



What is PSHE Education?

Our PSHE curriculum enables our children to become healthy, independent, and responsible members of society. We aim to help them understand how they are developing personally and socially, and tackle many of the moral, social, and cultural issues that are part of growing up. We build resilience and nurture mental and physical health through our delivery of engaging and relevant PSHE within a whole-school approach. We believe our children should be able to talk openly and their questions are answered appropriately and honestly in a way that respects the diversity of cultures and families in our world, both within and beyond the immediate community. Pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community, considering British values and our school values of friendship, trust, perseverance, forgiveness, courage, and respect.

PSHE is taught through a structured framework called Jigsaw. It is a comprehensive PSHE and Wellbeing programme which aligns with the National Curriculum and ensures schools meet statutory requirements. With the use of a spiral, progressive, and fully planned scheme of work, it gives our children the relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. During each school year, the children will develop their understanding and skills, through a sequence of lessons which build on prior knowledge and experience to maximise learning for all children. Teachers may also supplement the curriculum with relevant additional content linked to pertinent issues raised within the class, local or world situations. We also use a Thrive approach to develop emotionally resilient children; to improve self-regulation and to develop reflective and mindful young people. In addition to the statutory learning, the children at Southbroom St James Academy participate in a range of exciting and interactive experiences, such as focussed learning days and visits from relevant members of the community.

As a Church of England school, all teaching of Relationships, Sex and Health Education (RSHE) will be in the context of our Christian values. We will approach this aspect of our responsibility in a spirit of openness, co-operation, and compassion. We recognise the vital role of parents as children's first educators and will seek to support them as much as possible. We will follow guidance from the policy as set out by Diocese of Salisbury Academy Trust.

Our children will understand and value how they fit into and contribute to the world. They will be resilient and aware of their mental and physical health. They will be engaged with their PSHE learning, and they will develop their emotional awareness, concentration, focus and self-regulation. Our children will talk openly, honestly, and appropriately in their PSHE lessons and are respectful of all cultures and families in our world, both within and beyond the immediate community. At Southbroom St James Academy our children play a positive role in contributing

to life and the wider community. They demonstrate British values and our school values of friendship, trust, perseverance, forgiveness, courage, and respect.

Concepts in PSHE

Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim for children to achieve. The foundations for the PSHE curriculum are built from a young age. This is built on from KS1 as novice PSHE students, leading to more expert PSHE students in KS2.

Key Concepts

Key concepts identify the content or focus areas of study at different times and come under the headings below:

	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Content	'Who am I and how do I fit?'	Respect for similarity and difference. Anti-bullying and being unique	Aspirations, how to achieve goals and understanding the emotions that go with this	Being and keeping safe and healthy	Building positive, healthy relationships	Coping positively with change

Second Order Concepts

Second order concepts can be used across all aspects of the subject to organise the substantive knowledge and skills taught:

<p>Making Better Decisions</p> <p>The skills and knowledge we need to make good decisions. It explores how we use the information wisely to make the best possible decision and helps us to know what questions we need to ask to help us.</p>	<p>Staying Healthy</p> <p>The skills we need to navigate our way towards life as healthy adults. It is about using the knowledge we have of being healthy to help us make choices that are informed and right for us. This includes our physical and mental health.</p>	<p>Keeping Safe and Assessing Risk</p> <p>Recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decisions that help keep us safe. It recognises that keeping safe involves the protection of our mental well-being and we need to be proactive to keep safe.</p>
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Progression in Substantive Knowledge in PSHE Education

Second Tier Concepts	End of Lower KS2	End of KS2
Being Me		
<p>Making Better Decisions The skills and knowledge we need to make good decisions. It explores how we use the information wisely to make the best possible decision and helps us to know what questions we need to ask to help us.</p> <p>Keeping Safe and Assessing Risk Recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decisions that help keep us safe. It recognises that keeping safe involves the protection of our mental well-being and we need to be proactive to keep safe.</p>	<ul style="list-style-type: none"> • I can explain how my behaviour can affect how others feel and behave. • I can explain why it is important to have rules and how it helps me and others to learn. I can explain why it is important to feel valued. • I can explain why being listened to and listening to others is important in my school community. • I can explain why being democratic is important and can help me and others feel valued. 	<ul style="list-style-type: none"> • 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. • I can explain how the actions of one person can affect another and give examples of this from school and a wider community context. • I can explain how my choices can have an impact on people in my immediate community and globally. • I can empathise with others in my community and globally and explain how this can influence the choices I make.
Celebrating Difference		
<p>Making Better Decisions The skills and knowledge we need to make good decisions. It explores how we use the information wisely to make the best possible decision and helps us to know what questions we need to ask to help us.</p> <p>Keeping Safe and Assessing Risk</p>	<ul style="list-style-type: none"> • 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. • I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. E.g. Solve It Together or asking for help. 	<ul style="list-style-type: none"> • 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. • I can explain why racism and other forms of discrimination are unkind. I

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<p>Recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decisions that help keep us safe. It recognises that keeping safe involves the protection of our mental well-being and we need to be proactive to keep safe.</p>	<ul style="list-style-type: none"> • 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. • I can explain why it is good to accept myself and others for who we are. 	<p>can express how I feel about discriminatory behaviour.</p> <ul style="list-style-type: none"> • I can explain ways in which difference can be a source of conflict or a cause for celebration. • I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
Dreams and Goals		
<p>Making Better Decisions The skills and knowledge we need to make good decisions. It explores how we use the information wisely to make the best possible decision and helps us to know what questions we need to ask to help us.</p> <p>Keeping Safe and Assessing Risk Recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decisions that help keep us safe. It recognises that keeping safe involves the protection of our mental well-being and we need to be proactive to keep safe.</p>	<ul style="list-style-type: none"> • I can explain the different ways that help me learn and what I need to do to improve. • I can 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 this is important. • I can plan and set new goals even after a disappointment. • I can explain what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> • I can compare my hopes and dreams with those of young people from different cultures. • I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. • I can explain different ways to work with others to help make the world a better place. • I can explain what motivates me to make the world a better place.
Healthy Me		
<p>Staying Healthy The skills we need to navigate our way towards life as healthy adults. It is about</p>	<ul style="list-style-type: none"> • I can identify things, people and places that I need to keep safe from, and can tell you some strategies for 	<ul style="list-style-type: none"> • I can explain different roles that food and substances can play in people's lives. I can also explain how people

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<p>using the knowledge we have of being healthy to help us make choices that are informed and right for us. This includes our physical and mental health.</p> <p>Keeping Safe and Assessing Risk</p> <p>Recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decisions that help keep us safe. It recognises that keeping safe involves the protection of our mental well-being and we need to be proactive to keep safe.</p>	<p>keeping myself safe and healthy including who to go to for help.</p> <ul style="list-style-type: none"> • I can express how being anxious/ scared and unwell feels. • I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. • I can identify feelings of anxiety and fear associated with peer pressure. 	<p>can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <ul style="list-style-type: none"> • I can summarise different ways that I respect and value my body. • 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. • I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
Relationships		
<p>Staying Healthy</p> <p>The skills we need to navigate our way towards life as healthy adults. It is about using the knowledge we have of being healthy to help us make choices that are informed and right for us. This includes our physical and mental health.</p> <p>Keeping Safe and Assessing Risk</p> <p>Recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decisions that help keep us safe. It recognises that keeping safe involves the protection of our mental well-</p>	<ul style="list-style-type: none"> • I can explain how my life is influenced positively by people I know and also by people from other countries. • I can explain why my choices might affect my family, friendships and people around the world who I don't know. • I can recognise how people are feeling when they miss a special person or animal. • I can give ways that might help me manage my feelings when missing a special person or animal. 	<ul style="list-style-type: none"> • 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 to resist peer pressure. • I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. • I can identify when people may be experiencing feelings associated with

<p>being and we need to be proactive to keep safe.</p>		<p>loss and also recognise when people are trying to gain power or control.</p> <ul style="list-style-type: none"> • I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. • I can offer strategies to help me manage these feelings and situations.
Changing Me		
<p>Staying Healthy The skills we need to navigate our way towards life as healthy adults. It is about using the knowledge we have of being healthy to help us make choices that are informed and right for us. This includes our physical and mental health.</p> <p>Keeping Safe and Assessing Risk Recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decisions that help keep us safe. It recognises that keeping safe involves the protection of our mental well-being and we need to be proactive to keep safe.</p>	<ul style="list-style-type: none"> • I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. • I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. • I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. • 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. 	<ul style="list-style-type: none"> • I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. • I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends. • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within PSHE teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Key Conceptual Vocabulary

Key conceptual vocabulary identified within the content or focus areas of study at different times under the headings below:

	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3/4 A	Valued Achievement Personal Goal Responsibilities Feelings Solution Affirm Support Fairness Group Dynamic Rewards Ideal	Safe Compliment Connected Consequences Bullying Solutions Conflict Resolve Witness Loving Caring Hurtful	Excited Frustration Co-operation Solutions Motivated Efficient Respect Evaluate Ambition Review Admire	Risk Fat Emergency Attitude Strategy Drugs Harmful Sugar Fitness Oxygen Labels Anxious Heart Lungs	Appreciation Stereotype Female Global Social media Rights Interconnected Online Responsibilities Male Lungs	Birth Love Nutrients Affection Mother Womb Care Stereotypes Puberty Babies Roles
Year 3/4 B	Role Voting Included Democracy Excluded Community	Secret Judgement Accept Influence Appearance Attitude	Fears Determination Resilience Positive attitude Appearance Positive	Emotions Value Friendship Anxiety Relationships Alcohol	Jealousy Compromise Numb Despair Acceptance Loss	Personal Fertilise Gene Characteristics Unique Making love

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	Authority Contribution Observer Democratic Voting Decisions	Character Impression Opinion Bystander Witness	experiences Disappointment Commitment Self-belief Cope	Vaping Smoking Leader Assertive Follower Liver Fear Roles Peers Pressure Guilt	Negotiate Shock Attraction Love Peers Relief Hope	Sexual intercourse Acceptance Emotions Having sex Fertilise
Year 5/6 A	Vision Opportunities Wealthy Denied Appreciation Conflict Prejudice Motivation Deprive Migrants Asylum Empathise Persecution Refugee Privilege	Racism Homophobic Culture Cyber Bullying Direct Indirect Developing World Discrimination Rumour Banter Belong Conflict	Job Lifestyle Career Contribution Support Society Sponsorship Salary Aspiration Profession Rallying	Self-Respect Altered Media Comparison Informed discussion Pressure Influence Debate Emergency procedure Level-headed Healthy Body image Recovery position	Self-esteem Grooming Troll Characteristics Personal qualities Trustworthy Privacy Settings Online community Peer pressure Age restriction Risky Influences	Conception Semen Testosterone Genitals Hormones Growth spurt Oestrogen Sexual intercourse Age appropriateness Self-esteem Perception Hygiene Pubic hair Facial hair Consent
Year 5/6	Needs Opportunities	Rights Individuality	Issue Personal	Strategies Mental health	Mental health Grief	Opportunities Love

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B	Motivation Comparison Legal Participation Obstacles Citizen Collaboration Lawful Illegal	Disability Imbalance Identity Perseverance Fairness Banter Courage Diverse Equality	Realistic Unrealistic Empathy Learning Steps Recognition Suffering Concern Hardship Criteria Global	Gangs Over-the-counter Effects Anti-social behaviour Stress Unrestricted Vulnerable Volatile substances Criminal Prescribed Exploited Immunisation Restricted Illegal	Cyber bullying Stress Coping strategies Assertive Self-control Judgement Self-care Anxiety Control Support Power	Relationship Sexting Attraction Real self Adolescent Negative body-talk Mental health Placenta Contracts Assertive Pregnancy Labour
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Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, adaptations are made for individuals who need something that is addition to or different from others in the class.

'Education is improving the lives of others and fore leaving your community and world better than you found it.'

-Marion Wright Elderman-

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