



Nebula
where stars are born

Curriculum Skills and Progression PSHE 2022/23

Old Catton Junior School's Christian Distinctiveness Statement

Old Catton CofE Junior School is committed to providing a high-quality educational experience for all our pupils. As a result, our personal, social and health education (PSHE) teaching determines and underpins both our curriculum and our Christian Values of Love, Hope and Joy. At OCJS, our PSHE education brings together citizenship with personal wellbeing, whilst promoting and upholding fundamental British Values. The topics covered allow pupils the opportunity to self-reflect, identify their strengths, achievements and emotions, as well the attitude needed for success, encouraging pupils to flourish. Our school bible story is the Parable of the Lost Sheep. The shepherd looks out for his sheep and makes a bold choice. He has the confidence and faith to ensure that no one is left behind and sees the uniqueness and value of each individual. This encapsulates our school values and the PSHE units around relationships and 'Love' in particular, encourage pupils to support one another and recognise the importance of everyone's unique role within a team and the value they can bring, just like shepherd in the parable.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.' Nebula Spirituality Statement



The Nebula Federation
Primary School

Curriculum overview and delivery

PSHE will deliver an inclusive, diverse curriculum that enables pupils to build on their prior learning by revisiting themes and to relate to current social issues affecting their lives. The curriculum allows the pupils to develop their knowledge, values and skills in an age and stage-appropriate manner.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development in order to prepare our pupils for life in the wider world. We ensure that throughout their time here at Old Catton Junior School, our pupils will have the opportunity to develop their knowledge, understanding and skills that they will need to manage their lives now and in the future. They will:

1. Have opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
2. Be provided with the skills, language and strategies needed to live healthy, safe, fulfilling, responsible lives.
3. Have opportunities to develop positive attributes such as resilience, self-confidence, self-esteem and empathy.

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

PSHE is a non-statutory subject but there are three core themes which underpin our curriculum: Health and Wellbeing, Relationships and Living in the Wider World.

The RSE and PSHE curriculum should be a spiral throughout each school year to cover each objective above. Teachers have a lot of freedom over the units taught, the speed at which they are taught and the order in which these units are completed. Lessons can be mixed and matched as the teacher feels necessary or deems of particular benefit to their class at that time.

Some topics are covered in other subjects so will not need to be explored in as much detail in PSHE or can be omitted from being taught discretely in PSHE.

The units around Relationships and Living in the Wider World allow pupils to consider 'Love' and the relationships they have with the important people in their lives (VIPs) as well as encouraging them to love themselves. The Living in the Wider World unit give pupils the opportunity to learn about different cultures, ethnicities and faiths and respecting similarities and differences, encouraging them to 'Love' and respect one another. In the Aiming High and Money Matters units pupils consider their aspirations and 'Hope' for their future jobs/careers. The Diverse Britain and One World units allow pupils to learn about diversity and the benefits and 'Joy' that comes with living in a diverse community, considering the different contributions people can make to a community, as well as the shared responsibility we all have to protect the environment and the world we live in.

Although we teach PSHE in discreet, weekly lessons, it runs as a thread throughout the school’s timetable and is therefore present in everyday teaching, assemblies, extra-curricular clubs and activities within lessons. It is intended that throughout our teaching of PSHE, we are offering a cohesive whole-school approach that enables our pupils to make informed decisions, seek help and support and become independent, healthy and responsible members of society.

Due to the nature of our PSHE lessons, we do not produce the same amount of in-depth written work as other subjects. We instead opt for deeper thinking and discussions during our sessions to promote an inclusive environment for all children, regardless of their knowledge and ability. However, some topics require written activities in order to consolidate pupils’ learning. Lessons are designed to follow the classes interests and discussions, specific writing opportunities cannot be planned for in advance and instead teachers use their own initiative when planning writing opportunities.

Our evidence of PSHE comes in a wide range of ways depending on the teacher’s preference. Some teachers keep a scrapbook of the work produced by their class; others may choose to keep a digital record. We also have different displays around school demonstrating the vast range of activities we carry out here at Old Catton Junior School including British Values, Respect and Democracy (including school council).

Year 3		
Relationships	Health and Wellbeing	Living in the Wider World
<p>NSPCC PANTS</p> <p>TEAM - if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual’s actions can impact the team.</p> <p>Book : The Golden Acorn</p>	<p>Healthy Lifestyles – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances. Understanding our mental health.</p>	<p>Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p> <p>Book: Julian the Mermaid</p>
Specific Learning Objectives for each unit are in the Medium Term Plans.		
<p>Key Vocabulary attitude, behaviour, body language, change, communication, conflict, disputes, emotions, feelings (comfortable, uncomfortable, good, not-so-good, mixed), resilience, ripple effect, rules, teamwork, turn-taking,</p>	<p>Key Vocabulary alcohol, diet, drugs, exercise, habits, healthy, hygiene, medicine, mental health, mindfulness, mistakes, positive thinking, routine, safe, sleep</p>	<p>Key Vocabulary asylum, British Isles, community, cultures, democracy, discrimination, diversity, equality, governments, human rights, laws, multicultural, parliament, prejudice, respect, responsibilities, rights, stereotypes, United Nations</p>

Year 4		
Health and Wellbeing	Relationships	Living in the Wider World
<p>NSPCC PANTS</p> <p>Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations.</p>	<p>One World – how people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p>	<p>Money Matters – where money comes from and how it is used.</p>
Specific Learning Objectives for each unit are in Appendix 1.		
<p>Key Vocabulary Alcohol, aware, burns, cigarettes, danger, dangerous substances, dare, DRABC, drugs, emergency, first aid, hazards, injuries, pressure, risks, safety, scalds,</p>	<p>Key Vocabulary charity, climate change, disadvantage, drought, equal, ethical, fair trade, global warming, inequality, rights, stereotypes, trade, United Nations Declaration of the Rights of the Child</p>	<p>Key Vocabulary advert, balance, borrow, budget, career, consumer, cost, debit and credit cards, debt, jobs, loan, money, pay, profit, receipt, risk, savings, spending</p>
Knowledge and Understanding Pupils know and understand...		
<p>Lower KS2</p> <p>Social Justice and Equality</p> <ul style="list-style-type: none"> • how fairness may not always mean equal treatment <p>Identity and Diversity</p> <ul style="list-style-type: none"> • diversity of cultures and societies within and beyond own experience • contributions of different cultures to our lives • nature of prejudice, racism and sexism and ways to combat these impacts of stereotyping, prejudice and discrimination and how to challenge these <p>Peace and Conflict</p> <ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global • strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions <p>Human Rights</p> <ul style="list-style-type: none"> • UN Convention on the Rights of the Child • reasons why some people have their rights denied • those responsible for rights being met 		

<p>Power and Governance</p> <ul style="list-style-type: none"> the need for rules in own school and wider society and how people can take part in making and changing them basics of how own country is governed <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> begin to identify bias and opinion give evidence for an argument, assess different viewpoints and present counter-arguments imagine alternative possibilities and suggest new ideas to solve problems <p>Empathy</p> <ul style="list-style-type: none"> adapt behaviour to take into account feelings of others empathise with people in local and more distant contexts understand impacts of prejudice and discrimination
<p>Skills Pupils can...</p>
<p>Self-awareness and reflection</p> <ul style="list-style-type: none"> identify connections between personal decisions and issues affecting people locally and globally explore reasons for negative feelings towards others and in new or difficult situations <p>Communication</p> <ul style="list-style-type: none"> listen attentively, question and respond to others express own views and ideas on issues clearly, using a range of appropriate methods give reasons, evidence and examples in support of an opinion <p>Cooperation and Conflict Resolution</p> <ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings use knowledge of others' viewpoints to resolve problems and compromise <p>Ability to manage complexity and uncertainty</p> <ul style="list-style-type: none"> describe feelings about changes and events in own setting and the wider world use strategies to cope with challenging times recognise when there may be no single right or wrong answer <p>Informed and reflective action</p> <ul style="list-style-type: none"> participate in decision making in school contribute to the well-being of the wider community share opinions and evidence on issues with others including decision-makers and elected representatives

Attitudes Pupils have...
<p>Sense of identity and self-esteem</p> <ul style="list-style-type: none"> • positivity about the ways in which one is both similar to others and uniquely different • value what contributes to own identity <p>Commitment to social justice and equity</p> <ul style="list-style-type: none"> • offence at unfair treatment of others locally and globally • sense of justice • growing interest in world events and global issues <p>Respect for people and human rights</p> <ul style="list-style-type: none"> • readiness to think through consequences of words, actions and choices on others • belief that it is everyone’s responsibility to challenge prejudice and discrimination <p>Value diversity</p> <ul style="list-style-type: none"> • valuing difference • recognising the benefits of listening to a range of different perspectives and viewpoints <p>Commitment to participation and inclusion</p> <ul style="list-style-type: none"> • active participation in school-based decision making • proactive inclusion of other people, especially those who may face barriers to participating fully <p>Belief that people can bring about change</p> <ul style="list-style-type: none"> • belief that individuals and groups can improve situations • willingness to cooperate with others to change things for the better
LKS2 Cross Curricular Links
<p>School Council – Democracy</p> <p>Art Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work</p> <p>English A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group</p> <p>Computing Staying safe online and privacy Consideration and respect in online communication Reporting concerns about inappropriate behaviour online Acceptable and unacceptable online behaviour</p>

Need for rules for safety

Reliability of information on the internet - verifying information

Keeping personal information private

Cyber bullying is unacceptable, how to report it

Humanities

Asking questions, using evidence to explain findings

Understanding physical and human geography – the understanding of human impact on the world and where people live

Human geography : types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water

Using maps, atlases, globes and digital mapping to locate countries and describe features studied

History – Develop an understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Considering historically valid questions about change, cause, similarity and difference, and significance

Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study

Maths

Data handling – extracting information to back up opinions

Logical reasoning and problem solving

MFL

Celebrating language and culture

Linking languages with languages we speak

If everyone spoke the same language what would happen?

Music

Bringing Us Together – Year 3, Summer 1

Blackbird – Year 4, Summer 1 – civil rights movement

PE

Teamwork / Sportsmanship

Fairness

Recognising good performances in themselves and others

Calming and self-regulating emotions

Competing individually and with others

RE

Asking questions – human/social sciences

Understanding other religions and beliefs, diversity

Links between beliefs and behaviour

Humanism- human rights

Hinduism – Moral issues

Religious Holidays

RSE

Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help

Science

Health and Movement –Year 1, Autumn 1

Living in Environments – Year 2, Summer 2
 Working scientifically – asking questions, research skills

Year 5		
Relationships	Health and Wellbeing	Living in the Wider World
<p>NSPCC PANTS</p> <p>TEAM (Together Everyone Achieves More) – positive qualities of a team, learning how to disagree respectfully and communicate effectively.</p>	<p>Healthy Bodies, Healthy Minds - understanding thoughts and emotions, both positive and negative. Consent and autonomy, body image and stereotypes and learning about substance which are harmful to our bodies.</p>	<p>Diverse Britain – identify how to make a positive contribution to the community. The law and the consequences of not respecting it.</p>
<p>Specific Learning Objectives for each unit are in Appendix 1.</p>		
<p>Key Vocabulary adaptable, acceptance, attributes, bullying, collaborate, communication, compromise, respect, responsibilities, teamwork</p>	<p>Key Vocabulary Alcohol, autonomy, balanced lifestyle, body image, choices, consent, drugs, habits, harm, healthy bodies, healthy choices, mindfulness, personal hygiene, positive mental attitude, respect, risk, self-care, stereotypes, stress, trust, wellbeing</p>	<p>Key Vocabulary behaviours, communities, consequences, democracy, discrimination, diversity, equality, ethnicity, faith, freedom, government (local and national), House of Commons, House of Lords, human rights, law, parliament, prejudice, race, religion, stereotypes</p>
Year 6		
Health and Wellbeing	Relationships	Living in the Wider World
<p>NSPCC PANTS</p> <p>Safety First – taking responsibility for own safety, including standing up to peer pressure, risk associated with different situations and what to do if in danger.</p>	<p>One World – responsibility to live as global citizens, to help the environment and all living things throughout the world through the choices we make.</p>	<p>Money Matters - how money is used in the wider world. The possible consequences of taking financial risks and identify ways to avoid these.</p>
<p>Specific Learning Objectives for each unit are in Appendix 1.</p>		

<p>Key Vocabulary burns, choking, consequences, danger, dare, DRABC, emergency, first aid, hazards, independent, medicines, pressure, responsible, risk, safety, scalds, shock, strangers, substances</p>	<p>Key Vocabulary biodiversity, citizenship, deforestation, ecosystem, environmental issues, global warming, pollution, recycle, reduce, resources, responsible, reuse, single use, sustainability</p>	<p>Key Vocabulary adverts, bank account, borrowing, budgeting, comparison, consumers, debt, ethical spending, fair trade, financial risk, inflation, interest, investment, outgoings, profit, risk, retailers, save, scam, spending, tax, value</p>
<p>Knowledge and Understanding Pupils know and understand...</p>		
<p>Upper KS2</p> <p>Social Justice and Equity</p> <ul style="list-style-type: none"> • some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels <p>Identity and Diversity</p> <ul style="list-style-type: none"> • impacts of stereotyping, prejudice and discrimination and how to challenge these • importance of language, beliefs and values in cultural identities <p>Peace and Conflict</p> <ul style="list-style-type: none"> • examples of conflicts past and present in own society and others • importance of resolving conflict fairly <p>Human Rights</p> <ul style="list-style-type: none"> • importance of citizens, societies and governments respecting and defending people’s human rights current and historical <p>Power and Governance</p> <ul style="list-style-type: none"> • how a lack of power and representation can result in discrimination and exclusion • the power of collective action <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> • evaluate media and other sources for bias, stereotypes and range of voices and perspectives • analyse own and others’ assumptions about people and issues • keep mind open to new ideas <p>Empathy</p> <ul style="list-style-type: none"> • discern how people are feeling through their words, body language, gestures and tone • recognise how different backgrounds, beliefs and personalities affect behaviour and world views 		

Skills Pupils can...
<p>Self-awareness and reflection</p> <ul style="list-style-type: none"> • recognise personal strengths and weaknesses • evaluate ways in which own emotions, words and behaviour can affect people both locally and globally <p>Communication</p> <ul style="list-style-type: none"> • communicate effectively through a range of media about issues to suit subject, audience and purpose • use active listening skills adapt behaviour to new cultural environments <p>Cooperation and Conflict Resolution</p> <ul style="list-style-type: none"> • take on different roles in group work • employ effective strategies for repairing damaged relationships <p>Ability to manage complexity and uncertainty</p> <ul style="list-style-type: none"> • adapt to new situations and explore new ways of seeing local and global issues • explore multiple perspectives and alternative visions of the future <p>Informed and reflective action</p> <ul style="list-style-type: none"> • identify and plan appropriate action(s) and opportunities to make own voice heard • challenge viewpoints which perpetuate inequality and injustice • reflect on learning from taking action
Attitudes Pupils have...
<p>Self-awareness and reflection</p> <ul style="list-style-type: none"> • valuing of own and others' individuality • openness to new ideas and perspectives which challenge own <p>Commitment to social justice and equity</p> <ul style="list-style-type: none"> • active concern at injustice, exploitation and denial of human rights • willingness to take action against injustice and inequity <p>Respect for people and human rights</p> <ul style="list-style-type: none"> • sense of solidarity with those suffering human rights violations, injustice and discrimination <p>Value diversity</p> <ul style="list-style-type: none"> • respect for the rights of all to have a point of view • willingness to challenge prejudiced and discriminatory views • recognition of diverse perspectives on any issue, and that the majority view is not always right <p>Commitment to participation and inclusion</p> <ul style="list-style-type: none"> • supporting and encouraging others to participate

<ul style="list-style-type: none"> • willingness to reach agreement through compromise <p>Belief that people can bring about change</p> <ul style="list-style-type: none"> • willingness to take an informed stand on global issues • belief that people can often make a greater difference when they take action collectively
UKS2 Cross Curricular Links
<p>School Council – Democracy</p> <p>Art Evaluating work of others respectfully, being supportive and developing ideas Feeling and emotion – how this can be shown in their work</p> <p>English A range of guided reading books and Power of Reading texts covering a range of contexts and issues appropriate for the English group, including but not limited to: relationships, war, refugees, racism, health and wellbeing, family dynamics and cultural differences. LTE - builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group</p> <p>Computing Staying safe online and privacy – complex passwords Using technology safely and respectfully Responsibilities creating content online Reporting concerns about inappropriate behaviour online Need for rules for safety Reliability of information on the internet - verifying information Keeping personal information private Cyber bullying is unacceptable, how to report it</p> <p>Humanities Asking questions, using evidence to explain findings Understanding physical and human geography – the understanding of human impact on the world and where people live Human geography : types of settlement, land use, economic activity, trade links, distribution of natural resources such as energy, food, minerals and water Using maps, atlases, globes and digital mapping to locate countries and describe features studied History – Develop an understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Considering historically valid questions about change, cause, similarity and difference, and significance Chronologically secure knowledge of British, local and world history, understanding clear narratives within and across periods of study</p> <p>Maths Data handling – extracting information to back up opinions Logical reasoning and problem solving</p> <p>MFL Celebrating language and culture Why do different languages exist? Would it be easier if everyone spoke the same language? Why/why not?</p>

Music

Make You Feel My Love - Year 5 Spring 1 – relationships, emotions
 Fresh Prince of Bel Air – Year 5, Spring 2 - Black History/ Culture
 Happy – Year 6, Autumn 1 – emotions
 Music and Identity – Year 6, Spring 2
 You’ve Got a Friend – Year 6, Summer 1 – relationships

PE

Teamwork / Sportsmanship
 Fairness – rules to be consistent and fairly applied
 Understanding why exercise is good for fitness, health and wellbeing
 Recognising good performances in themselves and others
 Calming and self-regulating emotions
 Competing individually and with others

RE

Asking questions – human/social sciences
 Understanding other religions and beliefs, diversity
 Links between beliefs and behaviour
 Humanism- human rights
 Hinduism – Moral issues
 Religious Holidays

RSE

Complimentary units covered through the units: My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help

Science

Healthy Bodies – Year 2, Autumn 1
 Changes and Reproduction – Year 2, Summer 2
 Living in Environments – Year 2, Summer 2
 Working Scientifically – asking questions, using evidence to explore ideas, presenting findings of research

Reasonable Adjustments

At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have. We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our PSHE Curriculum and teaching:

- *Word Banks for pre-learning and to support during topics and themes*
- *Cutting and Sticking Key Words on to work as prompts*
- *Coloured Paper or recycled paper to minimise visual stress*
- *Breaking down lessons into short, manageable chunks*
- *Mixed ability groups – using peers as support and role models*

- *Adult assistance nearby*
- *Using another student as a reader/support*
- *Knowledge map/Mind Maps*
- *Recording ideas on whiteboards as an aide memoire*
- *Printing work larger and in smaller chunks*
- *Draw answers or explanations*
- *Songs and rhymes/mnemonics – Horrible Histories*
- *Actions – telling the story of a lesson*
- *My Turn/Your Turn*
- *Breaks*
- *Targets made clear for lessons and learning – linked to IEP*
- *Now/Next*
- *Weighted lap/shoulder blanket*
- *Visual Timetables – class and individual*
- *Fidget toys available*
- *Cushions for seats – wobble and wedge cushions*
- *Coloured Overlays*
- *Headphones/ear defenders*
- *Remembering/'to do' lists*
- *iPad as a translator*
- *iPad to record ideas*
- *Equipment adapted for needs (books, scissors, pencils, whiteboard, pencil grippers)*
- *Changing font size*
- *Writing frames and scaffolding*
- *Word lists of key vocabulary for pre-learning and as prompts*
- *Checking seating position – sight problems – near the back for sensory needs*
- *A safe/quiet space in or near the classroom*
- *Special interest projects linked to and alongside class learning*
- *Sensory time/circuits/sensory room*
- *Reduced timetable*
- *Proud/success book*
- *Extra break time-or break at a different time*
- *Behaviour plans*
- *One Page Pupil Profiles*
- *Resistance bands*
- *Social stories*

- *Extra time for the trickier tasks*
- *Visual and Picture aids*
- *Emotion fans/PATHS cards*
- *Allow talk time for those who find recording difficult*
- *Use of a scribe*
- *Worry monsters and boxes*
- *Time-outs*
- *Simplified work*
- *Keeping instructions short and one at a time*
- *Adjust attainment expectations – P levels, AET targets*
- *Personal calendar/ knowledge planner*
- *Checklists (e.g., going home)*
- *Learning some basics of a language for an EAL pupil*