

Personal, Social, Health Education

Portfolio

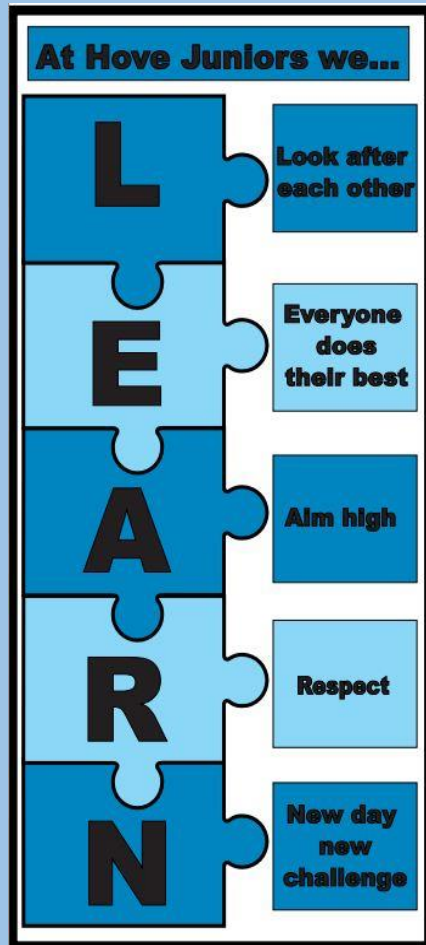


PSHE at Hove Junior School



Our main aim for PSHE education is to provide children with the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. Children understand and respect diversity and differences and are able to form effective and fulfilling relationships that are an essential part of life and learning. They leave Hove Juniors prepared for the opportunities, responsibilities and experiences of later life.



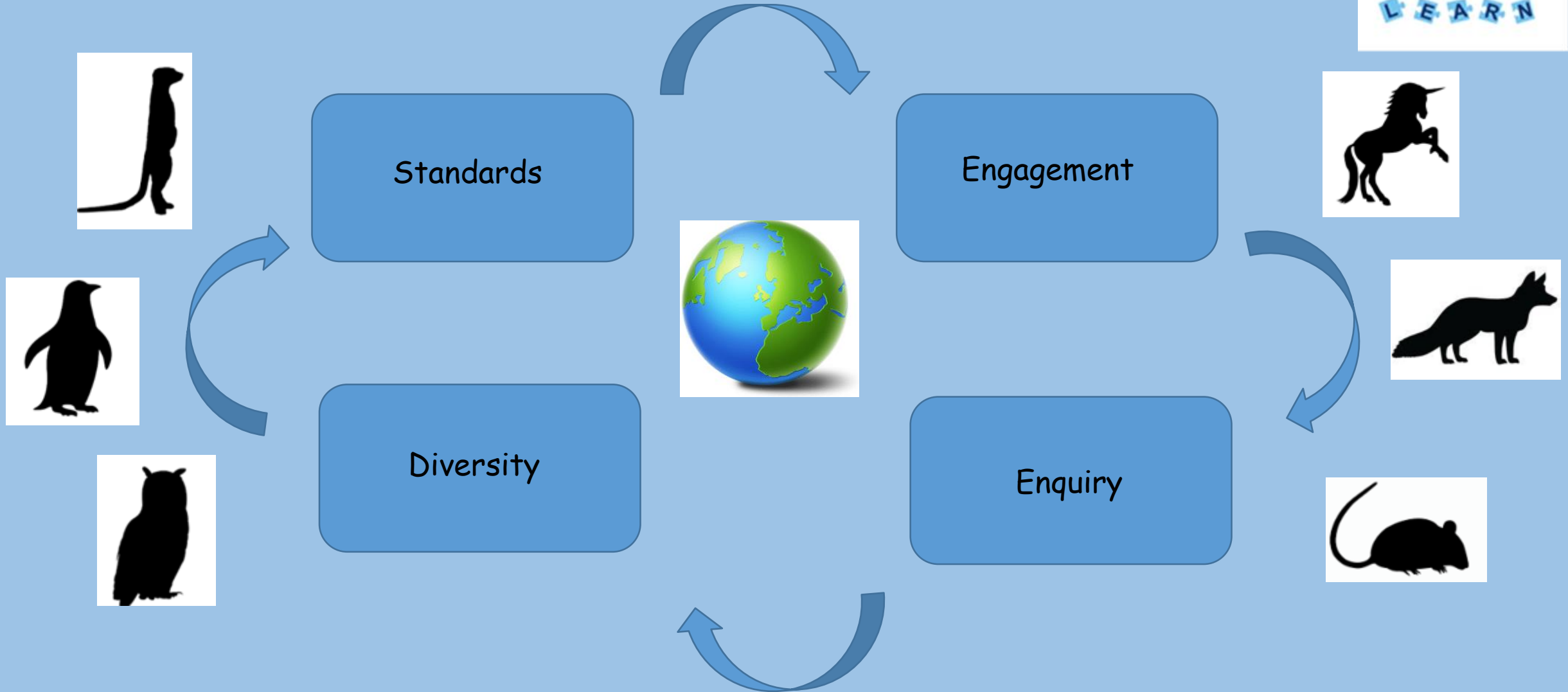


	Question
	Collaborate
	Reflect
	Take Risks
	Independence
	Perseverance

Our LEARNING CHARACTERISTICS support and define how the children become successful learners.



Curriculum Drivers:



Curriculum



Our PSHE Curriculum covers key areas that we feel are important, and as outlined in the guidance from the National Curriculum.

We go beyond and strive to make links with other subject areas, our Learning Characteristics and also use Working With Others (WWO) to develop children's collaboration skills. This cross curricular approach enables us to use PSHE as a tool to aide children's personal development.

In addition to this, lessons are personalised in each year group depending on the needs of the class.



Curriculum Overview

Our Curriculum Map details all of the opportunities for the teaching and learning of PSHE throughout the year, and includes links to the WWO theme and Learning Characters.



	WWO theme with skills focus	Learning Characters	Year 3	Year 4	Year 5	Year 6
<i>Start of year</i>	<i>Random grouping (including talk partners, talking triangles), Class Charter, Giving and receiving feedback (peer & teacher)</i>					
Autumn 1	Good manners using names, eye contact, please & thank you, non-verbal listening, STOP be ready to listen	Y3 – introduce all characters Y4,5,6 – Collaboration (Peter penguin)	Global Citizenship (being a good global citizen) <i>Poverty Proofing</i> Good to be me	Global Citizenship (challenging media stereotypes, cultural refugees and travellers) Good to be me	Global Citizenship (cultural stereotyping and racism) Good to be me.	Global Citizenship (refugees, Islamophobia, Holocaust survivors) Good to be me
Autumn 2	Listening 2 Active listening, remembering, taking turns to talk,	Reflection (Oliver owl)	Gender identity & stereotyping. Anti-bullying week	Money Management Anti-bullying week	Gender – ‘like a child’ Anti-bullying week	Money Management Anti-bullying week
Spring 1	Assumptions Being aware of assumptions	Independence (Felicity fox)	Healthy Living (Balanced Diet, Exercise and Emergency calls	Disability Equality Education – Nothing about me without me.	Gypsy Roma Traveller Ed Feeling Good, Keeping Safe	LGBT Equality Education
Spring 2	Assumptions Expressing ideas, building ideas	Perseverance (Martin mouse)	Feeling Good, Keeping Safe	Feeling Good, Keeping Safe	Loss and Bereavement	Feeling Good, Keeping Safe
Summer 1	Problem Solving Decision making, negotiation, compromise	Questioning (Maisie meerkat)	DATE: Drugs, Alcohol, and Tobacco Education	DATE: Drugs, Alcohol, Tobacco Education (alcohol)	DATE: Drugs, Alcohol, Tobacco Education (legal and illegal drugs)	DATE: Drugs, Alcohol and Tobacco Education (preventing early use)
Summer 2	Moving On Class focus – dependent on class needs	Risk Taking (Una unicorn)	RSE (naming body parts and family diversity) Refugee Week Transition	RSE (body changes and reproduction) Refugee Week Transition	RSE (male and female changes) Refugee Week Transition	RSE Refugee Week Transition

PSHE in Year 3



Friday 6th September 2019

We have all completed a sheet - all about our height built a piece of string.

Ms Hemby has buried it deep within her cupboard!

Beginning of the Year Time Capsule

Fill the first sheet out at the beginning of the year. Collect it together with any others that have been completed by classmates, friends and family and bury them in a time capsule. At the end of the year, complete the second sheet then dig up the first sheet and compare them!

Snapshot of the beginning of the year

My Name Gemma Date 6-9-19

Top Tips for Burying a Time Capsule

- Use a sealed container;
- Use a screw top if possible or tape the lid closed.
- Use a watertight bag inside and outside the container.
- Make a map of where you bury your time capsule.
- Choose a dry location.

Some things I think I will enjoy this year:
PE and English

Three words which I think might describe this year:
Exciting, fun and challenging

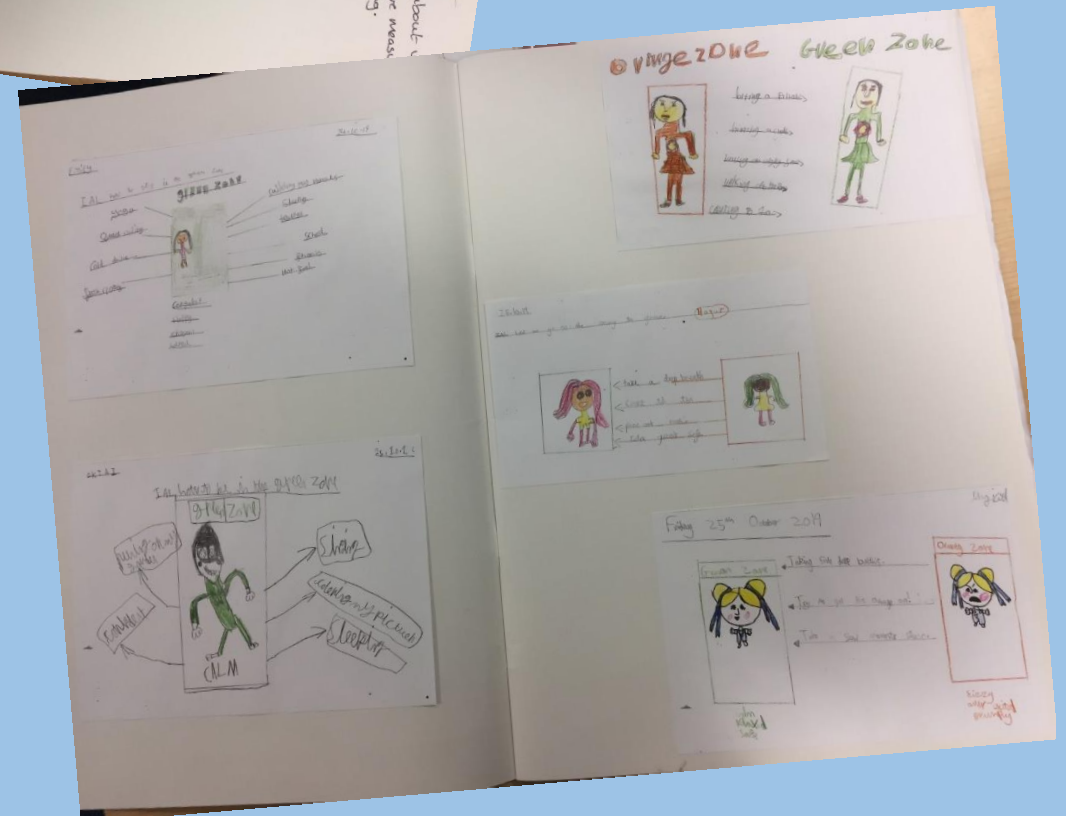
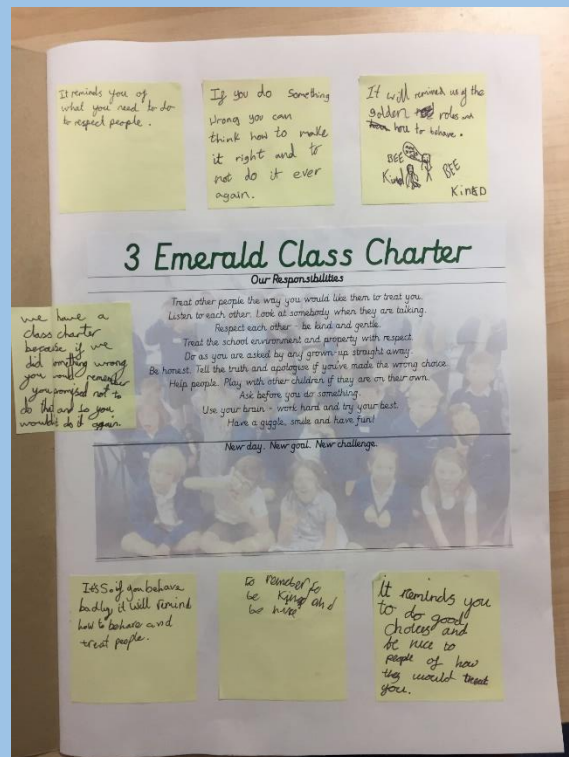
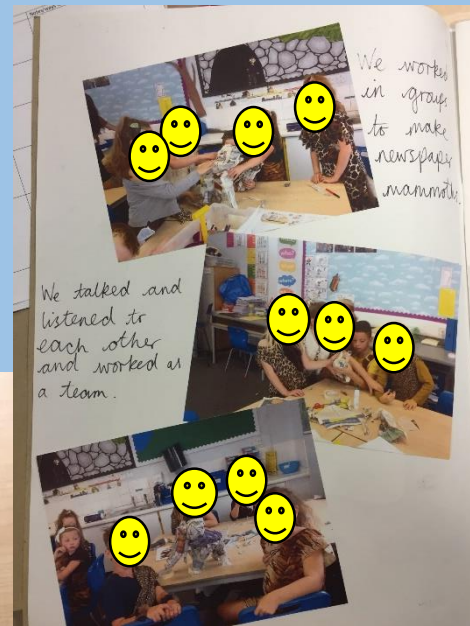
Something I might do for the first time this year:
The 5 minute N110

What I look like now:
(draw a self-portrait)

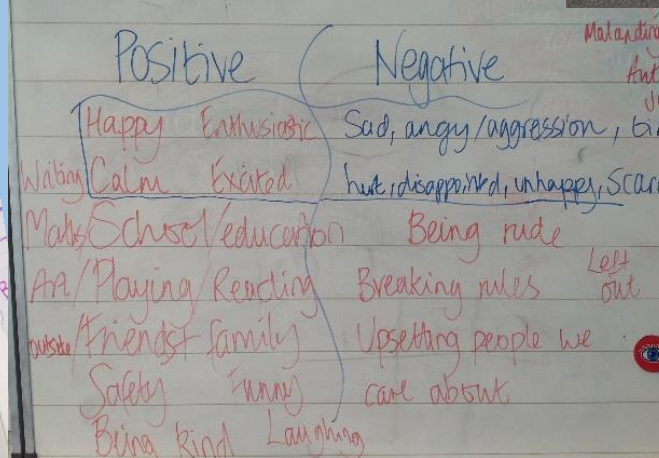
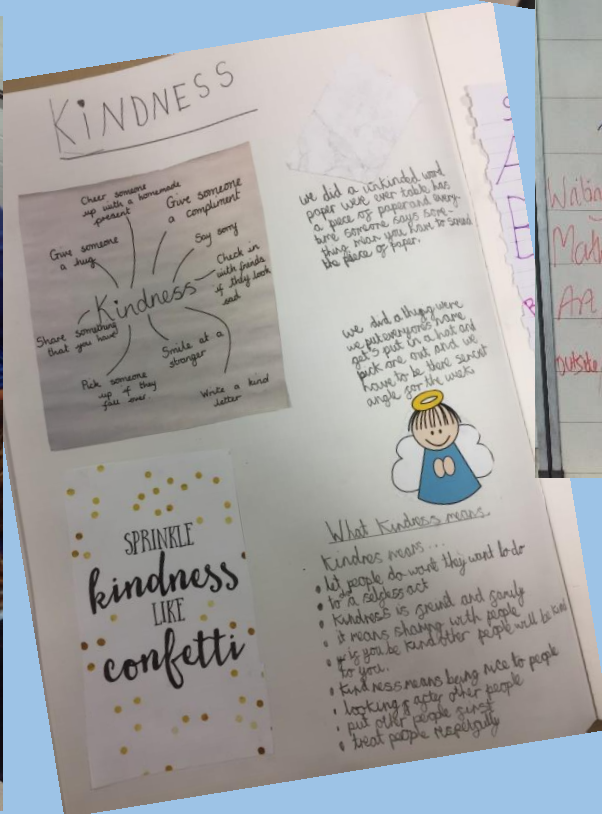
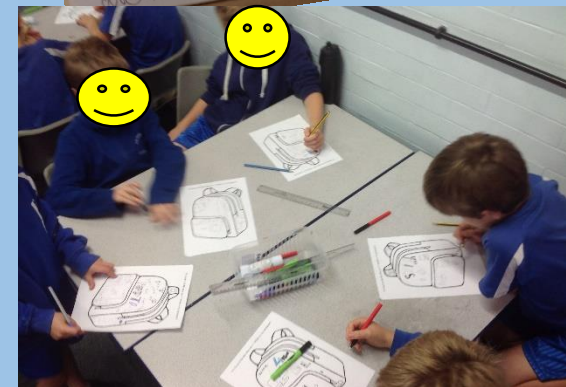
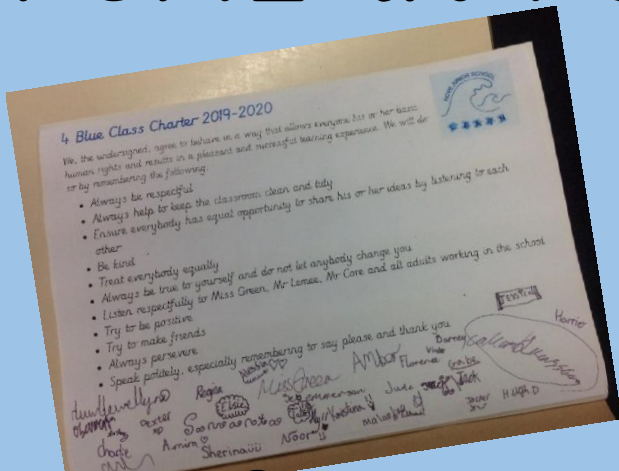
What I am good at:
English, PE and Maths

What I would like to get better at this year:
Drawing

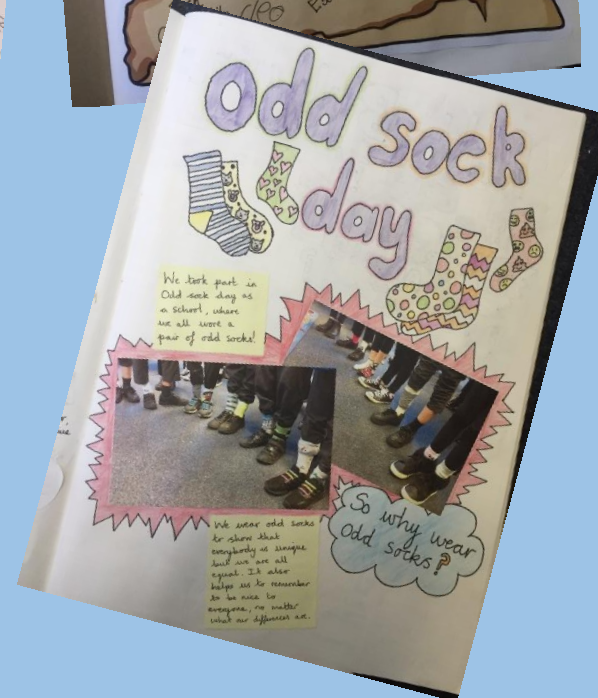
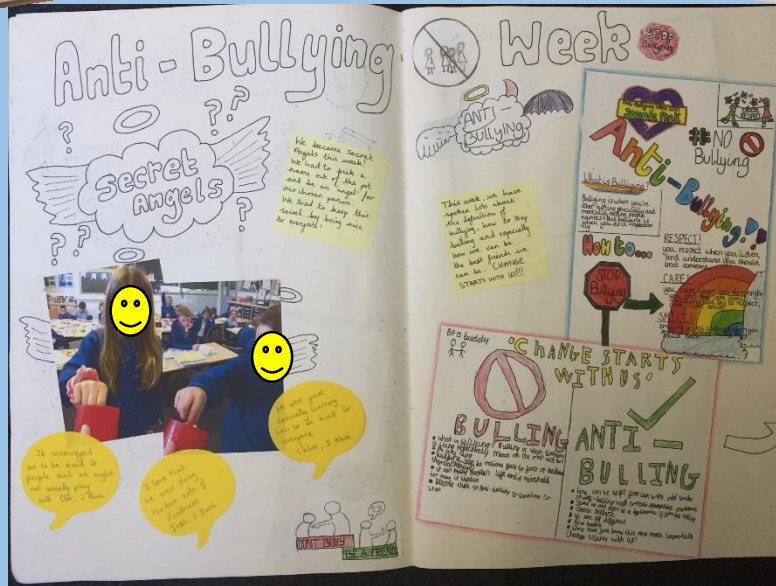
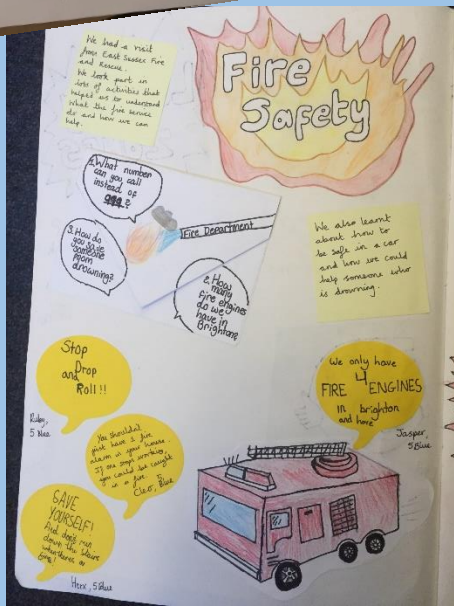
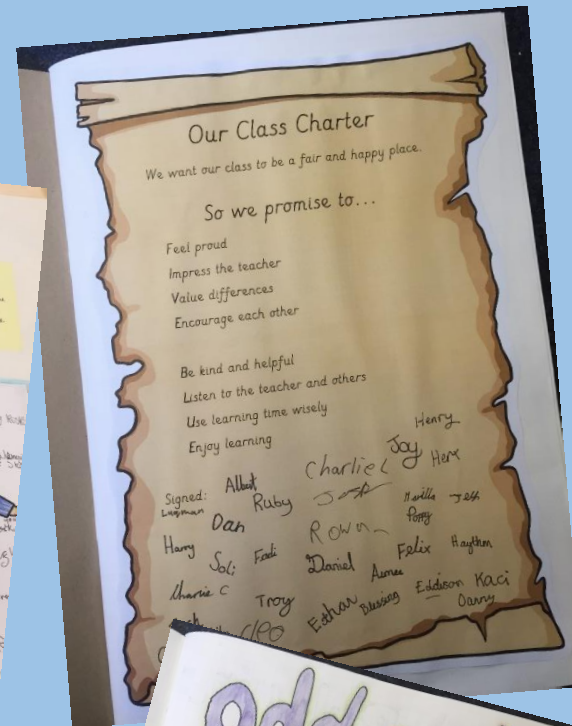
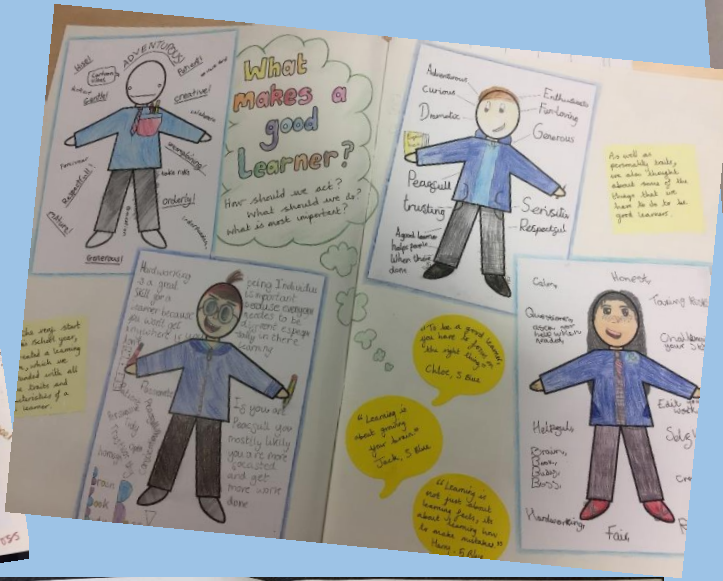
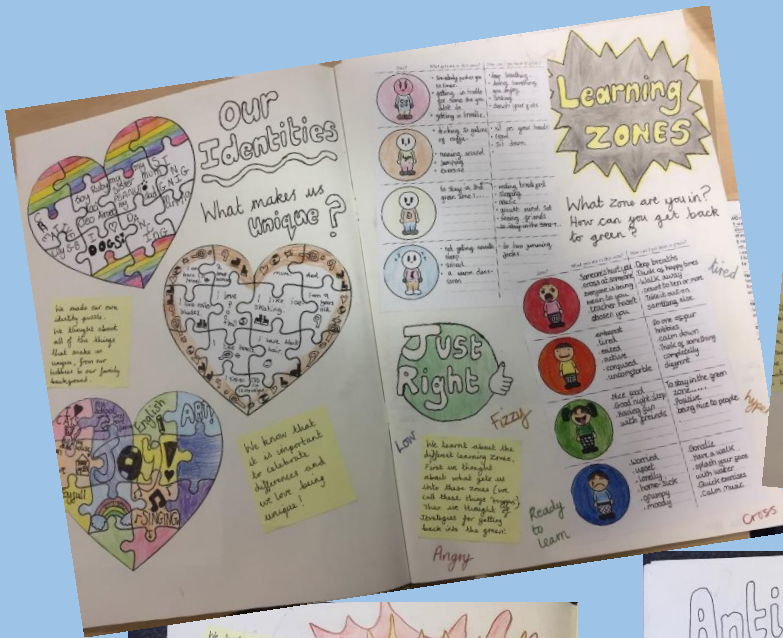
A sample of my best handwriting at this moment:
I will really enjoy this class

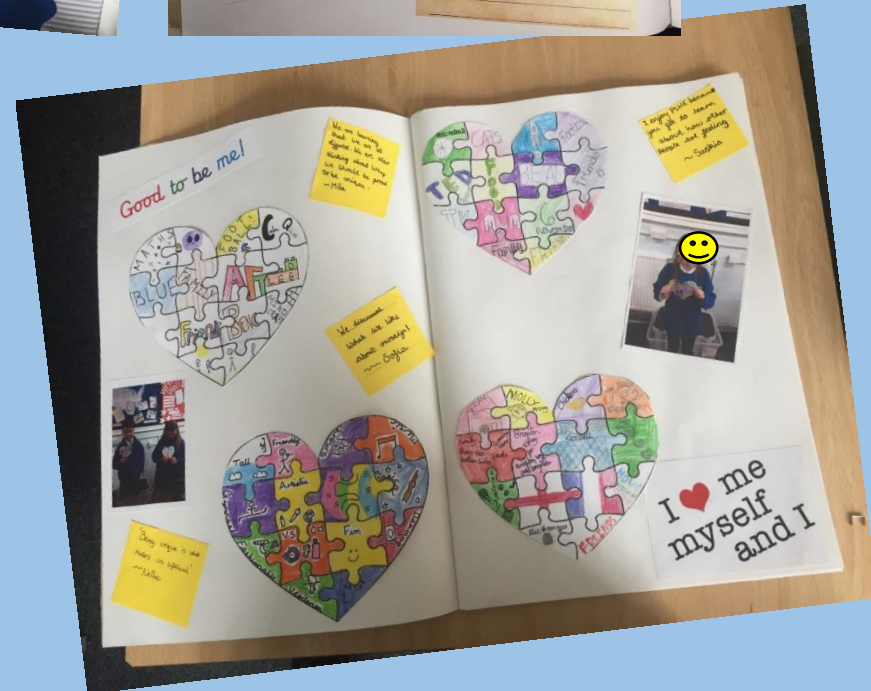
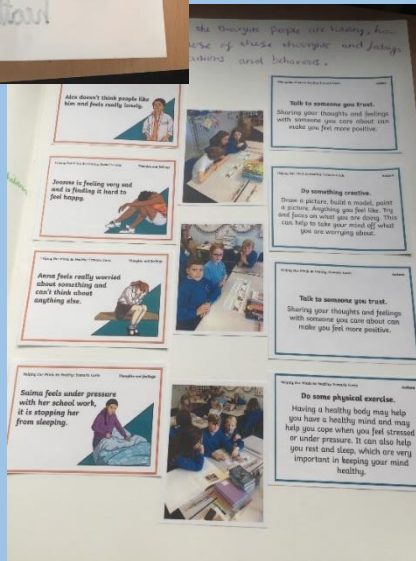
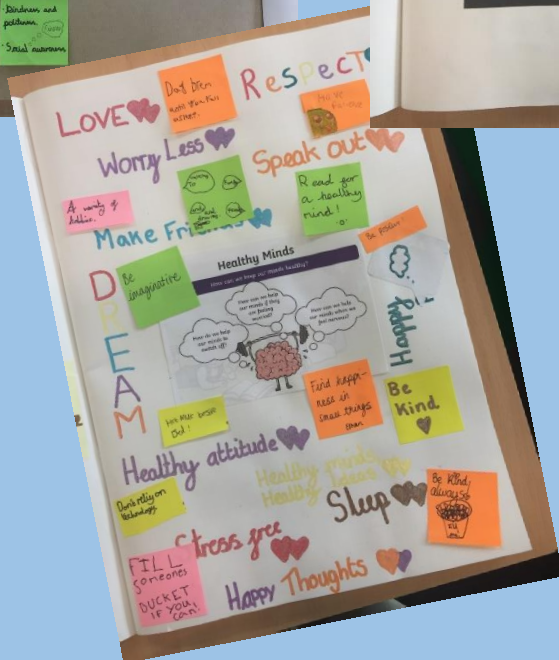


PSHE in Year 4

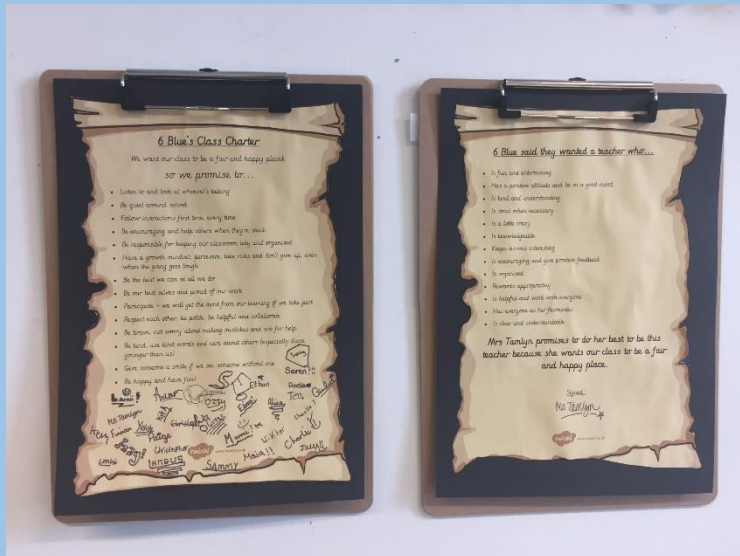
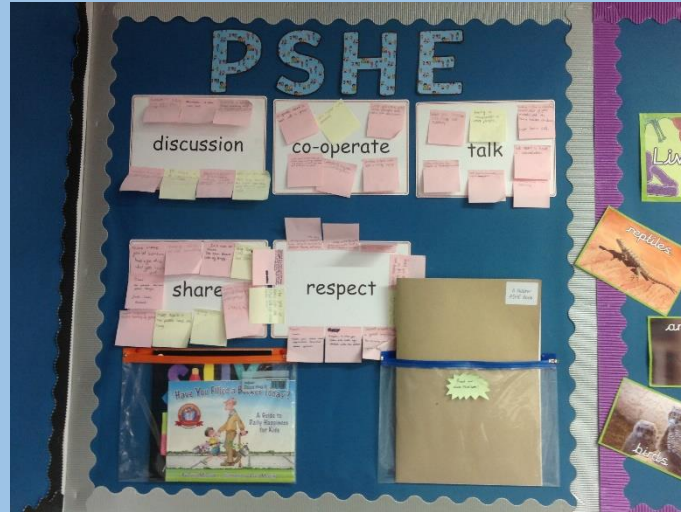
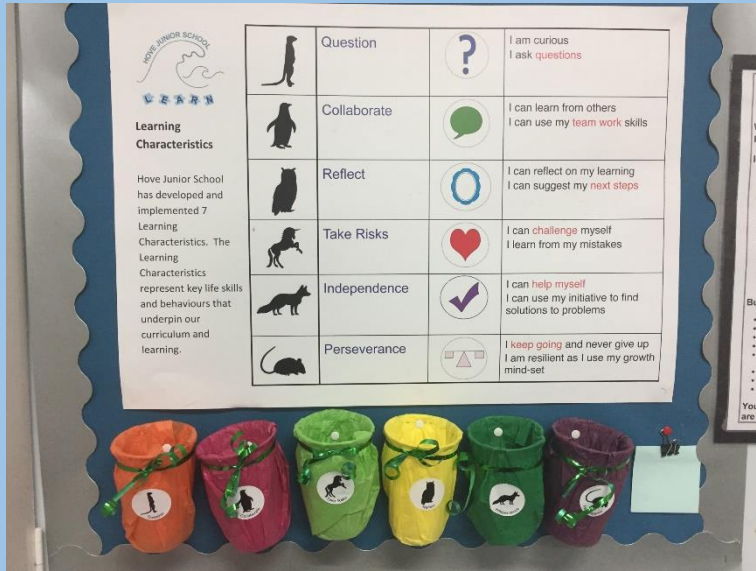


PSHE in Year 5



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PSHE Displays



Whole School Events

Anti-Bullying Week



World Mental Health Day



Walk to School Week

PSHE Opportunities

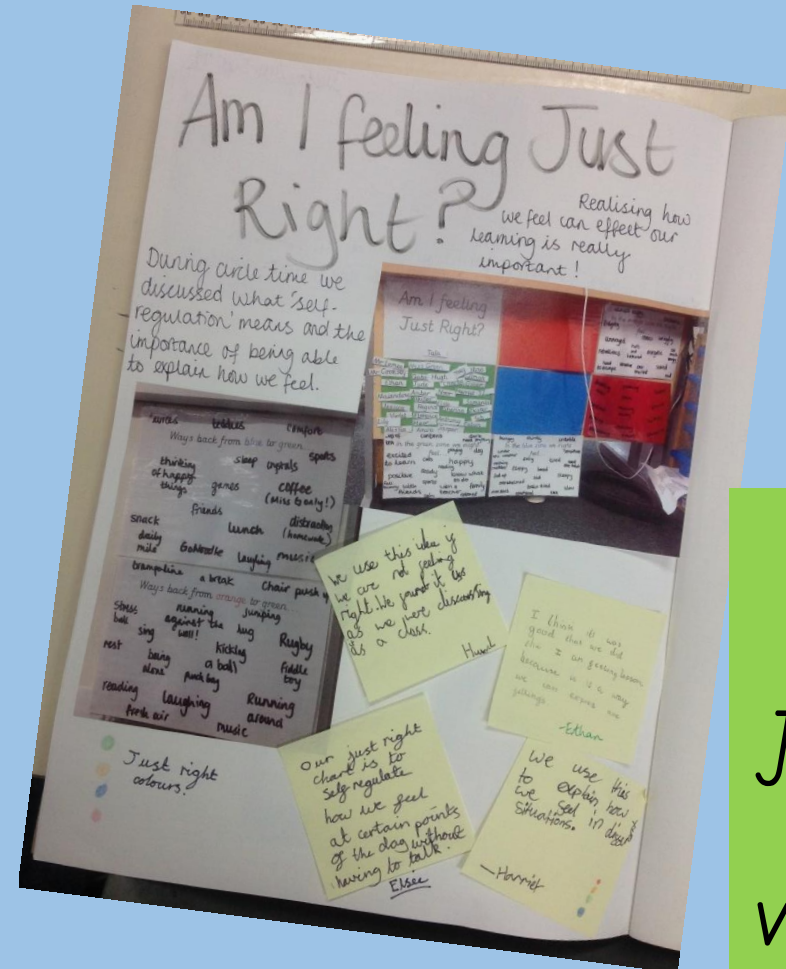
Just Right

Angry

Fizzy

Just Right

Sleepy



Just Right is used across the school for both individual children and as a whole class strategy for self-regulation.

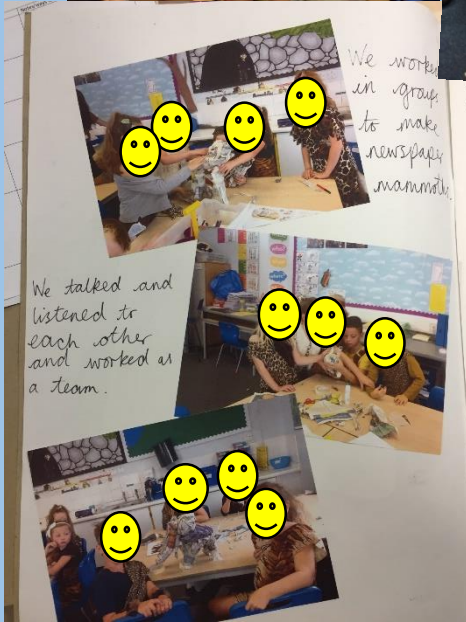


PSHE Opportunities



Working With Others

Delivered exclusively by Cathy Ota



We have been implementing Working with Others' strategies across the school now for some time and find that the development of all the above essential life skills are nurtured through our 'Working with Others' philosophy and approach.

Working with Others is about working with, and learning from, each other. It is about learning to work with a range of different people, having our thinking challenged and developing our emotional literacy. We encourage Working with Others within the classroom, across year groups and across the whole school.