

Vision

At Oatlands Junior School, we aim to promote the spiritual, moral, cultural, mental and physical development of our children. We want to prepare them for the opportunities, responsibilities and experiences they already face and for adult life. We will provide them with information about keeping healthy and safe, emotionally and physically. We will encourage our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

OJS Curriculum Threads

Our curriculum vision is based upon our knowledge of our pupils and community. Our three curriculum threads are:

- Promote Equality and Diversity
- Provoke Curiosity
- Embed Safe Behaviours



These threads are woven through each subject, alongside individual subject pedagogy, to ensure our learners benefit from a purposeful curriculum.

Fundamental British Values

- Democracy
- Rule of Law
- Individual Liberty
- Respect and Tolerance

Please see the additional document to see how Jigsaw incorporates British Values into each unit of work.

The PSHE curriculum is inclusive and promotes respect, tolerance and appreciation of equality and diversity through their pedagogical approaches (see Curriculum Handbook). Children are immersed in interesting and fun topics, that develop lively, enquiring minds and are encouraged to make links through well-connected knowledge and celebrate diversity. Links to Spiritual, Moral, Social and Cultural & FBV are made in Year Group OJS Passports and the wider curriculum offer in PSHE. See Progression map for British Values from Jigsaw.

National Curriculum Aims

The national curriculum for PSHE and RSE aims to ensure that all pupils by the end of primary school will cover elements from the following areas:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention



PSHE Long Term Plan

Learning about ourselves and others



- Basic first aid
- Changing adolescent body
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Planning and Resources

At OJS, we follow the National Curriculum as a foundation for our PSHE planning. We then bespoke our planning by using jigsaw support documentations. PSHE is taught weekly by the class teacher. Our close links with Oatlands Infants School and our local secondary schools ensure that our PSHE curriculum is both fluid, spiral and progressive.

Wider Offer

In PSHE, our wider offer within the school day is: explicit links to fundamental British Values, regular visitors to school, including the Fire Service and Lauren Doherty (Road Safety Awareness), the Dog's Trust etc, assemblies linked to a weekly theme, residential trips for Y4 and Y6 and other trips throughout the curriculum. We celebrate PSHE through weekly Achievement Awards, Scarth's Celebrations, Oatlands Points, as well as celebrating national events including: Children's Mental Health Week, MacMillan Coffee Morning, Red Nose Day, Children In Need, the Poppy Appeal, Anti-Bullying Week, Safer Internet Day and other charity and other awareness-themed events.

Pupil Voice Groups

Through all our pupil voice groups (Science Squad, Reading Ambassador, Digital Leaders, French Ambassadors, Eco-Committee, Arts Committee, Sports Crew, School Council and our House Captains) we gather pupil feedback about PSHE when monitoring and evaluating our PSHE curriculum offer, including taking part in the Growing Up in North Yorkshire Survey.

Links to other documents:

- Curriculum Handbook
- OJS Passport
- Teaching and Learning Policy
- Assessment and Reporting policy
- Key Knowledge Progression



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Learning about ourselves and others



- RSE Policy
- PSHE policy
- Keeping Myself Safe at OJS (PSHE Page)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Being Me In My World</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Recognise own worth and identify positive things and achievements about themselves. • Set personal goals • Consider how to face new challenges positively, make responsible choices and ask for help when I need it • Understand why rules are needed and how they relate to rights and responsibilities. • Understand that my actions affect myself and others and I care about 	<p><u>Celebrating Difference</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Understand that everybody's family is different and important to them. • Understand that differences and conflicts sometimes happen among family members • Know what it means to be a witness to bullying. • Know that witnesses can make the situation better or worse by what they do. • Recognise that some words are used in hurtful ways. 	<p><u>Dreams and Goals</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Think about a person who has faced difficult challenges and achieved success. • identify a dream/ambition that is important to them. • Consider facing new learning challenges and work out the best ways to achieve them. • Think of ways to keep motivated and enthusiastic about achieving new challenges. • Recognise obstacles which 	<p><u>Healthy Me</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • understand how exercise affects my body and know why my heart and lungs are such important organs. • Know that the amount of calories, fat and sugar that goes into a body will affect health. • Think about their knowledge and attitude towards drugs. • Identify things, people and places that I need to keep safe from. • Know some strategies for keeping myself safe, 	<p><u>Relationships</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. • Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. • Know and can use some strategies for keeping myself safe online. • Explain how some of the actions and work of people around the world 	<p><u>Changing me</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> • Understand and learn/consolidate the PANTs rule. • Identify slang words used to describe body parts for girls and boys. • Name body parts and know which parts should be private. • Know the difference between appropriate and inappropriate touch. • Know that they have the right to say 'no' to unwanted touch. • Think about who they can trust and

	<p>other people's feelings.</p> <ul style="list-style-type: none"> Consider what responsible choices are and how to take them. Try to see things from another's point of view. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p> <p>Children express and respond to others' feelings and explain why they may be feeling that way. They consider how to help themselves and others to feel valued.</p>	<ul style="list-style-type: none"> Consider a time when my words affected someone's feelings and what the consequences were. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p> <p>Real-life thought-provoking situations looking at when involvement with conflict situations has affected other people's feelings and why this made the situations better or worse. Work done on explaining the effect this had on relationships.</p>	<p>might hinder achievement and take steps to overcome them.</p> <ul style="list-style-type: none"> Evaluate own learning process and identify how it can be better next time. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p> <p>Children discuss successes and difficulties with others. They analyse these feelings and explain how they can assist them in the future</p>	<p>who to go to for help and how to call emergency services.</p> <ul style="list-style-type: none"> Identify when something feels safe or unsafe. Understand how complex their bodies are and how important it is to take care of them. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p> <p>Children judge the levels of risk involved in different situations and select and describe suitable strategies for keeping themselves safe and healthy, including knowing how</p>	<p>help and influence my life.</p> <ul style="list-style-type: none"> Understand how my needs and rights are shared by children around the world and can identify how our lives may be different. Know how to express my appreciation to my friends and family. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p> <p>Children explain some of the rights and responsibilities that they and others have in their family, friendships and as global citizens.</p>	<p>who they can ask for help from.</p> <ul style="list-style-type: none"> Understand that in animals and humans lots of changes happen from birth to fully grown. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p> <p>Children look at how their body belongs to them and that they should tell someone they trust if anything makes them feel upset or worried</p>
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	Evaluate different choices that they, or others might make in school and explain what the consequences might be. Link these choices to the need for rules, rights and responsibilities. Ground rules/expectations agreed and set through class charter.	Children explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions.		to seek help and from whom. They learn strategies to express and respond appropriately to feelings of anxiety or fear or when feeling unwell.	 Real-life situations used	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<u>Being Me In My World</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy me</u>	<u>Relationships</u>	<u>Changing Me</u>
	Key Learning Objectives <ul style="list-style-type: none"> Know attitudes and actions make a difference to the class team. Understand who is in the school community, the roles they play and how I fit in Understand how democracy works 	Key Learning Objectives <ul style="list-style-type: none"> Understand that, sometimes, we make assumptions based on what people look like Question why they think what they do about other people. Consider how it might feel to be a 	Key Learning Objectives <ul style="list-style-type: none"> Know how it feels to have hopes and dreams. Understand that sometimes hopes and dreams do not come true and that this can hurt. Know how to cope with disappointment and how to help others. 	Key Learning Objectives <ul style="list-style-type: none"> Recognise how different friendship groups are formed, how they fit into them and the friends they value the most. Recognise how different people and groups impact on them. Understand the facts about smoking 	Key Learning Objectives <ul style="list-style-type: none"> Identify feelings and situations associated with jealousy. Identify someone they love and express why they are special to them. Understand that we can remember people even if we no longer see them. 	Key Learning Objectives <ul style="list-style-type: none"> Correctly name and label male and female body parts and consolidate which parts should be private. Consider how their bodies have already changed from when they were babies. Identify external physical body changes that will

<p>through the School Council, how groups come together to make decisions and how having a voice benefits the school community.</p> <ul style="list-style-type: none"> • Understand that actions affect themselves and others • Empathise with others. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children problem-solve and offer different solutions to help my team/class/school be more democratic.</p>	<p>witness to and a target of bullying</p> <ul style="list-style-type: none"> • Problem-solve a bullying situation with others. • Like and respect the unique features of their physical appearance. • Explain why it is good to accept people for who they are. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children consider why it is good to accept themselves and others for who we are.</p> 	<ul style="list-style-type: none"> • Make a new plan and set new goals. • Work out the steps needed to take to achieve a goal. • Identify contributions made by each other to achieve success. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>  <p>Children consider that realistically some hopes and dreams do</p>	<p>and drinking alcohol and its effects on health, and also some of the reasons some people start to smoke/drink.</p> <ul style="list-style-type: none"> • Identify feelings of anxiety and fear associated with peer pressure. • Develop a clear picture of what they believe is right and wrong. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children problem-solve and identify a variety of strategies in different situations where they may</p>	<ul style="list-style-type: none"> • Recognise how friendships change, know how to make new friends and how to manage when they fall out with friends. • Consider what having a boyfriend/girlfriend in the future might mean. • Think about how to show love and appreciation to the people and animals who are special to them. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Investigate feelings of jealousy and special relationships</p>	<p>take place to both boys and girls as they grow older.</p> <ul style="list-style-type: none"> • Describe how a girl's body changes during puberty and that menstruation/periods are a natural part of this change. • Identify changes that have been and may continue to be outside of their control and think about how to accept them. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children discuss how their bodies have already changed since being a baby and how they will continue to</p>
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PSHE Long Term Plan

Learning about ourselves and others

	<p>Children will discuss how it feels to be part of a positive school community and to be listened to. Ground rules/expectations agreed and set through class charter.</p>	<p>Real-life first impressions considered.</p> <p>Children look at why bullying might be difficult to spot and what to do about it if they are not sure.</p>	<p>not come true and that this can cause disappointment.</p> <p>Children think about how to plan and set new goals even after a disappointment.</p>	<p>experience peer pressure</p> <p>Time spent on identifying feelings of anxiety and fear associated with peer pressure and how to manage these to help make safe and healthy choices</p>	<p>Using real-life scenarios, children offer and evaluate solutions to help manage personal loss</p> <p>Recognise how people are feeling when they miss a special person or animal.</p>	<p>change as they approach/during puberty.</p> <p>Children look at how their body belongs to them and that they should tell someone they trust if anything makes them feel upset or worried</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><u>Being Me In My World</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Face new challenges positively and know how to set personal goals. Understand my rights and responsibilities as a citizen of my 	<p><u>Celebrating Difference</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Understand that cultural differences sometimes cause conflict. Understand what racism is. how rumour-spreading and name-calling can be bullying behaviours. 	<p><u>Dreams and Goals</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Understand that I will need money to help me achieve some of my dreams. Know about a range of jobs and how much people earn in different jobs. 	<p><u>Healthy me</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Know the health risks of smoking. Identify some of the risks with misusing alcohol, including anti-social behaviour. Know and can put into practice basic emergency aid procedures. 	<p><u>Relationships</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Understand that belonging to an online community can have positive and negative consequences. 	<p><u>Changing Me</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Be aware of my own self-image and how my body image fits into that. Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.

	<p>country and in my school.</p> <ul style="list-style-type: none"> • Make choices about my own behaviour. • Understand how an individual's behaviour can impact on a group. • Consider how democracy and having a voice benefits the school community. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children will discuss how it feels to be part of a positive school community and begin to consider their rights and responsibilities as a citizen of both our</p>	<ul style="list-style-type: none"> • Explain the difference between direct and indirect types of bullying. • Compare my life with people in the developing world. • Respect other people's cultures <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children will work on understanding and respecting their own and other people's cultures – this will raise awareness of what racism is.</p>  <p>Consider a range of real-life bullying</p>	<ul style="list-style-type: none"> • Identify a job I would like to do when I grow up. • Describe dreams and goals of young people in a culture different. • Consider similarities and differences in aspirations between myself and young people in a different culture. • Encourage my peers to support young people here and abroad to meet their aspiration. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children think about the future and what they would like to do</p>	<ul style="list-style-type: none"> • Understand how the media, social media and celebrity culture promotes certain body types. • Describe the different roles food can play in people's lives. • Know what makes a healthy lifestyle <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children reflect on their own and other's body image and how everyone is different</p>  <p>Children look at the real-life health risks associated with smoking and alcohol.</p>	<ul style="list-style-type: none"> • Recognise when an online community is helpful or unhelpful. • Know there are rights and responsibilities when playing a game online. • Recognise when I am spending too much time using devices. • Explain how to stay safe when using technology to communicate with my friends. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Curiosity provoked through subject material of online</p>	<ul style="list-style-type: none"> • Describe how boys' and girls' bodies change during puberty. • Identify what I am looking forward to about becoming a teenager • Identify what I am looking forward to when I move to my next class. <p>Key Vocabulary</p> <ul style="list-style-type: none"> • From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important.</p> 
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Learning about ourselves and others

	<p>country and our school.</p>  <p>Ground rules/expectations agreed and set through class charter</p>	<p>behaviours and explain the impact these may have on everyone involved, explaining the different roles that people have within each scenario and offer solutions</p>  <p>By looking at how to resolve situations where bullying may occur, children consider a range of strategies to deal with it if it happens to them.</p>	<p>with their lives in relation to jobs/careers and associated wages.</p>  <p>Children investigate current jobs and salaries Appreciate the similarities and differences between themselves and people in a different culture</p>	 <p>Children put into practice basic emergency aid procedures and find out how to get help in emergency situations. They consider the benefits of healthy eating.</p>	 <p>gaming and electronic devices.</p> <p>Children explain how to stay safe when using technology to communicate with my friends, including how to stand up for themselves, negotiate and to resist peer pressure. They think about how long they are spending online.</p>	<p>Children consider how changes at puberty might affect them and their friends, what they may feel at different times and how to get help/advice during this time.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p style="text-align: center;"><u>Being Me In My World</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Identify my goals for this year. Know that there are universal rights for all children but for many children these rights are not met. 	<p style="text-align: center;"><u>Celebrating Difference</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Empathise with people who are different. Understand that everyone has a right to be who they are. 	<p style="text-align: center;"><u>Dreams and Goals</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Know my learning strengths and can set challenging but realistic goals for myself. Work out the learning steps I need to take to reach my goal. 	<p style="text-align: center;"><u>Healthy me</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Take responsibility for my health and make choices that benefit my health and well-being. Know about different types of drugs and their uses and their 	<p style="text-align: center;"><u>Relationships</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Know that it is important to take care of my mental health and how to take care of it. Understand that there are different stages of grief and that there are 	<p style="text-align: center;"><u>Changing Me</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Understand that puberty is a natural process that happens to everybody. Describe how a baby develops from conception through the nine months of

<ul style="list-style-type: none"> Understand that my actions affect other people locally and globally. Think about how an individual's behaviour can impact on a group. Consider how democracy and having a voice benefits the school community. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children look at the universal rights for all children and think about those children whose rights are not met.</p> 	<ul style="list-style-type: none"> Explain some of the ways in which one person or a group can have power over another. Know some of the reasons why people use bullying behaviours. Give examples of people with disabilities who lead amazing lives. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children explain ways in which difference can be a source of conflict or a cause for celebration.</p> 	<ul style="list-style-type: none"> Identify problems in the world that concern me and talk to other people about them. Work with other people to help make the world a better place. Know what some people in my class like or admire about me and can accept their praise. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children explain how my choices can have an impact on people in my immediate community and globally.</p> 	<p>effects on the body particularly the liver and heart.</p> <ul style="list-style-type: none"> Understand that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risks this involves. Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. Recognise stress and the triggers that cause this. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p>	<p>different types of loss.</p> <ul style="list-style-type: none"> Recognise when people are trying to gain power or control. Judge whether something online is safe and helpful. Take responsibility for my own safety and well-being online. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p>  <p>Children think about how people cope with loss differently</p>  <p>Children identify when people may be</p>	<p>pregnancy, and how it is born</p> <ul style="list-style-type: none"> Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. <p>Key Vocabulary</p> <ul style="list-style-type: none"> From OJS key vocabulary for subject. <p>Curriculum Threads</p> 
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	<p>Children explain how their choices can have an impact on people in the immediate community and globally. Ground rules/expectations agreed and set through class charter</p>	<p>Children show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Children work on recognising the emotions they experience when considering people in the world who are suffering or living in difficult situations and what to do with these emotions</p>	<p> Children reflect on everyone's emotional and mental health and how it is normal for this to fluctuate at different times.</p> <p> Real-life situation discussed with no right/wrong answers, children suggest strategies to deal with issues.</p> <p> Children explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p>	<p>experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p>	<p>Children revisit how boys and girls change during puberty, that this will happen at different times for everyone and why looking after themselves physically and emotionally is important.</p> <p> Time spent reflecting on how children cope differently with body change – no right/wrong way to react.</p> <p> Children reflect on how they feel about becoming a teenager and describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>
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