

## Personal, Social, Health and Economic Education (PSHEE) Curriculum Summary

The main aim of the PSHEE curriculum is to help children to grow emotionally and socially. This teaching cannot be limited to a curriculum or a timetabled lesson. The emotional and social development of each child is at the heart of daily school life and the pastoral care of all children at St John's. As the children become more self-aware, they are encouraged to develop a sense of empathy and the qualities of good citizenship. Children do not want to be preached at, but they want to be inspired. 'People grow to fill the space we make for them and when our ideals are high, that space is large. Giving our children the chance to lead is the best way of creating caring citizens for the future.' (Rabbi Dr Jonathan Sachs).

Although there are timetabled lessons each week, the content of the lessons may deviate from the curriculum in order to address a specific issue which may arise as part of the children's experiences of daily living and social interaction at school. The children's committees give the children in T2 – Form 6 an opportunity to make decisions and take a lead in the wider community and with charitable and environmental projects. They are able to put their intellectual knowledge of PSHEE into practice.

At St John's we aim to meet the developmental needs of all our pupils with regard to the learning of spiritual, moral, social and cultural skills. In 2006, our Byron House teachers, in consultation with the school psychotherapist, began to develop a specialized PSE curriculum for our younger pupils, (KG to Form 1). This part of our PSHEE curriculum is known as the Emotions for Learning or E4L curriculum. It aims to teach children about the worlds of emotions, minds, relationships and communication so our younger children learn to manage their emotions, use their minds, experience a sense of wellbeing and learn effectively.

The E4L taught curriculum is divided into five teaching units: Belonging, Feelings, Relationships, Myself and Problem Solving, each of which addresses particular aspects of our three key areas of social and emotional learning. Within each teaching unit we have identified specific topics which are taught through developmentally sequenced lessons and activities.

The whole of the PSHEE curriculum develops themes that are within the Spiritual, Moral, Social and Cultural policy.

### **Staying Safe and Worries**

At the beginning of each term, the children discuss 'What is a worry?' and revisit their safety circle work. The safety circle/safety network is a list of trusted adults that the children can go to with a worry. This is personal to the child and if they wish, the information remains confidential to them. They put the safety circle/network into an envelope which is returned to them at the beginning of each term for review. It is likely that the names on the safety circle/network will change as the children grow up and make relationships with new adults.

### **Key Skills and Content**

#### **Kindergarten (KG)**

- Develop a sense of belonging to the class and school through understanding where things are, routines, timetable, beginnings and endings, getting to know each other, people in the school
- Identify what it feels like to have a worry and how they can deal with a worry
- Develop a growing awareness of self by identifying things that they do and don't like doing, what they can be proud of in themselves and how we are the same and different

- Understand why we need rules
- Know how to listen actively
- Know and use a technique to self-calm ('turtle')
- Identify different feelings, and different intensities of feeling, which ones are 'uncomfortable' and how to manage different types of feeling
- Identify how facial expressions show different feelings and how feelings can be different on the inside and the outside
- Give and receive compliments, including self-compliments
- Understand that big feelings are ok but that we need to control our behaviours in response to feelings
- Be able to set a 'goal'
- Understand what makes a good friend and know how to ask a friend to play with them
- Know and be able to make a plan to solve a problem
- Develop empathy
- Explore ways of caring for the school environment and each other
- Begin to be able to see things from another's point of view
- Be able to say sorry and make up
- Identify changes in their own lives
- Know and put into practice good way of standing up for themselves
- Understand how to keep safe
- Identify special people in their lives

#### **Transition 1 (T1)**

- Know who they can talk to about a worry and who they can trust
- Compliment each other and ourselves
- Be able to listen actively, using their bodies to engage
- Understand the relationship between feelings and how these are expressed
- Be able to use a wider variety of vocabulary to identify and describe their feelings and the intensity of those feelings and to know that they can feel more than one feeling at a time
- Understand how and be able to control their big feelings
- Explore what a friend is and the importance of body language in making friends
- Be able to think of ways to solve a problem with a friendship
- Empathize with the feelings of others
- Understand the relationship between thoughts, feelings and actions and how some feelings can lead to problems even though the feelings are ok themselves
- Know what the 'sixth sense' is and how to listen to it
- Distinguish between 'good and bad touch' and know what to do when one feels uncomfortable
- Identify the special relationships in our lives and what makes them special
- Be able to see things from another's point of view and how to use this to care, including what teasing feels like from different points of view
- Be able to use the 3 steps of problem solving
- Know how different feelings affect learning
- Set a goal and review it
- Understand what makes good manners and how feelings affect behaviours
- Know what bullying is
- Talk about what sort of person they are and how everyone is different

#### **Transition 2 (T2)**

- Know who they can talk to and what they can do when feeling worried
- Understand the relationship between thoughts (including negative thoughts), feelings and actions and use the 7 steps of problem solving and the idea of thinking before we act
- Respect each other and our feelings
- Set a goal and work out the steps to reach the goal
- Know how the face and body communicate feelings
- Use a greater range of words to identify and describe different feelings and be able to control the behaviours appropriately

- Identify ways of greeting someone whom we have not met before
- Explore the qualities of a good friend
- Understand the concept of conflicting feelings
- Explore special people and special times
- To identify their 'sixth sense' and how to listen to it
- To know the difference between 'good and bad touch' and the importance of telling if they are uncomfortable
- Know what bullying is and understand their responsibility in telling if they see another child being bullied
- Know how to turn a negative thought into a positive one
- Know what to do if we get lost and identify safe and unsafe places to play
- Distinguish between kind and unkind teasing
- Understand the problems of making promises
- Explore the concept of 'fair and unfair' from different perspectives
- Talk about how they have changed including how their thoughts and feelings have changed
- Explore what type of person they are and be able to laugh at themselves!

### **Form 1**

- Know how to give and receive compliments
- Understand how, and be able, to listen actively and to let the other person know that they are listening actively and how to 'tune-in' and pay attention and explore the ways in which they learn and remember
- Know who they can talk to and what they can do when they are feeling worried and how to use breathing to self-calm
- Understand how thoughts, feelings and behaviours are linked and be able to use the 7 steps of problem solving, including how to decide between different solutions to a problem
- Use a wider range of vocabulary to identify and describe feelings and their intensities
- Understand what 'well-being' is and who helps them to feel this
- Identify negative and positive feelings and how to change negative into positive
- To understand safety rules and who and when to tell
- To be able to name and identify body parts including the sexual parts
- Identify different types of relationships
- Set and review goals, including making and adapting plans to reach the goals
- Explore the qualities of a good friend and reflect on their own behaviours as a friend
- Understand what the 'sixth sense' is, distinguish between good and bad touch and good and bad secrets
- To be able to recognize what bribes and tricks are
- Understand what bullying is and what to do if it is witnessed; and know how to read peoples responses and when to stop
- To be able to use assertive voice and body language
- Be able to tell their own 'personal story' and how they have changed and to celebrate their successes
- To be able to recognize a good listener and when is the best time to tell

### **Form 2**

Form 2 children are encouraged to take on the roles of tour guides to prospective parents and visitors. They are members of the Door Crew. They act as assembly monitors and are Book Buddies to the Kindergarten children.

- Know who they can talk to and what they can do when they are feeling worried and how to use breathing to self-calm
- How to use our sixth sense
- How to follow and plan for safety rules
- To understand what tricks and bribes are
- How to assess different types of risk
- Identify the different relationships in our lives and what it means to be a role-model

- Practice active listening and dialogue to build trusting relationships
- Use the 7 steps of problem solving
- Understand feelings from another's point of view
- Understand what bullying is, how bullies exploit differences and how to respond assertively to bullying
- Understand how the body works and the effects of alcohol and cigarettes
- Know how to make right choices and what conscience and a moral code mean
- How to train your brain
- How to steady an emotional wobble
- How to befriend the difficult
- How to grow happiness

### **Form 3**

- Understand what bullying is, how bullies exploit differences and how to respond assertively to bullying
- Understand what personal boundaries are and good and bad touch
- Explore feelings associated with change and how to manage them
- Develop the confidence to express opinions, respect differing opinions and develop skills for working in a group
- Explore friendship and how to resolve conflict
- Understand how to care for ourselves hygienically, how the ways in which our bodies change affect our hygiene and how to make healthy lifestyle choices
- Identify bullying behaviour and consider how both the bully and the victim feel, knowing what to do if witnessing bullying
- Understand the role of rights and responsibilities when making decisions
- Identify personal skills and set and review goals; consider what skills might be needed for different types of career
- Understand their role as global citizens, the difference that they can make in the world and the difficulties of stereotyping
- Understand the role of rules and law and the consequences of not abiding by them
- Identify basic human rights and responsibilities
- Understand and explore their role in their community, what anti-social behaviour is and the role of the volunteer
- Know what cyberbullying is and what to do if it happens
- Know the dangers of misleading information on the internet

### **Form 4**

- Understand how to make healthy lifestyle choices, including knowing what drugs are and the effects of using them
- Understand their role as a global citizen and their rights and responsibilities, including exploring their own values and respecting the values of others, how they can contribute to the community
- Build self-esteem, including exploring the role of body image, diversity, the media and the effects of others' opinions
- Understand the role of economics in well-being, including the difference between how we want to live and can afford to live, financial stability, taxing and the role of charities
- Understand how the body changes as we go through puberty, that this happens at different times for different people and how this can affect our emotions
- Know what sexual intercourse is, the law on underage sex, the place of sex within a loving relationship and the role of contraception
- Know what happens during pregnancy and birth
- Know and be able to manage the effects of peer pressure on relationships
- Know what cyberbullying is and what to do if it happens
- Know the dangers of misleading information on the internet

## Form 5

- Know a range of strategies to deal with risky situations
- Use the 'sixth sense' and understand the difference between good and bad touch
- Identify ways in which our bodies have changed
- Understand the importance of taking responsibility for our actions
- Understand effective ways of working with a group and how responses can be passive, active or aggressive
- Develop an awareness of 'self' and find strategies to deal with difficult situations, including those involving peer pressure
- Know how to take responsibility for our actions and become more responsible for solving problems independently, knowing when it is necessary to seek adult intervention
- Know how to make healthy choices, including the dangers of smoking, choosing healthy diets, exercise,
- Consider the needs of the global environment and how we can affect it
- Identify ways in which work can be rewarding and how it affects economic independence
- Understand the role of trade and how to manage money
- Understand the factors that affect our identity, including national identity, stereotyping and equality
- To identify and challenge assertively, offending behaviour such as bullying, racism and discrimination.
- To link what they have learned on the video and about British society and use the information to challenge discrimination and harassment.
- To know and understand about different forms of bullying and the feelings of both bullies and those who are bullied and how our actions (and lack of action) affect bullying
- Know what cyberbullying is and what to do if it happens
- Know the dangers of misleading information on the internet
- Know the risks they face online and how to protect themselves

## Form 6

- Know how to be a good buddy and what strategies they can use
- Analyse how we manage our own time and how this can be improved
- Develop active listening by being able to summarise what a speaker has said and challenge misunderstandings or assumptions
- To explore different sorts of relationships and what are desirable qualities in a relationship
- To understand what happens during puberty and how this puts a strain on relationships
- To know what 'safer sex' is including the use of contraception and the importance of respecting their bodies, behaving responsibly and making them aware of the dangers of sexually transmitted diseases, e.g. HIV.
- Understand the effect of alcohol on the body and how to resist the packaging and advertising of the industry
- Understand positive and negative body language
- Understand how parliament works, a citizen's responsibility to vote and to understand how the voting system works
- Understand what prejudice is and how to tackle it
- Understand basic first aid skills
- Recognize the value of different forms of work including self-employment both to individuals and society and identify the opportunities and rewards from each one, thinking about their own aspirations and what they might need to do to achieve them
- Understand the need to be able to budget in order to maintain financial stability
- Know the risks they face online and how to protect themselves