



Henleaze Infant School

Our PSHE Curriculum



Intent:

Personal, social, health and economic (PSHE) education is an important and necessary part of all children's education. At Henleaze Infant School our PSHE curriculum holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. Our teaching follows a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. We aim to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Implementation:

We follow the Jigsaw scheme to underpin the PSHE taught in our school. It follows the National Curriculum objectives and ensures the depth, accurate subject knowledge, detailed planning and building on prior learning. As a school, we follow the same units during a term which allows us to explore together as a whole school, the depth of the intentions. These themes can be focused on as part of our daily assembly time and allow for our whole school community to show their understanding and development of the work being taught being followed through in everyday life.

Jigsaw offers a comprehensive programme, using the statutory requirements for Relationships and Health Education, in a spiral, progressive and fully planned scheme, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Close links are made to our Religion and WorldViews Curriculum.



Henleaze Infant School

Whole School Curriculum Map for PSHE

Term	EYFS	YEAR 1	YEAR 2
Autumn 1	<u>Being me in my world</u> Being me Understanding feelings	<u>Being me in my world</u> Special and safe My class	<u>Being me in my world</u> Hopes and fears for the year Rights and responsibilities

	Being at school Gentle hands Rights Responsibilities	Rights and responsibilities Rewards and feeling proud Consequences Owning our learning charter	Rewards and consequences Our learning charter Owning our learning charter
Autumn 2	<u>Celebrating difference</u> What I am good at Being special Families Houses and homes Making friends Standing up for yourself	<u>Celebrating difference</u> The same as... Different from... What is bullying? What do I do about bullying? Making new friends Celebrating difference	<u>Celebrating difference</u> Boys and girls Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference
Spring 1	<u>Goals and dreams</u> Challenges Never give up Setting a goal Obstacles and support Seeking help Award ceremony	<u>Goals and dreams</u> My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success	<u>Goals and dreams</u> Goals to success My learning strengths Learning with others Group challenge Celebrating our achievement
Spring 2	<u>Healthy me</u> Everybody's body We like to move it, move it Food, glorious food Sweet dreams Keeping clean Stranger danger	<u>Healthy me</u> Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy healthy me	<u>Healthy me</u> Being healthy Being relaxed Medicine safety Healthy eating Healthy me cafe
Summer 1	<u>Relationships</u> My family (special people) What makes a good friend? Making friends Falling out and bullying Dealing with bullying Being a good friend	<u>Relationships</u> Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships	<u>Relationships</u> Families Keeping safe- physical contact Friends and conflict Secrets Trust and appreciation Celebrating my special relationships
Summer 2	<u>Changing me</u> My body Respecting my body Growing up Seeds and plants Fun and fears	<u>Changing me</u> Life cycles Changing me My changing body Boys' and girls' bodies Learning and growing	<u>Changing me</u> Life cycles in nature Growing from young to old The changing me Boys' and girls' bodies Assertiveness

MENTAL HEALTH AND WELL-BEING STATEMENT

Mental Health issues affect children and young people as well as adults, with more than 850,000 children and young people in the UK having been diagnosed with a mental health condition.

Since September 2014, Social, Emotional and Mental Health (SEMH) has also become a category of Special Educational Needs. Children with a SEMH need will receive support in school.

At **Henleaze Infant School**, we endeavor to promote positive mental health through our curriculum and pastoral care and will ensure that:

we help our children to build emotional resilience

we help our children to develop positive self-esteem

we help our children to develop confidence

we help our children to develop their social skills

we help our children to feel a valued part of our School

All children have access to a class wellbeing activity every day, based on the NHS “Five to Thrive” categories of “Connect with others; Take notice; Be active; Try something new; Give to others”

We provide high levels of pastoral support and offer support in the form of 1:1 support, social skills groups, a nurture group, PSHE (using the Jigsaw scheme) and access to many outside agencies. We encourage children to talk about any issues that are worrying them, and train our staff to be

mindful of children's emotional and mental well being. Any concerns are passed to our SENDCo or Designated Safeguarding Officer (as appropriate) to ensure children are properly supported in school.

We work in close partnership with outside agencies, including Child and Adolescent Mental Health Service (CAMHS), the Educational Psychology team and Behaviour Support to ensure the best outcomes for our children.

We encourage parents who are worried about their own, or their child's mental health to speak in confidence to a member of staff. where appropriate and with parental support, a referral will be made.