

## Intent Statement for PSHE

At Silverhill, we ensure that pupils are offered a balanced, whole school approach to PSHE that is delivered through the 'Jigsaw' program whilst continuing to promote the Silverhill SPRIIT values. Our aim is to support children to feel a strong sense of belonging not only within the school but also in children's lives outside of school and value how they fit into and contribute to the world. We hope to develop lifelong positive and successful relationships within their own family, peer groups and society, both as a child and as an adult in the future. The program has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. Pupils also participate in age appropriate RSE (Relationships and Sex Education) lessons as they progress through the school.

Every lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC)** development, and this is mapped and balanced across each year group. Likewise, pupils are provided with 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). These opportunities are vital for children's personal development, their understanding of themselves and others and in increasing their capacity to learn.

This curriculum supports the **British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance** of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.

	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me In My World</b>	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and	In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about	In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective	In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about	In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in

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			make the Jigsaw Charter.	different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.	decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.	democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.	rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.
	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Taught knowledge (Key objectives are in bold)</b>	<p>Know they have a right to learn and play, safely and happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p>	<p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p>	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact</p>	<p>Know that the school has a shared set of values</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Understand that they are important</p>	<p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p> <p>Know how individual attitudes and</p>	<p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p>	<p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Know how to set goals for the year ahead</p>

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	Know that being kind is good		positively on self-learning and the learning of others  Identifying hopes and fears for the year ahead	Know what a personal goal is  Understanding what a challenge is	actions make a difference to a class  Know about the different roles in the school community Know that their own actions affect themselves and others	Know how to face new challenges positively  Understand how to set personal goals  Know how an individual's behaviour can affect a group and the consequences of this	Understand what fears and worries are  Understand that their own choices result in different consequences and rewards  Understand how democracy and having a voice benefits the school community  Understand how to contribute towards the democratic process
	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Social and Emotional skills</b>  (Key objectives are in bold)	Identify feelings associated with belonging  Skills to play co-operatively with others  Be able to consider others' feelings  Identify feelings of happiness and sadness  Be responsible in the setting	Understand that they are safe in their class  Identifying helpful behaviours to make the class a safe place  Understand that they have choices  Understanding that they are special  Identify what it's like to feel proud of an achievement	Know how to make their class a safe and fair place  Show good listening skills  Be able to work co-operatively  Recognise own feelings and know when and where to get help  Recognise the feeling of being worried	Make other people feel valued  Develop compassion and empathy for others  Be able to work collaboratively  Recognise self-worth  Identify personal strengths  Be able to set a personal goal	Identify the feelings associated with being included or excluded  Be able to take on a role in a group discussion / task and contribute to the overall outcome  Know how to regulate my emotions  Can make others feel cared for and welcome	Empathy for people whose lives are different from their own  Consider their own actions and the effect they have on themselves and others  Be able to work as part of a group, listening and contributing effectively	Know own wants and needs  Be able to compare their life with the lives of those less fortunate  Demonstrate empathy and understanding towards others  Can demonstrate attributes of a positive role-model

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		Recognise feelings associated with positive and negative consequences		Recognise feelings of happiness, sadness, worry and fear in themselves and others	<p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p>	<p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>Be able to make others feel welcomed and valued</p>
	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective

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	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Celebrating Difference</b>	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.	In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and	In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of	In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.	In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

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				the feelings associated with this.	someone have changed.		
	<b>EYFS</b> Personal, Social, Emotional Development	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Taught knowledge</b> <b>(Key objectives are in bold)</b>	<p>Know what being unique means</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p><b>Know that they don't have to be 'the same as' to be a friend</b></p> <p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know that families can be different</p> <p>Know that people have different</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p>	<p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p> <p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p>	<p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know what to do if they think bullying is or might be taking place</p> <p>Know that first impressions can change</p>	<p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know that rumour-spreading is a form of bullying online and offline</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that people can hold power over others individually or in a group</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p><b>Know that difference can be a source of celebration as well as conflict</b></p> <p>Know that being different could affect someone's life</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p>

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	homes and why they are important to them						
	Know different ways of making friends						
	Know different ways to stand up for myself						
	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Social and Emotional skills</b>  (Key objectives are in bold)	<p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to make a friend</p> <p>Identify some ways they can be different and the same as others</p> <p>Identify and use skills to stand up for themselves</p> <p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for</p>	<p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p> <p>Understand that everyone's differences make them special and unique</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Can choose to be kind to someone who is being bullied</p>	<p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to show appreciation for their families, parents and carers</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p>	<p>Be comfortable with the way they look</p> <p>Try to accept people for who they are</p> <p>Be non-judgemental about others who are different</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique</p>	<p>Appreciate the value of happiness regardless of material wealth</p> <p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Develop respect for cultures different from their own</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or</p>



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	<p>themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p>		<p>Recognise that they shouldn't judge people because they are different</p>	<p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p>	<p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>	<p>in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>
	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Vocabulary</b>	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,</p>	<p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>	<p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration,</p>





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<b>Dreams and Goals</b>	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.	In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they	In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others

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				could do better next time.			praise and compliments.
	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught knowledge (Key objectives are in bold)	Know what a challenge is	Know how to set simple goals	Know how to choose a realistic goal and think about how to achieve it	Know that they are responsible for their own learning	Know how to make a new plan and set new goals even if they have been disappointed	Know about a range of jobs that are carried out by people I know	Know their own learning strengths
	Know that it is important to keep trying	Know how to achieve a goal	Know that it is important to persevere	Know what an obstacle is and how they can hinder achievement	Know how to work as part of a successful group	Know the types of job they might like to do when they are older	Know what their classmates like and admire about them
	Know what a goal is	Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them	Know how to recognise what working together well looks like	Know how to take steps to overcome obstacles	Know how to share in the success of a group	Know that young people from different cultures may have different dreams and goals	Know a variety of problems that the world is facing
	Know how to set goals and work towards them		Know what good group-working looks like	Know what dreams and ambitions are important to them	Know what their own hopes and dreams are	Know that they will need money to help them to achieve some of their dreams	Know some ways in which they could work with others to make the world a better place
	Know which words are kind	<b>Know when a goal has been achieved</b>	Know how to share success with other people	Know about specific people who have overcome difficult challenges to achieve success	<b>Know that hopes and dreams don't always come true</b>	Know that different jobs pay more money than others	Know what the learning steps are they need to take to achieve their goal
	Know some jobs that they might like to do when they are older	Know how to work well with a partner		Know how they can best overcome learning challenges	Know that reflecting on positive and happy experiences can help them to counteract disappointment	Know that communicating with someone from a different culture means that they can learn from them and vice versa	
	Know that they must work hard now in order to be able to achieve the job they want when they are older	Know that tackling a challenge can stretch their learning		Know what their own strengths are as a learner	Know how to work out the steps they need to take to achieve a goal		Know how to set realistic and challenging goals
	Know when they have achieved a goal			Know how to evaluate their own learning progress and identify how it			

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				can be better next time		Know ways that they can support young people in their own culture and abroad	
	<b>EYFS</b> Personal, Social, Emotional Development	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Social and Emotional skills</b>  (Key objectives are in bold)	<p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Imagine how it will feel when they achieve their dream/ambition</p> <p>Recognise other people's achievements in overcoming difficulties</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Have a positive attitude</p> <p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Can identify a time when they have felt disappointed</p> <p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Help others to cope with disappointment</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Appreciate the opportunities learning and</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p> <p>Empathise with people who are suffering or living in difficult situations</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p>

## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

					Can store feelings of success (in their internal treasure chest) to be used at another time	education can give them	
	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

## Intent Statement for PSHE

At Silverhill, we ensure that pupils are offered a balanced, whole school approach to PSHE that is delivered through the 'Jigsaw' program whilst continuing to promote the Silverhill SPRIT values. Our aim is to support children to feel a strong sense of belonging not only within the school but also in children's lives outside of school and value how they fit into and contribute to the world. We hope to develop lifelong positive and successful relationships within their own family, peer groups and society, both as a child and as an adult in the future. The program has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. Pupils also participate in age appropriate RSE (Relationships and Sex Education) lessons as they progress through the school.

	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Healthy Me</b>	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.	In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.	In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.	In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to	In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when

## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

						negative body image pressures.	they are feeling stressed.
	<b>EYFS</b> Personal, Social, Emotional Development	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Taught knowledge</b> <b>(Key objectives are in bold)</b>	<p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know what to do if they get lost</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p><b>Know how to keep safe when crossing the road</b></p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p>	<p>Know how exercise affects their bodies</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know when something feels safe or unsafe</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know that their bodies are complex</p>	<p>Know that there are leaders and followers in groups</p> <p>Know the facts about smoking and its effects on health</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p> <p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that they can take on different roles according to the situation</p>	<p>Know basic emergency procedures, including the recovery position</p> <p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</p>	<p>Know how to take responsibility for their own health</p> <p>Know what it means to be emotionally well</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p> <p>Know that some people can be</p>



## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

		Know about people who can keep them safe		and need taking care of	Know some of the reasons some people start to smoke  Know some of the reasons some people drink alcohol	Know some of the risks linked to misusing alcohol, including antisocial behaviour  Know what makes a healthy lifestyle	<b>exploited and made to do things that are against the law</b>  <b>Know why some people join gangs and the risk that this can involve</b>
	<b>EYFS</b> <b>Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Social and Emotional skills</b>  (Key objectives are in bold)	Can explain what they need to do to stay healthy  Recognise how exercise makes them feel  Can give examples of healthy food  Can explain what to do if a stranger approaches them  Can explain how they might feel if they don't get enough sleep  Recognise how different foods can make them feel	Keep themselves safe  Recognise how being healthy helps them to feel happy  Recognise ways to look after themselves if they feel poorly  Recognise when they feel frightened and know how to ask for help  Feel good about themselves when they make healthy choices  Realise that they are special	Feel positive about caring for their bodies and keeping it healthy  Have a healthy relationship with food  Desire to make healthy lifestyle choices  Identify when a feeling is weak and when a feeling is strong  Express how it feels to share healthy food with their friends	Respect their own bodies and appreciate what they do  Can take responsibility for keeping themselves and others safe  Identify how they feel about drugs  Can express how being anxious or scared feels  Able to set themselves a fitness challenge  Recognise what it feels like to make a healthy choice	Can identify the feelings that they have about their friends and different friendship groups  Recognise negative feelings in peer pressure situations  Can identify the feelings of anxiety and fear associated with peer pressure  Can tap into their inner strength and know-how to be assertive  Recognise how different people and groups they interact with impact on them  Identify which people they most want to be friends with	Respect and value their own bodies  Can reflect on their own body image and know how important it is that this is positive  Recognise strategies for resisting pressure  Can identify ways to keep themselves calm in an emergency  Can make informed decisions about whether or not they choose to smoke when they are older  Can make informed decisions about whether they choose to drink alcohol when they are older	Are motivated to care for their own physical and emotional health  Suggest strategies someone could use to avoid being pressured  Can use different strategies to manage stress and pressure  Are motivated to find ways to be happy and cope with life's situations without using drugs  Identify ways that someone who is being exploited could help themselves  Recognise that people have different attitudes

## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

						Accept and respect themselves for who they are  Be motivated to keep themselves healthy and happy	towards mental health/illness
	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure

## Intent Statement for PSHE

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	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why	In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-	Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are	Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different	In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.

## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

			<p>'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p>	<p>win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>	<p>unsafe. Children are taught that relationship endings can be amicable.</p>	<p>situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	
	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Taught knowledge (Key objectives are in bold)</b>	<p>Know what a family is</p> <p>Know that different people in a family</p>	<p>Know that everyone's family is different</p>	<p>Know that there are lots of forms of physical contact within a family</p>	<p>Know that different family members carry out different roles or have different</p>	<p>Know some reasons why people feel jealousy</p>	<p>Know that there are rights and responsibilities in an online</p>	<p>Know that it is important to take care of their own mental health</p>

	<p>have different responsibilities (jobs)</p> <p><b>Know some of the characteristics of healthy and safe friendships</b></p> <p><b>Know that friends sometimes fall out</b></p> <p><b>Know some ways to mend a friendship</b></p> <p><b>Know that unkind words can never be taken back and they can hurt</b></p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p><b>Know that families are founded on belonging, love and care</b></p> <p><b>Know that physical contact can be used as a greeting</b></p> <p><b>Know how to make a friend</b></p> <p><b>Know who to ask for help in the school community</b></p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p>	<p><b>Know how to stay stop if someone is hurting them</b></p> <p><b>Know there are good secrets and worry secrets and why it is important to share worry secrets</b></p> <p><b>Know what trust is</b></p> <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p>	<p><b>responsibilities within the family</b></p> <p><b>Know some of the skills of friendship, e.g. taking turns, being a good listener</b></p> <p><b>Know some strategies for keeping themselves safe online</b></p> <p><b>Know that they and all children have rights (UNCRC)</b></p> <p>Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know the lives of children around the world can be different from their own</p>	<p><b>Know that loss is a normal part of relationships</b></p> <p><b>Know that negative feelings are a normal part of loss</b></p> <p><b>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</b></p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that memories can support us when we lose a special person or animal</p>	<p><b>community or social network</b></p> <p><b>Know that there are rights and responsibilities when playing a game online</b></p> <p><b>Know that too much screen time isn't healthy</b></p> <p><b>Know how to stay safe when using technology to communicate with friends</b></p> <p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p>	<p><b>Know ways that they can take care of their own mental health</b></p> <p><b>Know the stages of grief and that there are different types of loss that cause people to grieve</b></p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b>Social and Emotional skills</b>  <b>(Key objectives are in bold)</b>	<b>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</b>	<b>Can express how it feels to be part of a family and to care for family members</b>	Can identify the different roles and responsibilities in their family	Can identify the responsibilities they have within their family	Can identify feelings and emotions that accompany jealousy	Can suggest strategies for building self-esteem of themselves and others	<b>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</b>
	<b>Can suggest ways to make a friend or help someone who is lonely</b>  Can use different ways to mend a friendship  <b>Can recognise what being angry feels like</b>  Can use Calm Me when angry or upset	<b>Can say what being a good friend means</b>  <b>Can identify forms of physical contact they prefer</b>  <b>Can say no when they receive a touch they don't like</b>  Can show skills of friendship  Can praise themselves and others  Can recognise some of their personal qualities  Can say why they appreciate a special relationship	Can recognise the value that families can bring  <b>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</b>  <b>Can identify the negative feelings associated with keeping a worry secret</b>  <b>Can identify who they trust in their own relationships</b>  Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict  Can identify the feelings associated with trust  Can give and receive compliments	<b>Know how to access help if they are concerned about anything on social media or the internet</b>  Can empathise with people from other countries who may not have a fair job or are less fortunate  Understand that they are connected to the global community in many different ways  Can use Solve it together in a conflict scenario and find a win-win outcome  Can identify similarities in children's rights around the world  <b>Can identify their own wants and needs and how these may be similar or different from other children</b>	Can suggest positive strategies for managing jealousy  Can identify people who are special to them and express why  <b>Can identify the feelings and emotions that accompany loss</b>  <b>Can suggest strategies for managing loss</b>  Can tell you about someone they no longer see  <b>Can suggest ways to manage relationship changes including how to negotiate</b>	<b>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</b>  Can suggest strategies for staying safe online/social media  <b>Can say how to report unsafe online/social network activity</b>  <b>Can identify when an online game is safe or unsafe</b>  Can suggest ways to monitor and reduce screen time  <b>Can suggest strategies for managing unhelpful pressures online or in social networks</b>	Can help themselves and others when worried about a mental health problem  Recognise when they are feeling grief and have strategies to manage them  Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control  <b>Can resist pressure to do something online that might hurt themselves or others</b>  <b>Can take responsibility for their own safety and well-being</b>

## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

			Can say who they would go to for help if they were worried or scared	in school and the global community			
	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety



## Intent Statement for PSHE

At Silverhill, we ensure that pupils are offered a balanced, whole school approach to PSHE that is delivered through the 'Jigsaw' program whilst continuing to promote the Silverhill SPRIIT values. Our aim is to support children to feel a strong sense of belonging not only within the school but also in children's lives outside of school and value how they fit into and contribute to the world. We hope to develop lifelong positive and successful relationships within their own family, peer groups and society, both as a child and as an adult in the future. The program has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. Pupils also participate in age appropriate RSE (Relationships and Sex Education) lessons as they progress through the school.

	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Changing Me</b>	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these	In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range	This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs	In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to	In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are	In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The

		<p>parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>	<p>of emotions that can occur with change are explored and discussed.</p>	<p>(ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>	<p>Jigsaw's Circle of change model as a strategy for managing future changes.</p>	<p>introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>	<p>children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p>
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## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Taught knowledge</b>  (Key objectives are in bold)	<p><b>Know the names and functions of some parts of the body (see vocabulary list)</b></p> <p><b>Know that we grow from baby to adult</b></p> <p><b>Know who to talk to if they are feeling worried</b></p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p><b>Know the names of male and female private body parts</b></p> <p><b>Know that there are correct names for private body parts and nicknames, and when to use them</b></p> <p><b>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</b></p> <p><b>Know who to ask for help if they are worried or frightened</b></p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p>	<p><b>Know the physical differences between male and female bodies</b></p> <p><b>Know that private body parts are special and that no one has the right to hurt these</b></p> <p>Know who to ask for help if they are worried or frightened</p> <p><b>Know there are different types of touch and that some are acceptable and some are unacceptable</b></p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	<p><b>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</b></p> <p><b>Know some of the outside body changes that happen during puberty</b></p> <p><b>Know some of the changes on the inside that happen during puberty</b></p> <p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p>	<p><b>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</b></p> <p><b>Know that babies are made by a sperm joining with an ovum</b></p> <p><b>Know the names of the different internal and external body parts that are needed to make a baby</b></p> <p><b>Know how the female and male body change at puberty</b></p> <p><b>Know that change can bring about a range of different emotions</b></p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled</p>	<p><b>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</b></p> <p><b>Know that sexual intercourse can lead to conception</b></p> <p><b>Know that some people need help to conceive and might use IVF</b></p> <p><b>Know that becoming a teenager involves various changes and also brings growing responsibility</b></p> <p>Know what perception means and that perceptions can be right or wrong</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p><b>Know how a baby develops from conception through the nine months of pregnancy and how it is born</b></p> <p><b>Know how being physically attracted to someone changes the nature of the relationship</b></p> <p><b>Know the importance of self-esteem and what they can do to develop it</b></p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p>

## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

		Know that learning brings about change		Know that babies need love and care from their parents/carers  Know some of the changes that happen between being a baby and a child	and have to be accepted		
	<b>EYFS Personal, Social, Emotional Development</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Social and Emotional skills</b>  <b>(Key objectives are in bold)</b>	<p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Can identify positive memories from the past year in school/home</p>	<p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p><b>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</b></p> <p>Can express why they enjoy learning</p>	<p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p><b>Be able to confidently ask someone to stop if they are being hurt or frightened</b> Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p>	<p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p> <p><b>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</b></p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express any concerns they have about puberty</p> <p><b>Have strategies for managing the emotions relating to change</b></p> <p>Can express how they feel about having children when they are grown up</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p>	<p>Can celebrate what they like about their own and others' self-image and body image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p><b>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</b></p> <p><b>Can ask questions about puberty to seek clarification</b></p> <p>Can express how they feel about having a romantic</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p><b>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</b></p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p>

## SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

			<p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say what they are looking forward to in the next year</p>	<p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can identify changes they are looking forward to in the next year</p>		<p>relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>	<p>Can celebrate what they like about their own and others' self-image and body image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
	EYFS Personal, Social, Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement

# SILVERHILL PRIMARY SCHOOL PSHE OVERVIEW

						<p>dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>	
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