



Swallowdale
Primary School

SWALLOWDALE PRIMARY SCHOOL

PSHE

2024-2025

SCHOOL VISION, VALUES AND MISSION



OUR PSHE INTENTION

Here at Swallowdale Primary School, our aim is to ensure our pupils are equipped with the knowledge and skills to become confident, self-aware individuals, who are able to function as ready, respectful and safe citizens within our local community and the real world. Our coherently planned PSHE curriculum allows our children to develop socially, morally, intellectually and spiritually and gives them confidence to tackle many of the moral and cultural issues that are part of growing up. Relevant and meaningful content is revisited and built upon each year and allows for understanding to be developed as our children mature. As a result of explicit PSHE teaching, they will learn how to self-regulate, manage emotions, understand choices and have the skills to recognise and build positive relationships. Our PSHE curriculum is also reactive and equips the children with relevant and meaningful skills and understanding. This is all supported through strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Our children appreciate the importance of their rights and responsibilities and build a strong understanding of the diverse world around them. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life, the wider community and ultimately becoming a responsible member of society.

OUR PSHE IMPLEMENTATION

Each week, PSHE is taught across all phases with each year group studying the same unit at the same time (at their own level), building sequentially through the school year and facilitating whole-school learning themes. As it is taught as a weekly topic, by the end of each year, children will have studied six units.

As a school, we mostly follow the 'Jigsaw' PSHE scheme of work which provides a progressive curriculum, planned to help our children develop across key stages and throughout their journey at Swallowdale. We have now started to tailor the 'Jigsaw' scheme of work to our children at Swallowdale by writing our own unit; Staying Safe. We enhance this unit by inviting a range of different organisations in to talk to our children about staying safe when near to different hazards such as railways, water and dogs. Relevant and meaningful content is revisited and built upon each year and allows for understanding to be developed as our children mature. This is a clear and

comprehensive programme which covers three learning themes: health and wellbeing, relationships and living in the wider world. There are six subsequent topics with these themes;

- Being Me In My World
- Celebrating Differences
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- Staying Safe
- Healthy Me
- Relationships
- Changing Me

Our PSHE teaching also incorporates RSE, links to cultural capital and SMSC.

Teachers adapt schemes of work to ensure the needs of their class are met. There is a clear focus on the progression from the End of Key Stage Expectations. Teachers are quick to identify gaps in understanding and areas for further discussion, and encourage children to do the same as they become mindful, inquisitive and resilient learners. Throughout PSHE units, children are encouraged to reflect on their learning experiences and their progress. By reflecting, our children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

PSHE provides excellent opportunities to enhance the learning of more-able pupils through discussion of difficult concepts and reflection and evaluation of their own learning. Each lesson allows for all children, including those with SEND to develop social skills, build on positive relationships and enhance collaborative learning.

OUR IMPACT

In order to ensure impact within PSHE, the subject is monitored effectively, discussions are carried out with pupils and colleagues' views are taken into account to ensure the impact matches our intent across the whole school community. This also ensures that there is progression and also uniformity between parallel classes. At Swallowdale, we have the same high expectations of the quality of pupils' work within PSHE as for other areas of the curriculum and lessons are planned to ensure that the needs pupils of differing abilities are catered for. Referring to the learning objectives for each lesson allows teachers to formatively assess, informing future planning.

Through pupil interviews, joint planning and classroom drop ins, we see Swallowdale pupils are able to discuss and voice their opinions with confidence. Children from all years are able to discuss themes such as anti-bullying and celebrating difference. In addition, they can explain strategies taught to regulate their emotions, how to build relationships and explain the importance of a healthy lifestyle to both their physical and mental well-being.

The aim of all of this is to have a positive impact on our pupils. Schools need to show Ofsted that young people at all stages of their education are prepared for life now and also for their next steps, whether that's moving up to secondary school, or into further education, employment or training.

PSHE Curriculum Coverage Document

PSHE Long Term Plan 2024-2025



Age Group	Being Me in My World	Celebrating Differences	Healthy Me	Staying Safe	Relationships	Changing Me
Year 1	Feeling special & safe	Similarities & differences	Keeping myself healthy	Know some dangers in Melton Mowbray & how to stay safe	Belonging to a family	Life cycles - animal and human
	Being part of a class	Understanding bullying and knowing how to deal with it	Healthier lifestyle choices	Understand how feeling safe and unsafe feels	Making friends/being a good friend	Changes in me
	Rights & responsibilities	Making new friends	Keeping clean	Stranger danger	Physical contact preferences	Changes since being a baby
	Rewards & feeling proud	Celebrating the differences in everyone	Being safe	Road safety	People who help us	Differences between female and male bodies (correct terminology)
	Consequences		Medicine safety/safety with household items	Fire safety	Qualities as a friend and person	Linking growing and learning
	Owning the Learning Charter		Road safety	Personal safety NSPCC Consent	Self-acknowledgement	Coping with change
				Know how to get help	Being a good friend to myself	Transition
					Celebrating special relationships	
Year 2	Hopes & fears for the year	Assumptions and stereotypes about gender	Motivation	Rules that keep me safe	Different types of family	Life cycles in nature
	Rights & responsibilities	Understanding bullying	Healthier choices	Trusted adults	Physical contact boundaries	Growing from young to old



	Rewards & consequences	Standing up for self and others	Relaxation	Calling 999	Friendship and conflict	Increasing independence
	Safe & fair learning environment	Making new friends	Healthy eating and nutrition	Online safety	Secrets	Differences in female and male bodies (correct terminology)
	Valuing contributions	Gender diversity	Healthier snacks and sharing food	Personal safety NSPCC Consent	Trust and appreciation	Assertiveness
	Choices	Celebrating difference and remaining friends		Dog safety	Expressing appreciation for special relationship	Preparing for transition
	Recognising feelings			Water safety		
				Railway safety		
Year 3	Setting personal goals	Families and their differences	Exercise	Making safe choices	Family roles and responsibilities	How babies grow
	Self-identity & worth	Family conflict and how to manage it (child-centred)	Fitness challenges	Predicting, assessing and managing risk	Friendship and negotiation	Understanding a baby's needs
	Positivity in challenges, rules, rights & responsibilities	Witnessing bullying and how to solve it	Food labelling and healthy swaps	Hazards at home and hazards at school	Keeping safe online and who to go to for help	Outside body changes
	Rewards & consequences	Recognising how words can be hurtful	Attitudes towards drugs	Hazards in Melton Mowbray	Being a global citizen	Inside body changes
	Responsible choices	Giving and receiving compliments	Keeping safe and why it's important online and off line scenarios	Railway safety	Being aware of how my choices affect others	Family stereotypes



PSHE

	Seeing things from others' perspectives		Respect for myself and others	Personal safety NSPCC Consent	Awareness of how other children have different lives	Challenging my ideas
			Healthy and safe choices	Stranger danger	Expressing appreciation for family and friends	Preparing for transition
				Online safety		
Year 4	Being part of a class team	Challenging assumptions	Healthier friendships		Jealousy	Being unique
	Being a school citizen	Judging by appearance	Group dynamics	Emergency situations and what to do Calling 999	Love and loss	Having a baby
	Rights, responsibilities & democracy (school council)	Accepting self and others	Smoking	First aid and CPR	Memories of loved ones	Girls and puberty
	Rewards and consequences	Understanding influences	Alcohol	Road safety	Getting on and Falling Out	Confidence in change
	Group decision-making	Understanding bullying	Assertiveness	Personal safety NSPCC Consent	Girlfriends and boyfriends	Accepting change
	Having a voice	Problem-solving	Peer pressure	Online safety	Showing appreciation to people and animals	Preparing for transition



PSHE

	What motivates behaviour	Identifying how special and unique everyone is	Celebrating inner strength	Water safety		Environmental change
		First impressions		Safety maps -School -Melton		
Year 5	Planning the forthcoming year	Cultural differences and how they can cause conflict	Smoking, including vaping	Identifying safe and unsafe places	Self-recognition and self-worth	Self- and body image
	Being a citizen	Racism	Alcohol	How to act in an emergency Calling 999 First aid/ CPR	Building self-esteem	Influence of online and media on body image
	Rights & responsibilities	Rumours and name-calling	Alcohol and anti-social behaviour	Defibrillator	Safer online communities	Puberty for girls
	Rewards & consequences	Types of bullying	Emergency aid	Peer pressure	Rights and responsibilities online	Puberty for boys
	How behaviour affects groups	Material wealth and happiness	Body image	Railway safety	Online gaming and gambling	Conception (including IVF)
	Democracy, having a voice, participating	Enjoying and respecting other cultures	Relationships with food	Online safety	Reducing screen time	Growing responsibility
			Healthy choices	Social media	Dangers of online grooming	Coping with change
			Motivation and behaviour	Safety maps -School -Melton	SMARRT internet safety rules	Preparing for transition
Year 6	Identifying goals for the year	Perceptions of normality	Taking personal responsibility	Safe and unsafe places in my community	Mental health Power and control	Self-image



PSHE

	Global citizenship	Understanding disability	How substances affect the body	County lines	Identifying mental health worries and sources of support	Body image
	Children's universal rights	Power struggles	Exploitation, including 'county lines' and gang culture	Gangs and how they target others	Love and loss	Puberty and feelings
	Feeling welcome and valued	Understanding bullying	Emotional and mental health	Social media	Managing feelings	Conception to birth
	Choices, consequences and rewards	Inclusion/exclusion	Managing stress	Online safety	Assertiveness	Reflections about change
	Group dynamics	Differences as conflict, difference as celebration		Railway safety	Technology safety	Physical attraction
	Democracy, having a voice	Empathy		Safety maps -School -Melton	Take responsibility with technology use	Respect and consent
	Role-modelling					Boyfriends/girlfriends
						Sexting
						Transition