

Broughton Jewish Primary School PSHE Overview

Intention: At Broughton Jewish Primary School the intention of our personal, social, health and economic education (PSHE) is to promote pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy lives and gives them the skills to lead independent lives.

We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding.

We take a proactive approach to Well Being, we understand there is a link between PSHE and the wellbeing of the children and the many topics covered all link together to build a very important part of the children's lives. We believe in building strong foundations for the children's wellbeing in order that their academic standards can flourish.

Implementation: Our PSHE/ well-being sessions are delivered weekly by the class Kodesh and Secular teachers together. We use programs such as Heads Up Kids, Zones Of Regulation and PANTS, online safety sessions etc. as well a formal PSHE curriculum. Some of the topics found in the PSHE curriculum are first delivered in smaller groups via the PANTS program and then delivered in a more generic whole school class format.

Wider Curriculum

- We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life.
- PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.
- Visitors such as emergency services complement our PSHE curriculum to offer additional learning.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love.
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- As a school we celebrate awareness days and weeks throughout the year such as anti-bullying and mental health weeks.
- PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.
- PSHE is backed up throughout the week through the Kodesh curriculum, the underlying themes and values of which are closely related to our PSHE curriculum.

Impact: We believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate what it means to be a positive member of a diverse and multicultural society.
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty

- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationships with their peers both now and in the future.
- have respect for themselves and others.
- have a positive self esteem

From Nursery to Year 6 the children will be taught in progression the PSHE curriculum in a way which is carefully sequenced and progressive and matches the age and maturity of pupils.

The content of the curriculum will cover:

- 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
 - ways of keeping physically and emotionally safe
 - about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
 - how to develop a growth mindset
 - how to respond in an emergency
 - how to identify different influences on health and wellbeing
 - about respect for self and others and the importance of responsible behaviours and actions
 - 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 but at the same time money does not equal happiness
- 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
 - 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
 - how to respect equality and diversity in relationships.

BJPS PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing & Personality Traits	Keeping safe
Yr1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community Setting goals	Keeping healthy; food and exercise, hygiene routines; sun safety.	Recognising what makes them unique and special; feelings; managing when things go wrong; Growth mindset - -Patience -Kindness	How rules and age restrictions help us; keeping safe online
Yr2	Making friends; feeling lonely and getting help Recognising feelings	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions; understanding disability	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy keeping teeth; healthy; managing feelings and asking for help	Growing older moving class or year -Perseverance -Self Control -Optimistic	Safety in different environments; risk and safety at home: emergencies
Yr3	What makes a family; features of family life Different types of bullying; recognising that words hurt	Personal boundaries; safely responding to others; the impact of hurtful behaviour; compliments	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities; how choices affect others	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks. -Trustworthy -Optimistic -Patience -Responsible	Risks and hazards; safety in the local environment and unfamiliar places
Yr4	Positive friendships, including online;	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively, including disability	What makes a community; shared responsibilities; working as a group; contribution to society	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal hygiene routines. -Compassion -Tolerance -Courage -Growth mindset	Medicines and household products
Yr5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes; Dream job and how to get there	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing -Self-control -Honesty -Empathy -Optimistic	Keeping safe in different situations, including responding in emergencies, first aid

Yr6

Being a role model	Recognising and managing pressure; consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes; making a difference in the world	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Physical and emotional changes in puberty; Increasing independence; managing transition -Love -Responsibility -Traits we need to go forward in our lives	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
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