



PSHE curriculum Skills and Knowledge Learning Ladder

Intent

At Holtsmere End Junior School, we believe our PSHE teaching should give our children the skills and understanding to enable them to become healthy, secure, independent and responsible members of society.

Our aim is to promote the spiritual, moral, cultural, mental and physical development of all our pupils. It is our intent to prepare our students for the opportunities, responsibilities and experiences of later life. The PSHE curriculum should;

- Ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
- Support the Prevent strategy, by instilling in children a sense of identity and belonging.
- Ensure the delivery and teaching of the PSHE /Citizenship key skills and learning objectives, outlined by the National Curriculum and the Jigsaw programme.
- Make explicit the school's commitment to delivering PSHE /Citizenship, through formally identifying the range of existing good practice and using this as a base for implementation of the PSHE /Citizenship Framework in a whole-school approach.
- Provide guidance and support for staff.
- Inform parents/carers to enable the whole school community to work as part of a collaborative team.
- Create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school.
- Develop the knowledge, skills and attributes needed by pupils to manage their lives and maximize the opportunities afforded them.

Teaching and Learning objectives:

- Develop pupils' confidence, self-esteem and responsibility and make the most of their abilities
- Prepare pupils to play an active role as citizens and encourage them to contribute positively to the school and the wider community
- Develop healthy safer lifestyles
- Develop good relationships and respect the differences between people.
- Encourage a respect for democracy and British laws, instil a strong sense of what is right and wrong
- Promote British values as part of pupil's SMSC development. These will be achieved through the curriculum, through contributing to school life and through community links.

Implementation

A range of teaching strategies will be used to provide effective learning opportunities for all pupils. These will include an emphasis on active learning, enquiry, discussion and participation in citizenship activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences. The teacher will need to establish working arrangements and rules for discussion, and ways of resolving conflict, particularly when potentially sensitive issues are addressed.

The PSHE /Citizenship Scheme of work will be delivered throughout the school year, using the Jigsaw Scheme of Work.

Impact

To be successful independent learners, students need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. Teachers and other professionals also need to be clear about the progress and achievements of the students they teach and how their learning might be improved. The PSHE Co-ordinator will be responsible for ensuring the policy and programmes are implemented as agreed.

- PSHE learning intention.
- Social and emotional development learning intention.

Progression of skills and knowledge in PSHE – KS2 - <i>Being Me in My World</i> :			
Year 3 -	Year 4	Year 5	Year 6 -

<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>
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Progression of skills and knowledge in PSHE – KS2 – Celebrating Difference:

<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>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>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>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>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>
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Progression of skills and knowledge in PSHE – KS2 – Dreams & Goals:

<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</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</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</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</p>
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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.	positive attitude.	dreams of young people from another culture and explain how this makes me feel.	me to make the world a better place.
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Progression of skills and knowledge in PSHE – KS2 – Healthy Me:

<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>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>
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Progression of skills and knowledge in PSHE – KS2 – Relationships:

<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</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</p>
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		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.	situations. I can offer strategies to help me manage these feelings and situations.
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Progression of skills and knowledge in PSHE – KS2 -Changing Me:

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.	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.
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