learnt basic first aid skills and understand how to prevent ill-health. They will have an understanding of what it means to be an active citizen and how to form considerate social relationships. Recognising the signs of a changing adult-body, will help them prepare for puberty. They will have begun to reflect on their own and others behaviour, accept differences and tolerate others within the community and society as a whole. Pupils will have deepened their understanding of e-safety and safe online relationships.

By the end of year 7

The students will have developed a thoughtful and wide-ranging response to questions regarding spiritual, moral, social and cultural development. They will have an understanding about their role as active students. They will be able to face the challenges of their changing self-image, friendships and relationships and be well equipped for the next stage of their education, training or employment.