

St Saviour's School

Progression Pathway - PSHE

Intent

At St Saviour's School, it is our intent to provide all pupils with a broad and balanced curriculum that aims to assist them to prepare for adult life. We plan to support their physical, emotional and moral development, and help them to understand and respect themselves and others as well as forming and sustaining healthy relationships. PSHE is at the core of all we do and enables our pupils to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually. PSHE is taught across the school from Nursery to Year 6 on a weekly basis and the whole school follows and adapts the SCARF PSHE scheme. Our PSHE curriculum equips pupils with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

Jersey Curriculum

The Jersey Curriculum of PSHE including Citizenship aims to ensure that all pupils:

- ♣ acquire accurate and relevant knowledge enabling them to recognise, accept and shape their identities
- ♣ access opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- ♣ acquire the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives within the community of Jersey.

Health and Wellbeing

Key Stage 1 and 2 Pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing

Relationships

Key Stage 1 and 2 Pupils should be taught:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships

Living in the wider world (Economic wellbeing, careers, the world of work and being a responsible citizen)

Key Stage 1 and 2 Pupils should be taught:

- about respect for self and others and the importance of responsible behaviours and actions

<ul style="list-style-type: none"> ways of keeping physically and emotionally safe about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing. 	<ul style="list-style-type: none"> how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships. 	<ul style="list-style-type: none"> about rights and responsibilities as members of families, other groups and ultimately as citizens about different groups and communities to respect equality and to be a productive member of a diverse community about the importance of respecting and protecting the environment about where money comes from, keeping it safe and the importance of managing it effectively how money plays an important part in people's lives a basic understanding of enterprise
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	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Year 1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Year 3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

Year 4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Year 5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Year 6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education <ul style="list-style-type: none"> • Self-esteem

Impact

The pupils' learning is evidenced through use of their class Floor book, which records personal development throughout their time at St Saviour's Primary School. The floor books show the progress pupils make in their social, emotional and personal development as well as showcasing their individual achievements. Book monitoring, pupil interviews and learning walks occur to ensure quality teaching and learning is taking place consistently across the whole school. Our pupils leave us knowing they are their own person and have a good sense of self. The pupils assess personal risk and make informed decisions. We support pupils to be socially and emotionally secure and have good values and outstanding behaviour.

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Implementation

At St Saviour's School, we take great pride in our holistic approach and have adopted the SCARF scheme of work which aims to develop the 'whole child' through a spiral curriculum. We implement this approach from Nursery to Year 6 and teachers adapt the scheme in order to reflect the needs of their pupils. Learning in each topic then takes place during weekly whole class lessons which explore the different themes. Progression in skills and knowledge in PSHE are outlined in the progression grid. Its cohesive vision helps pupils understand and value how they fit into and contribute to the world. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, SCARF equips us to deliver engaging and relevant PSHE education. We believe that PSHE education plays a vital part in primary education so as well as discrete lessons, it is embedded throughout the curriculum. Key concepts are explored across our broad and balanced curriculum. PSHE is also an important part of school assemblies where pupils' spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. In addition, we hold special events such as themed days/weeks, we invite in visitors and have regular links with our community.

Our PSHE delivery ensures the pupils explore the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Pupils at St Saviour's also acquire an understanding of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British and Global Citizen.

At St Saviour's Primary School, we promote the needs and PSHE skills and attributes are interwoven and infused in whole school life. We ensure school calendar links are included within our PSHE programme of study, including events such as, mental health awareness week, Bikeability, (which we use external contributors) and Anti-Bullying week. Teachers use a range of resources including SCARF, Zones of Regulation, books and Computing to deliver lessons. Our teaching is responsive to current affairs and is adapted to the needs of the pupils. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

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