

Personal, Social, Health and Economic Education including Relationships and Sex (PSHRSE) Education at Falconhurst School



Intent for our Healthy Citizens

At Falconhurst, it is our intention that all children will be life-long learners with the confidence and ability to develop their skills and understanding when faced with new experiences, meeting new challenges and finding themselves in unfamiliar situations. We offer a supportive and nurturing learning environment in which each child is encouraged to develop their full potential and where the ethos is that children can achieve and aspire to become anything they want to. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE using the Jigsaw programme supports this. Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in the future. It develops the qualities and attributes children need to thrive as individuals, part of the school and as a member of the wider community.

Characteristics of a Successful and Healthy Citizen

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| <ul style="list-style-type: none"> • Be able to demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges. • The ability to express their views confidently, and listen to and show respect for the views of others. • The ability to make choices about how to develop healthy lifestyles. • The ability to identify some factors that affect emotional health and well-being. • Ability to identify different types of relationships and show ways to maintain good relationships. | <ul style="list-style-type: none"> • Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules. • Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices • Shown an appreciation of the diversity of religious, and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society. • Be able to articulate the meaning of the British Values and how these support harmony within their own and wider communities. |
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Implementation of PSHRSE

Our pupils are expected to organise and deepen their knowledge, skills and understanding around the following learning hooks (key concepts).

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships (Families and people who care for me, Caring Friendships, Respectful Relationships)
6. Changing Me

These key concepts (learning hooks for children), underpin the delivery of the learning expectations as stipulated in the government's Relationship, Sex and Health Education statutory guidance (2021). The systematic and progressive curriculum approach, enables pupils to reinforce and build upon prior learning, make connections to new learning and develop subject specific language.

The vertical accumulation of knowledge and skills typically expected from Years 1 to 6 is mapped below

Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
Being Me in My World	<ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and school • I understand the rights and responsibilities for being a member of my class • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn 	<ul style="list-style-type: none"> • I know my attitudes and actions make a difference to the class team • I understand who is in my school community, the roles they play and how I fit in • I understand how democracy works • 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 groups come together to make decisions 	<ul style="list-style-type: none"> • I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • 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

	<ul style="list-style-type: none"> • I can recognise the choices I make and understand the consequences 	<ul style="list-style-type: none"> • I understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> • I understand how an individual's behavior can impact on a group • I understand how democracy and having a voice benefits the school community
Celebrating Difference	<ul style="list-style-type: none"> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand that bullying is sometimes about difference • I can recognise what is right and wrong and know how to look after myself • I understand that it is OK to be different from other people and to be friends with them • I can tell you some ways I am different from my friends 	<ul style="list-style-type: none"> • I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • 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 can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them 	<ul style="list-style-type: none"> • I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration
Dreams and Goals	<ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it • I carry on trying (persevering) even when I find things difficult • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group • I can tell you some ways I worked well with my group • I know how to share success with other people 	<ul style="list-style-type: none"> • I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt • I know that reflecting on positive and happy experiences can help me to counteract disappointment • I know how to make a new plan and set new goals even if I have been disappointed • 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 identify the contributions made by myself and others to the group's achievement 	<ul style="list-style-type: none"> • I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • 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 identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise
Healthy Me	<ul style="list-style-type: none"> • I know what I need to keep my body healthy • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I understand how medicines work in my body and how important it is to use them safely • I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • I can make some healthy snacks and explain why they are good for my body • I can decide which foods to eat to give my body energy 	<ul style="list-style-type: none"> • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • 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 understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • 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 when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong 	<ul style="list-style-type: none"> • I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

Relationships	<ul style="list-style-type: none"> • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships 	<ul style="list-style-type: none"> • I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me 	<ul style="list-style-type: none"> • I know that it is important to take care of my mental health • I know how to take care of my mental health • 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 people are trying to gain power or control • I can judge whether something online is safe and helpful for me • I can use technology positively and safely to communicate with my friends and family
Changing Me	<ul style="list-style-type: none"> • I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class 	<ul style="list-style-type: none"> • 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 can correctly label the internal and external parts of male and female bodies that are necessary for making a baby • I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class 	<ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • 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 am aware of the importance of a positive self-esteem and what I can do to develop it • 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.

Evaluating the Impact of our PSRHE curriculum on pupils' outcomes

Through the explicit teaching of the Personal, Social, Relationships, Health and Economic curriculum, both the teachers and pupils assess their learning continuously throughout the lesson and over time using the statements in each Puzzle Outcome. Talking with children throughout the year, helps us to understand their progress whilst sharing opportunities and ambitious aspirations with them.