



PSHE Overview

Golcar Junior, Infant and Nursery School

Intent Statement

Why is it important to learn PSHE?

The intent of our PSHE curriculum is to equip our children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives. Our aim is to give children the confidence to tackle many of the moral, social, cultural issues that are part of growing up. By having an understanding of themselves and others, children will be better equipped to form and maintain good relationships. We aim to provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Through teaching and learning children will begin to understand more about how to play a positive and successful role within our community, both as a child and as an adult within the future. We aim to encourage all our children to **nurture** their dreams, have high **aspirations** and **achieve** their full potential.

What does PSHE look like at Golcar JIN?

At Golcar J, I & N School, we use the SCARF (safety, caring, achievement, resilience, friendship) scheme of work, built around the PSHE Association's three core themes: Health and Wellbeing, Relationships and Living in the Wider World. These three themes form part of a developmental, spiral curriculum and are tailored to address community needs. This means that the same key principles are revisited each year but are taken a step further to build upon the children's knowledge and understanding. These principles are introduced to our children in Early Years and permeate school life. They are discussed regularly in assemblies and lessons, forming part of our day to day vocabulary. Our PSHE lessons involve lots of discussion, role-play and problem solving and this is often recorded in the way of photographs. Teachers are made aware of the impact of learning in this subject by use of observations, pre and post assessments which take place at the beginning and end of a series of lessons.

How do we enhance PSHE learning at Golcar JIN?

Through: Aspirations week, Anti-bullying week, Black History month, encouraging growth mindset and promoting mindfulness.

How our PSHE curriculum meets our communities needs

As a school we have chosen to follow the SCARF scheme of work, a scheme authored by experts in their field. The scheme ensure that we are meeting the statutory curriculum requirements.

Alongside this we take local data into consideration and invite visitors into school and build in workshop sessions to specifically meet our communities needs, such as: highlighting the dangers of carrying a knife and water safety.

This subject is taught using real life scenarios, discussions, role plays (practising saying no, 999 calls)

- To give children the confidence to tackle many of the moral, social, cultural issues that are part of growing up.
- Ensure that we are equipping children with the knowledge and skills they need to be able to make informed choices and the confidence to question
- Use puppets and problem pages etc.. to distance it from children in class
- Use of books/video clips (to support SEND, detach difficult and sensitive topic issues, promote diversity and encourage better quality discussion)

PSHE Curriculum Map

	Autumn - Relationships	Spring – Living in the Wider World	Summer – Health and Wellbeing
EYFS	Families and Friendships	Belonging to a Community	Physical Health and Mental Wellbeing
Year 1			
Year 2	Safe Relationships	Media Literacy and Digital Resilience	Growing and Changing
Year 3	Respecting Ourselves and Others	Money and Work	Keeping Safe
Year 4			
Year 5			
Year 6			

Golcar Goals - EYFS

Me and my relationships

I can recognise and be sensitive to the differences of others.

I can name people who help me and describe ways to help others.

I can talk about feelings and what can cause them.

I can tell you which trusted adults I can ask for help.

Valuing difference

I can celebrate our differences.

I can talk about my family life.

I can listen and be polite to what others tell me about their lives.

I can be kind, caring and helpful to others.

I can show good listening.

Keeping myself safe

I can tell you what my body needs to stay healthy.

I can make safe decisions around medicines and things I don't know.

I can name some things that can be dangerous inside and outside.

I can tell you what is safe to play online and who to talk to if I feel worried.

I can name the adults who keep me safe and when I might need their help.

Rights and responsibilities

I can help my family.

I can help to clean and tidy my home and classroom.

I can tell you some ways to look after our world.

I can be kind to friends and others.

I can talk about looking after money.

Being my best

I can keep trying if the way I choose doesn't work.

I can talk about the different types of feelings we have.

I can have a go at something new.

I can make my own healthy food, sleep and exercise choices.

Growing and changing

I can describe the life cycle of an animal.

I can describe how a baby grows to an adult and what they might need.

I can tell you the PANTS rule.

Golcar Goals – Year 1

Relationships

Name a variety of different feelings and explain how these might make me behave.

Know different ways of dealing with 'not so good' feelings.

Know when I need help and who to go to for help.

Retell classroom rules and explain why we have them.

Say ways in which people are similar as well as different.

Say why things sometimes seem unfair, even if they are not.

Living in the Wider World

Give some examples of how I look after myself and my environment - at school or at home.

Say some ways that we look after money.

Health and Wellbeing

Say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).

Give examples of how I keep myself healthy.

Say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)

Name a few different ideas of what I can do if I find something difficult.

Say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.

Identify an adult I can talk to at both home and school. If I need help.

State some things I can do now that I couldn't do when I was a toddler.

State what some of my body parts do.

Golcar Goals – Year 2

Relationships

State some ways that I can get help, if I am being bullied and what I can do if someone teases me.

Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules, including some classroom rules we have made together.

Give ideas about what makes a good friend and state how I try to be a good friend.

Express my feelings in a safe, controlled way.

Say how I could help myself if I was being left out.

Give a few examples of good listening skills and explain why listening skills help to understand a different point of view.

Living in the Wider World

Give examples of things that help me to be settled and calm in the classroom and state when I've used some of these when I haven't been settled.

Health and Wellbeing

Give some examples of safe and unsafe secrets and list some safe people who can help if something feels wrong.

Give examples of touches that are ok or not ok.

Explain what medicines are for, that they can be helpful or harmful, and give some examples of how they can be used safely.

Name different parts of my body that are inside me and help turn food into energy. Know what I need to get energy.

Explain how setting a goal or goals will help me to achieve what I want to be able to do.

List people who help us grow and the things I can now do myself that I couldn't when I was younger.

Give example of how it feels when you have to say goodbye to someone or something.

Give examples of how to give feedback to someone.

Golcar Goals – Year 3

Relationships

Understand that we don't always agree with others and usually accept their views.

Give lots of ideas on how to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.

Give example of different community groups and explain what is good about having different groups.

Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.

Living in the Wider World

Say some ways of checking whether something is a fact or just an opinion.

Say how I can help the people who help me, and how I can do this.

Health and Wellbeing

Say what I could do to make a situation less risky or not risky at all.

Say why medicines can be helpful or harmful.

Tell you a few things about keeping my personal details safe online. Explain why information I see online might not always be true.

Give a few examples of things that I can do to take ownership of my health.

Explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

Name a few things that make a positive relationship and some things that make a negative relationship.

Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Golcar Goals – Year 4

Relationships

Give examples of how I can tell a person is feeling worried just by their body language.

Say what I could do if someone was upsetting me or I was being bullied.

Explain what being 'assertive' means and give examples.

Share ways that people are different, including religious or cultural differences.

Explain why it is important to challenge stereotypes that might be applied to me or others.

Living in the Wider World

Explain how a 'bystander' can have a positive effect on negative behaviour witnessed by working together to stop or change that behaviour.

Explain things I see on TV, in newspapers or websites might not give all the facts or might be biased.

Explain how these reports can give messages that might influence how people think about things and why this might be a problem.

Explain how money is a limited resource and we have choices and decisions to make about how to spend it.

Give different examples of some of the things that I do already to help look after my environment.

Health and Wellbeing

Give examples of people or things that might influence someone to take risks, but that people have choices about whether they take risks.

Give examples of positive and negative influences, including things that could influence me when I am making decisions.

Give examples of different things that I do already that help to keep me healthy.

Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons why most people choose not to smoke, or drink too much alcohol.

Label some parts of the body that only boys have and only girls have.

Name some of the difficult feelings someone might have as they go through puberty.

State what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

Golcar Goals – Year 5

Relationships

Name a range of our emotional needs and explain why they are important.

Explain why qualities of a good friend are important.

Give examples of how to be assertive and say when I might need to use assertiveness skills.

Give examples of different faiths and cultures and positive things about having these differences.

Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

Living in the Wider World

Give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school.

Give different example of things that I can take ownership of to keep myself healthy.

Explain that local councils have to make decisions about how money is spent on things we need in the community. Give examples of some of the things they have to allocate money for.

Health and Wellbeing

Give examples of things that might influence a person to take risks online. Explain that I have a choice.

Explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.

Give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.

Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

Explain what resilience is and how it can be developed.

List ways that I can prepare for changes.

Identify when I need help and identify trusted adults in my life who can help me.

Golcar Goals – Year 6

Relationships

Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

Give examples of negotiation and compromise.

Explain what inappropriate touch is and give examples.

Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.

Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

Living in the Wider World

Explain how people's social media profiles often give a biased view of them and why people might do this.

Know what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.

Explain the advantages and disadvantages of different ways of saving money.

Health and Wellbeing

Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

Explain why some people believe that more young people drink alcohol than actually do.

Share how I can overcome problems and challenges on the way to achieving my goals.

Give examples of an emotional risk and a physical risk.

Give an example of a secret that should be shared with a trusted adult.

Explain what the word 'puberty' means. State some emotional changes associated with 'puberty' and how people may feel when their bodies change.

Give examples of things that I can do or say to myself that can help me feel good about myself.

Key Vocabulary - EYFS

Relationships

like, feel, choose, head, arms, legs, eyes, ears, nose, mouth, teeth, hands, fingers, feet, toes, knees, elbows, pants, vest, private special, look, friends, big, small, colour, hug, near, far, sad, love, adopt, special days, quiet, loud, help, similar, different, friendship, family, kind, sharing, helping, feelings, safe, who can help? Grown up, tell, tummy feelings, safe, unsafe, safety signs, emojis, dislikes, cuddle, tell, trust, family

Living in the Wider World

Weather, clothing, playground, car-park, pavement, paint, scissors, glue, safe, careful, classroom, care, tidy, clean, look after, warmer, seasons, spring, summer, autumn, weather, cycle, working together, responsibility, environment, litter, electricity, pollution, recycling, money, shop, buy, cost, pay, save, safe place,

Health and Wellbeing

Careful, labels, medicines, cleaning products, water, food, fresh air, sleep, healthy snacks, sugar, germs, wash hands, fruit, vegetables, similar, different, helping, family, friends, feelings, exercise, sleep, energy, challenge, encourage, keep trying, get better at, practice, change, grow, bigger, taller, temperature, hear, smell, see, remember, breastfeeding, adoption, surrogacy, special needs, chemist, doctor, grown up, bounce back, encourage, try again, healthy, dairy, grow, heart, muscles, routine, calm, growing, life cycles, teenager, adult, baby, old, young, old age, privacy,

Key Vocabulary - Year 1

Relationships

feelings, body language, emotions, safe, support, hurt, help, heal, friendship, making up, same, different, difference, respect, kind, unkind, unkindness, tease, teasing, bully, bullying, special people, qualities, family, caring, love, attention, witness, experience, getting help, surprise, secret, uncomfortable

Living in the Wider World

rules, safe, responsibility, work together, listening, behaviour, fair, unfair, consequences, promise, environment, needs, rules, money, cost, bills, spending, afford, bank, coin, note, worth, saving, safe

Health and Wellbeing

sleep, rest, grow, tired, worried, nervous, scared, support, unsafe, private, trust, privates, bottom, consent, entertainment, donating, risks, harmful, medicine, safe, loss, first aid, risk, accident, danger, hazard, kettle, burn, scald, emergency, starchy, dairy, protein, fruit, vegetables, vitamins, portion, healthy, meat, sugar, alt cereal, hygiene, routine, clean, germs, disease, spread, learning, practice, make mistakes, confidence, achievement, praise, support, feedback, encourage, organ, heart, lungs, intestines, brain, stomach, oxygen, digested, energy, food, water, air, change, growing, size, height, needs, help,

Key Vocabulary - Year 2

Relationships

happy, safe, caring, friendly, friendships, bullying, repeated, help, don't do that, teasing, regular, unique, respect, special people, help, calm, aggressive, solve, cooperate, kind, kindness, unkind, listening, being listened to, problem, surprise, secret, tell, unique, special

Living in the Wider World

rules, responsibility, help, share, take turns, listen, game, personal information, internet, risk, money, spending, saving, environment, practice, encourage, goal, achieve, challenge,

Health and Wellbeing

feelings, showing feelings, sleep, medicines, safety, safe, unsafe, getting help, touch, hurt, uncomfortable, control, erupt, uniform, choose, choices, healthy, unhealthy, vaccination, injection, disease, hygiene, germs, teeth, dental, brain, heart, lungs, stomach, small intestine, large intestine, food, water, oxygen, exercise, rest, first aid, risk, accident, danger, hazard, safe, burn, scald, emergency, support, supportive, change, loss, emotions, frightened, nervous, growing, care, asking permission, penis, scrotum, vulva, nipples, private parts, sperm, egg, ovaries, womb, pregnancy, genitals, privacy, consent

Key Vocabulary - Year 3

Relationships

friendship, falling out, making up, compromise, conflict, point of view, cooperate, collaborate, strategies, calm, apologise, listen, listening skills, making up, continuum, opinions, respectful, courteous, challenging, dare, persuade, feelings, respect, politeness, manners, family, adoption, fostering, same-sex couple, blended family, similarities, differences, identity, respect, name calling, bullying, prejudice, gender, race, colour, sexuality, teamwork, positive, healthy, trust, caring, secret,

Living in the Wider World

rules, safety, community, belonging, consequence, browsing, phishing, search engine, fake news, internet safety, responsibilities, volunteer, income, saving, spending, earning, income, environment, waste, debate, discussion, justify, internet safety,

Health and Wellbeing

Medicines, drugs, harmful, helpful, instructions, risk, drugs, cigarettes, nicotine, alcohol, decisions, strategies, safe, healthy, fact, opinion, wellbeing, balanced diet, proteins, muscles, dairy, teeth, bones, starchy carbohydrates, energy, fruit and veg, infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, intestine, vessels, veins, arteries, lungs, liver, goals, ambitions, improve, achieve, goal-setting, talents, skills, intelligence, personal space, body space, invade, uncomfortable, stop, touch, private, public, profile, personal information, angry, upset, jealous, worried, excited, scared, talk, first aid, risk, accident, danger, hazard, burn, scald, accident, emergency

Key Vocabulary - Year 4

Relationships

collaborate, teamwork, positive, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate, friendly, rude, consequences, face to face, compromise, physical effects, devastated, miserable, distressed, isolated, abandoned, apologetic, remorseful, rueful, repentant, aching, agonising, ecstatic, assured, untroubled, facial expressions, body language, tease, unkind, bully, pressure, independent, negotiation, compromise, similarities, differences, respect, stereotype, acquaintances, body space, invade

Living in the Wider World

being responsible, rules, laws, rights, United Nations, democracy, influence, opinion, courteous, anti-social behaviour, witness, income, expenditure, essential, income tax, national insurance, VAT, deductions, public services, environment, conservation, refuse, reduce, re-use, rot, recycle, repair, re-think, community, volunteer

Health and Wellbeing

dangerous, risky, hazardous, dare, assertive, persevere, influence, consequence, privacy, privacy settings, security, medicine, drug, choices, social norm, personal information, reliable, trust worthy, unique, choices, balanced diet, wellbeing, mental health, first aid, injury, minor, accident, emergency, blood, nose blood, choking, breathing, airway, unresponsive, casualty, burn, wound, recovery, scald, learning line, hormones, puberty, feelings, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris, labia, semen, genitals, fallopian tube, cervix, pads, tampons, menstrual cup, menstrual cycle, periods, wet dreams, civil partnership, forced marriage

Key Vocabulary - Year 5

Relationships

collaborate, negotiate, compromise, conflict, resolution, non-verbal, body language, tone of voice, face-to-face, insensitive, sensitive, unhealthy relationship, verbal abuse, physical abuse, sexual abuse, uncomfortable touching, unsafe, emotions, emotional needs, assertive, passive, aggressive, excluded, discrimination, prejudice, metaphor, diverse, multicultural society, sex, sexual orientation, prejudice, biological sex, sexual orientation, verbal abuse, physical abuse, embarrassed, reactions, consequences, bullying, cyberbully

Living in the Wider World

personal information, privacy settings, voluntary groups, community groups, responsibility, actions, duties, costs, wages, salaries, rent, Fair Trade, borrow, interest, loan, credit, debit, public services, council, vote, elections, councillors, community, school community

Health and Wellbeing

assessing risk, pressure, influence, risk taking, dare, resist pressure, substance, stimulant, assertive, habit, addiction, drugs, cigarettes, alcohol, norms, perception, responsibility, fact, opinion, biased, unbiased, organs, body systems, perseverance, commitment, resilience, determination, patience, interpersonal skills, independence, personal qualities, celebrities, life skills, sepsis, wellbeing, resilience, unwanted attention, unwanted touch, confidential, scrotum, testicles, foreskin, anus, wet dreams, erection, stretch marks, penis, masturbation, pubic hair, clitoris, vulva, vaginal opening, urinary opening, labia, period protection, body autonomy, vaginal discharge, involuntary erections, hormones, hydration, breast development, genitalia, puberty, semen, mood swings, separation, fostered

Key Vocabulary - Year 6

Relationships

collaboration, teamwork, negotiation, compromise, balanced friendship, respectful, assertive, sensitive, thoughtful, response, resolution, responsibility, conflicting emotions, point of view, cultural norms, respect, disrespect, body language, empathy, unique, identity, prejudice, tolerance, relationships, friend, acquaintance, stereotype, gender stereotype, media influence, assumption, social media, parental consent, trolling, online safety, sharing, privacy settings, secure, sexual images, peer pressure, appropriate, inappropriate, illegal, witness, bystander, positive feedback,

Living in the Wider World

Community, valued, aspirations, goal setting, perseverance, voluntary group, community group, pressure (action) group, mission statement, values, beneficiary, campaign bid, pitch, grant, democracy, election, manifesto, candidate, voting, policies, voting booth, ballot slip, ballot box, constituencies, House of Commons, MP, proposal, debate, amendments, penalties, enforcement, majority, House of Commons, House of Lords, Royal Assent, saving, bank (building society) account, Junior ISA, interest, debit card, cash, value, tax, income tax (PAYE) VAT public services, environmentally sustainable, composting, recycling, energy, materials. Waste, transport, shop local, food miles, Fair Trade, reuse

Health and Wellbeing

change, support, conversation, puberty, physical changes, emotional changes, periods, mood swings, voice deepening, period products, vulva, managing emotions, hormones, wellbeing, connect, be active, take notice, keep learning, body image, self esteem, manipulation, media manipulation, stereotype, gender stereotype, peer pressure, right to privacy, sharing online, online safety, health, wellbeing, accurate, reliable, sources, assessing risk, weigh up, dilemma, choices, influence, Red Cross, emergency, operator, information, scenario, responsive, unresponsive, forced marriage, civil partnership, habit addiction, medical, non-medical, drug laws, age restrictions, possess, supply, produce, penalties, alcohol, short-term effects, long term effects, risks, norms,

Impact Measure

We know learning has been successful in this subject area because:

- Our pupils are showing a higher level of resilience, and report a greater understanding of mental health issues, evidenced through surveys and discussions. They feel equipped to handle personal challenges and support peers.
- Observations reveal that pupils engage respectfully and cooperatively with their peers, creating a positive classroom atmosphere conducive to learning. Instances of bullying have decreased as students apply conflict resolution skills learned through the curriculum.
- Pupils show higher engagement in school activities, displaying a sense of responsibility and leadership. They partake in our school leadership groups and community projects, demonstrating their understanding of civic duty.
- Data collected shows a correlation between the PSHE programme and improvements in overall academic performance, as children who are well-supported socially and emotionally tend to thrive academically.
- By the time pupils leave primary school, they exhibit a solid foundation of skills that prepare them for the secondary curriculum, evidenced through transition surveys and feedback from secondary school staff.

In conclusion, our PSHE programme is not only compliant with Ofsted's inspection framework but ensures our pupils are well-rounded, confident individuals ready to contribute positively to society.
