

THORPLANDS PRIMARY SCHOOL PSHE CURRICULUM & STRATEGY.

At Thorplands Primary School, our PSHE curriculum sits at the heart of everything that we do as we acknowledge the importance of developing our children as individuals as well as global, healthy citizens.

Intent

The overarching aims of our curriculum is that children will:

- Develop the knowledge, skills and attributes that they need to navigate their lives now and in the future.
- Understand how to keep healthy and safe; including how to have purposeful and reciprocal relationships.
- Understand the importance of valuing similarities and differences and how to recognise and manage their emotions.

Underpinning all learning and woven throughout will be the British Values of:

- Democracy,
- Rule of Law,
- Individual Liberty,
- Mutual Respect and
- Tolerance

We have adopted the [Jigsaw](#) curriculum as it is grounded in research and follows a comprehensive and progressive coverage of key concepts. Through the implementation of this curriculum, it is intended that children are taught how to navigate their changing world and supported to develop positive relationships with themselves and others.

It is our intention that:

By the end of Key Stage One Pupils will:

- Have a positive relationship with themselves, peers and adults within the school
- Demonstrate a healthy attitude towards school and learning
- Begin to demonstrate the British Values of democracy, tolerance, mutual respect, the rule of law and liberty
- Know how to stay safe in their physical and digital worlds
- Begin to have an awareness of their own mental health and well-being
- Begin to develop an inclusive attitude that challenges discrimination in all of its forms
- Understand the changes that happen to themselves and other animals and have taken part in age appropriate RSE

By the end of Key Stage Two pupils will:

- Have a positive relationship with themselves and the wider school community
- Have developed a positive body image
- Demonstrate a healthy attitude towards learning and its place in their future
- Understand what constitutes as a healthy relationship and how to seek help if they find themselves in an unhealthy situation
- Have respect for themselves and others
- Know how to stay safe in their digital and physical world
- Have an inclusive attitude that actively challenges discrimination in all of its forms
- Have an awareness and understanding of their own mental health and wellbeing and know where to turn for help should they need it
- Understand change and have strategies to draw on when they need to approach changes in their lives
- Understand the physical aspects involved with RSE at a developmentally appropriate level

Protective Behaviours:

We also incorporate **Protective Behaviours (PB)** into our PSHE curriculum. Protective Behaviours is a framework for personal safety consisting of two themes and seven strategies.

Theme 1 - 'We all have the right to feel safe all the time.'

Theme 2 - 'We can talk with someone about anything, even if it feels awful or small.'

The seven strategies used for the teaching of Protective Behaviours are outlined below.

The Protective Behaviours 'Tool Box'.

1. Theme Reinforcement
2. One Step Removed
3. Network Review
4. Persistence
5. Protective Interruption
6. Risking on Purpose
7. The Language of Safety



Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. PB content - Theme 1 and 2 introduced, network hands created.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding. PB content – Understand Early Warning signs.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society. PB content - Secrets that feel safe/unsafe. Revisit network hands – borrowed networks, palm pals, SOS contacts.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise. PB content - Safe place visualisation.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss. PB content - Theme 1 and 2 reinforced. Is my fun, fun for everyone?
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change. PB content - Problem mountain. Network hands (review for transition).

Zones of Regulation:

It is our intention that Emotional Literacy is integral to our curriculum. Emotional intelligence has been defined as:

'...the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth' (Salovey & Sluyter, 1997, p.10).

Consequently, we have been implementing the Zones of Regulation across the school as a systematic, cognitive-behavioural approach used to teach all children how to regulate their feelings, energy and sensory needs in order to meet the demands of the situation around them and be successful socially.

We brought this in in part as a response to the pandemic when we found some of our older children returning from lockdown less mentally resilient and with greater levels of anxiety. In addition, we have a greater than national average proportion of children with SEN whereby specialist reports pointed towards this approach to meet their needs. At Thorplands, our approach to inclusion is to meet the needs of the most vulnerable through their quality first teach experience. As such, the decision was taken to adopt the approach across the school:

"The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our

feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.”

[THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION - Welcome](#)

We intend that by the time children leave Key Stage 2 they will have:

- Built resilience,
- Nurtured their mental health and
- Developed an emotional awareness alongside positive learning behaviours.

Implementation

Our PSHE programme is built around six half-termly schemes of work from Jigsaw. Each unit encompasses two strands, one specific to Relationships and Health Education and the other designed to build Emotional Literacy. The curriculum includes opportunities to learn simple mindfulness tools and techniques.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R - 6	<p>Being Me in My World</p> <p>Understanding their role in their class, their school, their community and globally. Devising Learning Charters for the new school year</p>	<p>Celebrating Differences</p> <p>Anti-bullying (linked to national week)</p> <p>And diversity</p>	<p>Dreams and Goals</p> <p>Aspirations for yourself and the world and the importance of working together</p>	<p>Healthy Me</p> <p>Drugs and alcohol education.</p> <p>Self-esteem and self-confidence.</p> <p>Making health choices.</p>	<p>Relationships</p> <p>Friendships, family relationships and other relationships.</p> <p>Conflict resolution and communication</p>	<p>Changing Me</p> <p>Sex and relationships education (at an age appropriate level.) Coping positively with change.</p>

British Values

Children learn about the British Values through assemblies and classroom discussions. They are also covered through our PSHE, RE, History and Geography curriculum. In PSHE the Jigsaw units are closely linked to the teaching of British values and more information can be found within the individual schemes of work.

At Thorplands Primary School, our PSHE approach is further developed through:

- Termly e-safety lessons (through our ICT curriculum)
- Anti-bullying awareness
- Liaison with outside agencies
- School Council
- Pupil Voice
- Our positive behaviour strategy based on the works of Paul Dix (ready, respectful, safe.)
- Inclusion opportunities
- Community links
- Sports Leaders
- Supporting local and wider world charities
- Digital Leaders
- Picture News Assemblies fortnightly and other assemblies throughout the year.

Social, Moral, Spiritual and Cultural (SMSC) Education

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). See our [SMSC curriculum journeys](#) for more information.

The Protected Characteristics

We promote equality and pupils' understanding of the protected characteristics through our PSHE curriculum. See the document '[how we teach the protected characteristics at Thorplands Primary School](#)'. They are also covered through our RE, History and Geography curriculum as well as the English curriculum and assemblies.

TEACHING APPROACH

A consistent approach to teaching PSHE is monitored and supported by our curriculum leader who monitors delivery and trains and develops our teachers. PSHE sessions are taught using a combination of circle time, discussion and response tasks. This is evidenced in PHSE floor books to enable children to reflect back on the discussions that have taken place.

PSHE content is evident in our classrooms daily, it is not constrained to timetabled sessions. In all classes, children check in for the day using **the Zones of Regulation**, which is followed up by the year group adults, and all year groups have access to **Calm Areas** which they are trained to use in times of heightened emotion. Links within other subjects are made to allow children to develop a more comprehensive understanding of health, wellbeing, relationships and how to be good citizens of the wider world.

SEND

Our curriculum is carefully designed so that all children can access it fully. Adaptations are made to ensure that our PSHE sessions are developmentally appropriate for all of our pupils. Pupils with identified needs are supported with Widget symbols.

EARLY YEARS

As with our approach to all learning in the EYFS, our PSHE teaching combines direct taught sessions with hands on play experiences. Our pupils are supported and challenged by the adults working with them in whole class sessions, small groups and on a 1:1 basis. We focus on modelling expected behaviours and helping children to participate in purposeful play for learning. In everything we do we focus on the: 'Characteristics of Effective Learning,' promoting positive learning behaviours.

IMPACT

Progress and attainment will manifest itself through:

- The daily life at TPS and how children interact with adults, peers and view themselves.
- Pupils' manners and positive learning behaviours.
- Playground: Sports Leaders helping to facilitate happy play and lunch times.
- Displays and assemblies promoting the importance of PSHE.
- In the conversations that children hold and the values which they display.
- Work and the reflections children complete

The subject leader will monitor its implementation through pupil voice, conversations with staff and learning walks