

PSHEE at Wrockwardine Wood Church of England Junior School



Intent

At Wrockwardine Wood CE Junior School, PSHEE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing our pupils intellectually, morally, socially and spiritually. Through our whole-school approach to PSHEE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. Our PSHEE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHEE teaching, is a commitment to enhancing and promoting our core Christian Values: respect, thankfulness, trust, perseverance, justice, service, truthfulness, generosity, compassion, courage, forgiveness and friendship as well as the fundamental British Values.

Aims: Underpinning the intent are 6 key **substantive knowledge concepts**:

<i>Being me in my world</i>	<i>Includes understanding my place in the class, school and global community as well as devising Learning Charters.</i>
<i>Celebrating difference</i>	<i>Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</i>
<i>Dreams and goals</i>	<i>Includes goal-setting, aspirations for yourself and the world and working together.</i>
<i>Healthy me</i>	<i>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</i>
<i>Relationships</i>	<i>Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</i>
<i>Changing me</i>	<i>This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</i>

Each PSHEE lesson is underpinned by the following 6 disciplinary knowledge concepts:

<i>Connect us</i>	<i>Developing the ability to take enjoyment from their learning, to be inclusive learners and to build and maximise social skills. Children are encouraged to build positive relationships and take part in collaborative learning.</i>
<i>Calm me</i>	<i>Children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity.</i>
<i>Open my mind</i>	<i>Developing the ability to filter the many stimuli entering the child's mind at any given time. The aim here is to improve concentration and learning by filtering out activity around them.</i>
<i>Tell me or show me</i>	<i>Children are encouraged to introduce new information, concepts and skills, using a range of approaches and activities.</i>

<i>Let me learn</i>	<i>Developing children's ability to manipulate, use and play with new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.</i>
<i>Help me reflect</i>	<i>Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.</i>

Year 3 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
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-centered) 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

Disciplinary knowledge

Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<p>Explain how my behaviour can affect how others feel and behave.</p> <p>Explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>Explain why it is important to feel valued.</p>	<p>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>Understand the impact that these words can have.</p> <p>Explain 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>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Demonstrate confidence and positivity when I share my success with others.</p> <p>Explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>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>Express how being anxious/ scared and unwell feels.</p>	<p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>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>Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

Year 4 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequence 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

Disciplinary knowledge

Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<p>Explain why being listened to and listening to others is important in my school community.</p> <p>Explain why being democratic is important and can help me and others feel valued.</p>	<p>Explain a time when my first impression of someone changed as I got to know them.</p> <p>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>Plan and set new goals even after a disappointment .</p> <p>Explain what it means to be resilient and to have a positive attitude.</p>	<p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>Offer some suggestions about how I might manage my feelings when changes happen.</p>

Year 5 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
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 SMARRT 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

Disciplinary knowledge

Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<p>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>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>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>Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Compare my hopes and dreams with those of young people from different cultures.</p> <p>Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>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>Summarise different ways that I respect and value my body.</p>	<p>Compare different types of friendships and the feelings associated with them.</p> <p>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>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>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>Summarise the process of conception.</p> <p>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>

Year 6 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
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

Disciplinary knowledge

Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<p>Explain how my choices can have an impact on people in my immediate community and globally.</p> <p>Empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Explain different ways to work with others to help make the world a better place.</p> <p>Explain what motivates me to make the world a better place.</p>	<p>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>Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>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>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>