

## **Broughton Jewish Primary School PSHE Overview**

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.

The impact of our PSHE curriculum is to ensure that our pupils understand how they are developing personally and socially, and gives them the skills to tackle many of the moral, social and cultural issues that are part of growing up. Our PSHE programme gives children an understanding of the rights and responsibilities that are part of being a good citizen and teaches them what it means to be a positive member of a diverse and multicultural society.

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. 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.

As a school we celebrate awareness days and weeks throughout the year such as anti-bullying and mental health weeks.

Our PSHE sessions are delivered via weekly Well Being sessions delivered by the class teachers. We use programs such as Heads Up Kids, Zones Of Regulation and PANTS, online safety sessions etc. as part of the PSHE curriculum. Regular assemblies are also used to promote and enhance our PSHE curriculum

PSHE is backed up throughout the week through the Kodesh curriculum, the underlying themes and values are closely related to our PSHE curriculum.

## From nurse to year 6 the children should be taught in progression:

- 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 mind set
  - 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.

	<b>Autumn 1</b> <b>Being Me in the World</b>	<b>Autumn 2</b> <b>Celebrating Differences</b>	<b>Spring 1</b> <b>Dreams and Goals</b>	<b>Spring 2</b> <b>Healthy Me</b>	<b>Summer 1</b> <b>Relationships</b>	<b>Summer 2</b> <b>Personality Traits</b>
<b>Nursery</b>	Feeling special and safe  Being Part of a class	Similarities and Differences  Making New Friends	Working well with a partner  Tackling new challenges  Overcoming obstacles	Keeping myself healthy & clean  Being Safe  Medicine Safety/ Safety in the home  Road Safety	Belonging to a family  Being a good friend  Qualities as a friend and as a person	Love Care Patience Responsible Honest Kind
<b>Reception</b>	Feeling special and safe  Being Part of a class	Similarities and Differences  Making New Friends	Working well with a partner  Tackling new challenges Overcoming obstacles	Keeping myself healthy & clean  Being Safe  Medicine Safety/ Safety in the home  Road Safety	Belonging to a family  Being a good friend  Qualities as a friend and as a person	Love Care Responsible Honest Kind Compassion Self Control
<b>Year 1</b>	Feeling special and safe  Being Part of a class Rights and Responsibilities  Rewards and Feeling  Proud consequences	Similarities and Differences  Understanding Bullying and knowing how to deal with it  Making New Friends  Celebrating differences in everyone	Growth Mindset  Setting Goals  Success and Achievement  Working well with a partner  Tackling new challenges  Overcoming obstacles	Keeping myself healthy & clean  Healthier lifestyle choices  Being Safe  Medicine Safety/ Safety in the home  Road Safety  Linking health and happiness	Belonging to a family  Being a good friend  Qualities as a friend and as a person  Self-acknowledgement  Being a good friend to myself	Zones of Regulation  Patience Empathy Love Care Fairness Tolerance Patience Trustworthy

				Differences between male and female bodies (PANTS)		
<b>Year 2</b>	<p>Hopes and Fears for the year</p> <p>Rights and Responsibilities</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising Feelings</p>	<p>Gender Stereotypes</p> <p>Understanding Bullying</p> <p>Standing up for yourself and others</p> <p>Making new friends</p> <p>Remaining Friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group Co-operation</p> <p>Sharing Success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy Eating and Nutrition</p> <p>Healthier snacks</p> <p>Differences between male and female bodies (PANTS)</p>	<p>Different types of family</p> <p>Physical contact</p> <p>Boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust</p>	<p>Zones of Regulation</p> <p>Compassion</p> <p>Love</p> <p>Care</p> <p>Fairness</p> <p>Humor</p> <p>Self Control</p> <p>Kind</p> <p>Persistent</p> <p>Optimistic</p>
<b>Year 3</b>	<p>Setting personal goals</p> <p>Self-identity and self-worth</p> <p>Positivity in challenges</p> <p>Rules, Rights and Responsibilities</p> <p>Responsible choices</p> <p>Other perspectives</p>	<p>Family differences</p> <p>Managing Family Conflict</p> <p>Witnessing Bullying and how to solve it</p> <p>Recognising that words can hurt</p> <p>Compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and Enthusiasm</p> <p>Overcoming obstacles</p> <p>Evaluating learning processes</p> <p>Managing Feelings</p> <p>Simple Budgeting</p>	<p>Exercise and Fitness</p> <p>Food labelling and healthy swaps</p> <p>Keeping safe online and offline</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a Global Citizen</p> <p>How choices affect others</p> <p>How other children have different lives</p> <p>Appreciation for family and friends</p>	<p>Responsible</p> <p>Honest</p> <p>Tolerance</p> <p>Humour</p> <p>Patience</p> <p>Responsible</p> <p>Courageous</p> <p>Trustworthy</p> <p>Honest</p> <p>Persistent</p> <p>Optimistic</p>

<p><b>Year 4</b></p>	<p>Being a part of the class team</p> <p>Being a school citizen</p> <p>Rights, Responsibilities and Democracy</p> <p>Rewards and Consequences</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Influences</p> <p>Bullying</p> <p>Problem-Solving</p> <p>Understanding how special and unique everyone is</p> <p>First Impressions</p>	<p>Growth Mindset</p> <p>Hopes and Dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Contribution to society</p> <p>Resilience</p> <p>Positive Attitudes</p>	<p>Healthier friendships</p> <p>Group Dynamics</p> <p>Smoking &amp; alcohol, addiction</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Relationships with food</p> <p>Healthy Choices</p> <p>Celebrating Inner Strength</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories and Loved Ones</p> <p>Getting on and falling out</p> <p>Showing appreciation to people and animals</p>	<p>Love</p> <p>Care</p> <p>Compassion</p> <p>Empathy</p> <p>Love</p> <p>Care</p> <p>Justice</p> <p>Tolerance</p> <p>Patience</p> <p>Generosity</p> <p>Self Control</p>
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<p><b>Year 5</b></p>	<p>Planning for the coming year</p> <p>Being a citizen</p> <p>Rights and Responsibilities</p> <p>Rewards and Consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice and participating</p>	<p>Cultural differences</p> <p>Racism</p> <p>Rumour and name calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting cultures</p>	<p>Future dreams</p> <p>Importance of memory</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Supporting others</p> <p>Motivation</p>	<p>Smoking including vaping, addiction</p> <p>Alcohol and anti-social behavior</p> <p>Body Image</p> <p>Emotional and mental health</p> <p>Managing stress</p> <p>Motivation and Behaviour</p> <p>Girls and puberty</p> <p>Self and body image</p> <p>Body changes towards puberty for girls and boys</p> <p>Coping with change</p> <p>Preparing for transition</p>	<p>Self-recognition and self-worth</p> <p>Building Self-esteem</p> <p>Safer online communities</p> <p>Rights and Responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming (PANTS)</p> <p>SMAART internet safety rules</p>	<p>Empathy</p> <p>Humour</p> <p>Patience</p> <p>Responsible</p> <p>Trustworthy</p> <p>Honest</p> <p>Optimistic</p> <p>Humour</p>
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<p><b>Year 6</b></p>	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children’s universal rights</p> <p>consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behavior</p> <p>Role-modelling</p> <p>Transition to High School</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power Struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences without conflict</p> <p>Differences as a celebration</p> <p>Empathy</p>	<p>Growth Mindset</p> <p>Personal learning goals in and out of school</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Emotional and mental health</p> <p>Managing Stress</p> <p>Self and body image</p> <p>Puberty and Feelings</p> <p>Physical Attraction</p> <p>Boyfriends/ Girlfriends</p> <p>Transition</p> <p>Influence of online and media on body image</p>	<p>Mental health</p> <p>Identifying worries and sources of support</p> <p>Love and Loss</p> <p>Managing Feelings</p> <p>Power and Control</p> <p>Assertiveness</p> <p>Technology Safety</p> <p>Technology use responsibilities</p> <p>Diversity of different families</p>	<p><b>Teachers to choose the most relevant topics for their current year group</b></p> <p>Love</p> <p>Care</p> <p>Patience</p> <p>Responsible</p> <p>Honest</p> <p>Kind</p> <p>Compassion</p> <p>Empathy</p> <p>Love</p> <p>Care</p> <p>Fairness</p> <p>Justice</p> <p>Tolerance</p> <p>Humour</p> <p>Patience</p> <p>Responsible</p> <p>Courageous</p> <p>Trustworthy</p> <p>Honest</p> <p>Generosity</p> <p>Self Control</p> <p>Kind</p> <p>Loyal</p> <p>Persistent</p> <p>Optimistic</p> <p>Fair</p>
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