



KS1 Stoke Hill Federation Personal, Social, Health and Economic (PSHE) Education Curriculum 2020

Intent: by the end of KS1 children will have acquired the knowledge and skills for this subject, as set out below.

Implementation: we have allocated subject content to year groups. Curriculum delivery is typically planned weekly, although learning can be episodic. **NOTE:** for how learning in the Early Years prefaces learning in this subject see the EYFS curriculum documents.

Impact: we know that we will have delivered the curriculum successfully if children are able use their learning in PSHE to help them navigate their world and to develop positive relationships with themselves and others.

We have tailored our PSHE programme to reflect the needs of our children and the context in which they live. We use the [Jigsaw 3-11](http://www.jigsaw3-11.com) PSHE education programme to provide children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Jigsaw offers a spiral and progressive teaching programme to deliver PSHE, this includes Relationships and Health Education and incorporates our School Rules, Kelso, 'I'm Stuck' and Devon's '10 a Day' strategies for ensuring mental health. For further details regarding learning intentions, outcomes and assessment visit www.jigsaw3-11.com.

Annual Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y1 Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Y2 Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition





Assessment in Art and Design

Assessment information will be gathered through:

- diagnostic questioning and discussion,
- elicitation
- observation

Evidence in children's own books, shared class books, the environment such as:

- annotated photos
- drawing
- quotes

Assessment of Attainment through:

- End of Project Assessment Tasks (Medium Term Assessment Grids)

Assessment of Progress

- Objective tracking over time (Evidence Gathering Grids)

