

At Dorchester our vision is that children will develop a sense of personal awareness which will help them learn in all subjects and improve their life chances. We aim for children to observe their thoughts and feelings and regulate them; make conscious decisions about their learning, behaviour and lives and remain focused on the present moment and thrive in it.

PSHE Curriculum

We have designed the PSHE curriculum at Dorchester around the 6 themes (puzzles) of Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships and Changing Me. The curriculum is developmental and progressive with each year groups' planning building on the emotional literacy, social skills and spiritual development learning of the previous years.

In EYFS Children will -

- **Making Relationships:** Initiate conversation, explain own knowledge & understanding, ask appropriate questions of others; take steps to resolve conflicts with others, play co-operatively, taking turns; take account of one another's ideas; show sensitivity to others' needs & feelings, form positive relationships with adults & children
- **Self Confidence & Self Awareness:** speak to others about own needs, wants, interests & opinions, describe self in positive terms, talk about abilities; try new activities, say why they like some activities more than others; speak in a familiar group, talk about their ideas, choose the resources they need; say when they do or don't need help.
- **Managing Feelings & Behaviour:** Understand their actions affect others; aware of boundaries & behavioural expectations; begin to negotiate & solve problems without aggression; talk about how they & others show feelings & their own & others' behaviour & consequences; know that some behaviour is unacceptable; work as part of a group or class, understand & follow rules; adjust behaviour to different situations, take changes of routine in their stride.

In KS1 Children will—

- **Being Me in My World:** identify some hopes & fears for the year; recognise when they feel worried, know who to ask for help; understand rights & responsibilities of their class & school; help make their class a safe & fair place; listen to other people, contribute ideas about rewards & consequences; understand how following rules helps themselves & others learn; work cooperatively; recognise the choices they make & understand the consequences; choose to follow the rules
- **Celebrating Difference:** identify some differences between themselves & their friends; understand these differences make us all special & unique; explain why they value the differences between us
- **Dreams & Goals:** describe how they felt when succeeding in a new challenge & how they celebrated it; know how to store feelings of success in their internal treasure chest; explain some ways they worked cooperatively in a group to create an end product; express how it felt to be working as part of a group
- **Healthy Me:** explain why their body is amazing, identify ways to keep safe & healthy; recognise how being healthy helps us feel happy; make healthy snacks & explain why they are good for us; express how it feels to share healthy food with friends
- **Relationships:** explain why they appreciate someone who is special to them & express how they feel about them; identify some of the things that cause conflict between themselves and their friends; demonstrate how to use the positive problem solving technique to resolve conflicts with their friends
- **Changing Me:** recognise the physical differences between boys and girls; use the correct names for parts of the body; respect their body; appreciate that some parts of their body are private; explain what they like/don't like about being a boy/girl

In Lower KS2 Children will—

- **Being Me in My World:** know their attitudes & actions make a difference to the class; know how good it feels to be included; understand how it feels to be excluded; try to make people feel welcome & valued; understand who is in our school community, roles they play & how they fit in; take on a role in a group & contribute to overall outcome; understand how democracy works (school council)& how it benefits the school community; recognise their contribution to whole school rules; understand their actions affect themselves & others; care about & try to empathise with others; understand how rewards & consequences motivate us; understand how groups cooperate to make decisions; understand why our community benefits from rules & help others to follow them
- **Celebrating Difference:** describe a time when their words affected someone's feelings & what the consequences were; give & receive compliments, know how this feels; describe a time when their first impression of someone changed as they got to know them; explain why it is good to accept people for who they are
- **Dreams & Goals:** evaluate their learning process & identify how it can be better; share their success with others, know how to store feelings of success; know how to make a new plan & set new goals even if they have been disappointed; know what it means to be resilient & to have a positive attitude
- **Healthy Me:** identify things, people & places they need to keep safe from, describe some strategies to keep themselves safe inc. who to go to for help; express how being anxious or scared feels; recognise when they are being put under pressure, explain ways to resist this; identify feelings of anxiety & fear associated with peer pressure
- **Relationships:** explain how actions & work of people around the world help & influence their life, show awareness of how this could affect their choices ; explain different points of view on an animal rights issue; express their opinion & feelings on this
- **Changing Me:** identify how boys' & girls' bodies change on the inside during the growing up process, explain why these changes are necessary; recognise how they feel about these changes happening & know how to cope with these feelings; identify what they are looking forward to in Year 5/6; reflect on the changes they would like to make when they are in Year 5/6 & describe how to go about it

In Upper KS2 Children will—

- **Being Me in My World:** identify goals for the year, understand & know how to express fears & worries about the future; feel welcome & valued, know how to make others feel the same; know there are universal rights for all children but for many children these rights are not met; understand their wants & needs & compare these with children in different communities; understand their actions affect themselves & other people locally & globally; make choices about their own behaviour; understand how rewards & consequences feel & relate to rights & responsibilities; care about other people's feelings, try to empathise with them; contribute to a group & understand how we can function best as a whole; understand how democracy benefits the community;
- **Celebrating Difference:** explain ways in which difference can be a source of conflict or a cause for celebration & show empathy with people in either situation; explain the differences between direct and indirect types of bullying; know some ways to encourage children who use bullying behaviours to make other choices & know how to support children who are being bullied
- **Dreams & Goals:** describe some ways in which they can work with other people to help make the world a better place; identify why they are motivated to do this; describe the dreams and goals of a young person in a culture different from theirs; can reflect on how these relate to their own
- **Healthy Me:** evaluate when alcohol is being used responsibly, anti-socially or being misused; tell you how I feel about using alcohol when I am older and my reasons for this; describe the different roles food can play in people's lives, explain how people can develop eating problems relating to body image pressures; respect & value their body
- **Relationships:** explain how to stay safe when using technology to communicate with friends; recognise & resist pressures to use technology in ways that may be risky or cause harm to self or others; recognise when people are trying to gain power or control
- **Changing Me:** describe how boys' & girls' bodies change during puberty; express how they feel about the changes that will happen; describe how a baby develops through the nine months of pregnancy, recognise how they feel when they reflect on the development & birth of a baby

Support -

- All pupils have opportunities to learn PSHE taking into consideration their own starting points with each 'puzzle' tailored to meet the needs of all learners.
- All children access the universal core curriculum provision
- All pupils are given access to wider enrichment experiences that support their learning in PSHE

The Jigsaw Charter -

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy

Lesson Sequence -

- **Connect Us:** Improve their social skills to better enable collaborative learning
- **Calm Me:** Prepare them for learning
- **Open my Mind:** Help the brain to focus on specific learning intentions
- **Tell Me or Show Me:** Initiate new learning
- **Let Me Learn:** Facilitate learning activities to reinforce the new learning
- **Help Me Reflect:** Support them in reflecting on their learning and personal development