



## A voyage of discovery - we're sailing to success together... RSHE



| I<br>N<br>T<br>E<br>N<br>T | AIMS   |   |   |
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|                            | Our intention is that when children leave Trafalgar Community Infant School, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. |   |   |
|                            | Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community.  | It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. | Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives |

| I<br>M<br>P<br>L<br>E<br>M<br>E<br>N<br>T<br>A<br>T<br>I<br>O<br>N | APPROACH: Holistic, physical, well-being, healthy lifestyle, intellectual, personal, social, emotional, spiritual, moral and cultural   |   |   |
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|  | <p><b>EYFS</b> - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials. (see below)</p> <p>At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.</p> <p>Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.</p> <p>It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.</p> <p>PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):</p> |   |   |
|  | <p><b>Autumn 1: Being Me in My World</b><br/>Includes understanding my own identity and how I fit well in the class, school and global community.<br/>Jigsaw Charter established</p>  | <p><b>Autumn 2: Differences (including anti-bullying)</b><br/>Includes anti-bullying (cyber bullying included) and understanding</p>  | <p><b>Spring 1: Dreams and Goals</b><br/>Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society</p>  |
|  | <p><b>Spring 2: Healthy Me</b><br/>Includes medicine education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise</p>  | <p><b>Summer 1: Relationships</b><br/>Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss</p> | <p><b>Summer 2: Changing Me (including Relationship and Sex Education)</b><br/>Includes Relationships and Sex Education in the context of coping positively with change</p> |

| I                     | CHILDREN MAKE EXPECTED OR GREATER THAN EXPECTED PROGRESS   |
|-----------------------|--|
| M<br>P<br>A<br>C<br>T | <p>By the time our children leave our school they will:</p> <ul style="list-style-type: none"> <li>• be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life</li> <li>• be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society</li> <li>• appreciate difference and diversity</li> <li>• recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty</li> <li>• be able to understand and manage their emotions</li> <li>• be able to look after their mental health and well-being</li> <li>• be able to develop positive, healthy relationship with their peers both now and in the future.</li> <li>• understand the physical aspects involved in RSE at an age appropriate level</li> <li>• have respect for themselves and others.</li> <li>• have a positive self esteem</li> </ul> |