

Our PSHE Vision: At La Moye Primary School, PSHE is taught consistently, regularly, and purposefully. There is a high level of engagement in PSHE learning, making a positive impact on relationships, behaviour for learning and values. As a result of the increased self-awareness of the children, there are reduced incidence of behaviours related to poor learning dispositions.

PSHE develops the children’s empathetic and reflective thinking and promotes awareness and engagement with issues in our wider world (conservation, diversity, culture, place in society, Jersey Values). Our PSHE lessons support and embed our Core Values and reinforce the children’s understanding of their rights and responsibilities within our Rights Respecting School.

Themes:

Personal	Health	Social	Economic
<ul style="list-style-type: none"> • Emotional regulation • Self-awareness • Goals • Learning behaviours • Understanding personal qualities • Self-esteem • Metacognition 	<ul style="list-style-type: none"> • Self-care (sleep, active body, healthy diet, dental) • Mental Health and mindfulness • Changing and growing • First Aid and medicines • Eating disorders and body image • Sex Education • Smoking, vaping, illegal drugs, alcohol • Keeping Safe (including Internet safety) 	<ul style="list-style-type: none"> • Family relationships • Gender • Friendships • Romantic Relationships • Diversity • Bullying • Appropriate and non-appropriate touching • Understanding impact of technology 	<ul style="list-style-type: none"> • Jobs and careers • Poverty • Community

PSHE Association has the following themes:

Self-Awareness • Self-care, Support and Safety • Managing Feelings • Changing and Growing • Healthy Lifestyles • The World I live in

Our PSHE planning draws from the Early Learning Goals (for Nursery and Reception), the objectives from the PSHE Association and Jigsaw scheme.

KEY:

Red = Teacher’s Assessment Criteria – this is the ‘Working At’ statement for the end of the unit

Purple = objectives from PSHE Association

Black = objectives from Jigsaw Scheme

Year Group	AUTUMN 1 Being Me in My World	AUTUMN 2 Celebrating Difference	SPRING 1 Dreams and Goals	SPRING 2 Staying Healthy	SUMMER 1 Relationships	SUMMER 2 Changes
N	Managing Feelings and Behaviour D4 – To be able to express their own feelings D4 – Begins to show an increasing ability to distract themselves when upset	Making relationships D4 – Seeks out others to share experiences D6 – Initiates conversation, attends to and takes account of what others say. ELG – Play co-operatively, show sensitivity to others' needs, feelings and forms positive relationships with adults and other children	Self-Confidence and Self-awareness ELG – Children say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Physical Development • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience	Managing Feelings and Behaviour D4 – To respond to the feelings and wishes of others D5 – Begins to accept the needs of others D6 – Beginning to be able to negotiate and solve problems without aggression ELG – They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations.	Managing Feelings and Behaviour D4 – Begin to show an increasing ability to distract themselves when upset. D5 – To usually be able to adapt behaviour to different events, social situations and changes to routine
Rec	Self-Confidence and Self-awareness D4 – Expresses own preferences and interests D6 – To be confident to talk to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities					
Y1	Emotional Regulation I can recognise and name different feelings and can recognise what others might be feeling I know some ways of sharing	I can tell you some ways I am different from my friends I can identify similarities between people in my class I can identify differences between	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I can set simple goals I can set a goal and work out steps	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I understand the difference between healthy and unhealthy (I	I can tell you why I appreciate someone who is special to me I understand that families are important because they can give love, security, and stability.	I can identify the parts of the body that make boys and girls different and can use the correct terminology for these parts. I am beginning to understand the life cycles of animals and humans,

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	<p>feelings</p> <p>Learning Behaviours</p> <p>I know what good learning looks like and feels like</p> <p>I can explain the behaviour which helps me to do my best learning</p> <p>TBC</p>	<p>people in my class</p> <p>I understand what permission is and why I need to ask permission before touching or holding someone's hand.</p> <p>I know how to make new friends</p> <p>I know what good manners are and can share some ways to be kind</p>	<p>to achieve it</p> <p>I understand how to work well with a partner</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can identify obstacles which make my task more challenging and can think of ways to overcome them</p>	<p>know what foods support good health; I know the risks of eating too much sugar)</p> <p>I know how to keep myself clean and healthy and understand how germs can cause illness</p> <p>I understand that medicines help me if I am unwell and I know how to use them safely</p> <p>I know how to keep safe when crossing the road</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I can recognise my qualities as person and a friend</p>	<p>and the changes that occur from babies to adults, including that everybody grows at different rates.</p> <p>I know that changes are OK, we will have different feelings about them, and they will sometimes happen whether I want them to or not. Learn some ways to cope with changes.</p> <p>I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.</p> <p>I respect my body and understand which parts are private.</p>
Y2	<p>Emotional Regulation</p> <p>I know that feelings can affect people's bodies and how they behave</p> <p>I recognise that not everyone feels the same at the same time</p> <p>I know some strategies to help manage big feelings</p> <p>Learning Behaviours</p> <p>I know what attentive listening is and understand the difference between passive and active listening</p> <p>TBC</p> <p>I understand that I need to take responsibility for my own learning and can monitor and evaluate a task to learn how to improve</p>	<p>I understand what a stereotype is</p> <p>I understand that bullying is sometimes about difference</p> <p>I understand what a bystander is and how to make a difference</p> <p>I can identify how I am different from my friends</p> <p>I can tell you some ways I am different to my friends</p>	<p>I understand what realistic goals are</p> <p>I can choose a realistic goal and think about the steps needed to achieve it</p> <p>I understand how goals require effort and perseverance to achieve them</p> <p>I recognise that I can work easily with some people and need to make more effort with others</p> <p>I can work cooperatively in a group to create a product</p> <p>I can explain some of the ways I worked cooperatively in my group</p>	<p>I know what I need to keep my body healthy (diet, exercise, positive attitude and sleep)</p> <p>I understand the importance of knowing when to take a break from time online or TV</p> <p>I can show or tell you what makes me relaxed and stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I know about dental care and visiting the dentist</p> <p>I can plan some healthy snacks and explain why they are good for my body</p>	<p>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</p> <p>I understand that there are lots of forms of physical contact within a family and some are acceptable and some are not</p> <p>& I understand the difference between good secrets and bad secrets (covered in Keeping Safe workshops)</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different</p>	<p>I understand there are some changes that are outside my control, including growing older, and recognise how I have changed since I was a baby and how I feel about this.</p> <p>I recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. (covered in Keeping Safe workshops)</p> <p>I understand that there are different types of touch and tell you which ones I like and don't like, and be confident to say what I like and don't like and ask for help.</p> <p>I recognise physical differences between boys and girls, use the correct terminology and appreciate that some of my body parts are private</p>

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Y3	<p>I know what the different forms that money comes in and that money comes from different sources</p> <p>I know that people make different choices about how to save and spend money</p> <p>I understand about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>I recognise that people have different attitudes towards saving and spending money</p> <p>I know that money needs to be looked after and can name some different ways of doing this</p>	<p>I understand that everybody's family is different and is important to them</p> <p>I understand that differences and conflicts sometimes happen among families</p> <p>I know what it means to be a witness to bullying; that they can make the situation better or worse by their action (or inaction)</p> <p>I recognise that some words are used in hurtful ways</p> <p>I can explain a time when my words affected someone's feelings and what the consequences were</p>	<p>I can evaluate my own learning process and identify something I can improve</p> <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream or ambition that is important to me</p> <p>I motivated and enthusiastic about facing new learning challenges and working out the best ways for me to achieve them</p> <p>I can recognise obstacles which might hinder my achievement and take steps to overcome them</p>	<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.</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I understand that some household substances can be harmful if not used correctly</p> <p>I understand how regular exercise benefits my mental and physical health and recognise opportunities to be physically active.</p> <p>I can plan healthy meals and understand the benefits of eating nutritionally balanced meals</p>	<p>I understand people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>I recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>I know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>I know and can use some strategies for keeping myself safe</p> <p>I recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and can explain the risks of communicating online with others not known face-to-face</p>	<p>I can identify how boys' and girls' bodies change on the outside and inside during the growing up process and 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 know how to cope with those feelings.</p>
Y4	<p>I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>I know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>I understand that sometimes we make assumptions based on people's appearances</p> <p>I understand what influences me to make assumptions about people</p> <p>I know that bullying is hard to spot and I know what to do if I suspect bullying is happening</p> <p>I can tell you why witnesses</p>	<p>I know how to make a new plan and set myself new goals even if I have been disappointed</p> <p>I can tell you about some of my hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and this can hurt</p> <p>I know that reflecting on positive experiences can help me to</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 recognise how different friendship groups are formed and how I fit into them</p> <p>I can recognise the changing dynamics in groups and see where people take on different roles (e.g. leader, follower)</p>	<p>I can identify the web of relationships that I am part of</p> <p>I know some of the feelings we can have when someone leaves or dies</p> <p>I understand that there are different stages of grief</p> <p>I understand that healthy friendships make people feel included. I recognise when others may feel lonely or excluded and know strategies for how to include</p>	<p>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.</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult,</p>

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	<p>I understand that people's spending decisions can affect others and the environment and can explain an example of this (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>I know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p>sometimes join in with bullying and sometimes don't tell</p> <p>I can tell you a time when my first impression of someone changed as I got to know them</p>	<p>overcome disappointment</p> <p>I know how to work out the steps to achieve a goal</p> <p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>I understand the facts about smoking and its effects on health</p> <p>I understand the facts about alcohol and its effects on health</p>	<p>them.</p> <p>I know strategies for recognising and managing peer influence and a desire for peer approval in friendships (online or face-to-face)</p> <p>I can explain strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others).</p>	<p>and that menstruation (having periods) is a natural part of this.</p> <p>I know about menstrual wellbeing</p> <p>I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
Y5	<p>I understand about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>I can identify the ways that money can impact on people's feelings and emotions</p> <p>I recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>I can identify some of the skills that will help me in my future careers e.g. teamwork, communication and negotiation</p>	<p>I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour-spreading and name-calling can be bullying</p> <p>I can explain the differences between direct and indirect types of bullying</p> <p>I can compare my life with people in the developing world (Economic)</p> <p>I can enjoy the experience of a culture other than my own</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>I understand that I will need money to help me achieve my dreams</p> <p>I know about a range of jobs carried out by people I know and explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I understand that I can learn from someone in a different culture and that there are ways we can support each other</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating disorders relating to body image pressures</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks of misusing alcohol, including anti-social behaviour</p> <p>I know how to make a clear and efficient call to emergency services if necessary</p> <p>I know the concepts of basic first-aid such as dealing with common injuries.</p> <p>I understand how the media and celebrity culture promotes certain body types</p>	<p>I understand how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>I know that friendships have ups and downs and know some strategies to resolve disputes and reconcile differences positively and safely</p> <p>I can recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>I understand how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this</p>	<p>I can describe how boys and girls' bodies change during puberty</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>I understand that sexual intercourse can lead to conception and that is usually how babies are usually made.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p>

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Y6	<p>Emotional Regulation</p> <p>I can problem solve strategies for dealing with emotions, challenges and change</p> <p>I understand that mental health is part of daily life and is as important as good physical health</p> <p>I know some strategies and behaviours that support good mental health – including quality sleep, physical exercise, time outdoors, doing things for others</p> <p>I recognise when I need help with feelings; and how to seek support for myself and others</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>I understand that there are different perceptions about what ‘normal’ means</p> <p>I understand how having a disability could affect someone’s life</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead inspiring lives</p>	<p>I can describe some ways in which I can work with other people to make the world a better place</p> <p>I know my learning strengths and can set challenging but realistic goals for myself</p> <p>I can work out the learning steps I need to take to reach my goal</p> <p>I can identify problems in the world that concern me</p> <p>I can work with other people to make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I know the impact of food on my body (creating energy, giving comfort and altering mood)</p> <p>I know about different types of drugs and their effects on the body</p> <p>I know and can put into practice basic emergency first aid procedures, including the recovery position</p> <p>I recognise that anyone can experience mental ill health and that most difficulties can be resolved with help and support</p>	<p>I understand how technology can be used to try to gain power or control and I know strategies to prevent this</p> <p>I understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>I can explain why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>I know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>I know where to get advice and report concerns if worried about my own or someone else’s personal safety (including online)</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy</p> <p>I know how to develop my own self-esteem.</p> <p>I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after myself physically and emotionally.</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 can express how I feel about the transition to secondary school and the growing independence of becoming a teenager and feel confident that I can cope with this.</p>