

## PSHE Progression at Emerson Valley School

### National Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupil's education. All schools should teach PSHE, drawing on good practice. From 2020, relationship education in primary schools will become compulsory in applicable schools in England. This subject will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

**In Emerson Valley School, we follow the JIGSAW Scheme of work which has been recently updated in line with the new statutory guidance from the Government.**

There are six Puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (**purple**) and one is based on emotional literacy and social skills development (**green**).

Anything labelled with \*\* and in black are additional PSHE lessons provided.

NOTE: Year 5 and Year 6 (outlined when below) will be taking part in a 'Choices Programme' which encourages pupils to make better choices. With the recent events in Emerson Valley, the decision was made that it was vitally important that we give our young pupils the skills to understand the decision making process and the ability to assess and reflect on the choices they have presented to them.

	Year 3	Year 4	Year 5	Year 6
<b>Autumn1 - Being Me in My World</b>	<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>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>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>I can explain how my choices can 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>
<b>Autumn 2 -Celebrating Difference</b>	<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. e.g. Solve It Together or asking for help.</p> <p><b>**Anti-bullying week celebrated from Monday 11<sup>th</sup> November -Friday 15<sup>th</sup> November.</b></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 we are.</p> <p><b>**Anti-bullying week celebrated from Monday 11<sup>th</sup> November -Friday 15<sup>th</sup> November.</b></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><b>**Anti-bullying week celebrated from Monday 11<sup>th</sup> November -Friday 15<sup>th</sup> November.</b></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><b>**Anti-bullying week celebrated from Monday 11<sup>th</sup> November -Friday 15<sup>th</sup> November.</b></p>

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<b>Spring 1 - Dreams and Goals</b>	<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 this is important.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</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><b>**MK Dons Set 'Move &amp; Learn' project during PE lessons which focuses on keeping fit and healthy.</b></p> <p><b>** Choices Programme -11 x 1hr sessions in place of Jigsaw. 'Marcus' Story'. (Across Spring 1 and Spring 2).</b></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> <p><b>** Choices Programme -6 x 1hr sessions in place of Jigsaw. 'Kwan's Story'.</b></p>
<b>Spring 2 - Healthy ME</b>	<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.</p> <p>I can express how being anxious/ scared and unwell feels.</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>I can explain different roles that food and substances can play in people's lives. I can also explain how people can 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><b>** Choices Programme -11 x 1hr sessions in place of Jigsaw. 'Marcus' Story'. (Across Spring 1 and Spring 2).</b></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>
<b>Summer 1 - Relationships</b>	<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>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>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.</p> <p>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.</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 and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
<b>Summer 2 - Changing Me</b>	<p>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.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</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>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.</p> <p>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.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> <p><b>** Choices Programme -4 x 1hr sessions in place of Jigsaw.</b></p>