

## 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, health (physical and mental) 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 4 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.

In September 2020, RSE became statutory in all schools. The Head of Department carried out an audit of the PSHEE curriculum to ensure that the coverage was compliant. This is regularly reviewed. The RSE policy can be found [here](#). All teachers of PSHEE regularly review the content of their lessons and update and amend content and deliver with respect to current situations and the needs of all pupils in their care, including those with SEND (this planning may take place with a child's personal assistant if required). The world in which we are living is constantly changing, and the Head of Department, along with those that teach the content are constantly updating and reviewing the schemes of work to ensure that they are relevant and provide the children with the most up to date information and advice. Parents are also consulted in areas such as RSE and internet safety, and their views are considered when reviewing and delivering the lesson content.

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, which has taken in account the requirements of the Equality Act 2010.

### **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 people's 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 Playtime Pals, Teaching Team or Helping Hands and 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

- How important friendships are in making us feel happy and secure and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- To learn about empathy and compassion
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- About menstrual wellbeing including the key facts about the menstrual cycle.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- How to use the internet safely following the internet legends scheme
- To research and assess apps and computer programmes used by children in the current year group as tools for communication.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- Road safety

#### **Form 4**

- How important friendships are in making us feel happy and secure and how people choose and make friends.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to use the internet safely through the internet legends programme
- To research and assess apps and computer programmes used by children in the current year group as tools for communication.

#### **Form 5**

- Developing awareness of Strengths and skills in group work
- Evaluation and feedback skills
- Caring for the environment, animals and plants. To understand some ways of caring for the environment and the contribution they can make.

- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
- Financial understanding
- To be aware of how their strengths may be useful in a range of different careers in the future.
- Financial responsibility and feelings about money
- Financial competence - where the children set up and run e.g. a stall / car wash etc using their money for a pound
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
- The physical and psychological consequences of addiction, not including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks
- The law relating to the supply and possession of illegal substances.
- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- How to use the internet safely through analysing internet safety programmes and then devising one of their own through a competition
- To research and assess apps and computer programmes used by children in the current year group as tools for communication.

#### **Form 6**

- How to recognise and report feelings of being unsafe or feeling bad about any adult. (safeguarding)
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Alcohol
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- Finances including
  - How does a debit card work?
  - How does a credit card work?
  - What is the current interest rate for savers?
  - What is a mortgage?
  - What is an unsecured personal loan?
  - Why might a person use Wonga to borrow money from?
  - What is a current account?
  - From an average salary of £24,000 per year, how much is tax free and what is the tax rate on the rest?
  - What is National Insurance? What percentage of your salary is taken as National insurance?
  - What bills will an average household need to spend each month?
- Internet safety including
  - Legal rights and responsibilities
  - Equality act 2020
  - Online risks
  - Impact of viewing harmful content
  - Differences and similarities between online and offline world.