JWS Curriculum: PSHE and Citizenship

Underpinning all learning at JWS is the development of functional skills which is underpinned by our Core Principles:

SLICE

Safety	Learning	Independence	Communication	Engagement

JWS PSHE & Citizenship

Intent - Early Years Approach and Fundamental Approach (pre formal)
Children enjoy relationships with key persons

Implementation including strategies

Making Relationships

- enjoys the company of others and seeks contact
- acknowledge familiar peers & adults
- accept boundaries for a short space of time
- show willing to join activities in class
- look to an adult for support

Sense of Self and Wellbeing

- shows pleasure
- learn that your own voice and actions have effects on others.
- select an activity with support

Managing feelings and Behaviour

- is comforted by touch and people's faces and voices
- seeks physical and emotional comfort by snuggling in to trusted adults
- responds to a few appropriate boundaries, with encouragement and support.
- identify 'happy' and 'sad'
- identify more than two emotions
- uses familiar adults to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated
- growing ability to soothe themselves, and may like to use a transitional or comfort object
- talk about my emotions e.g. being worried or sad or happy
- can occasionally inhibit their own actions/behaviours, e.g. stop themselves from doing something they shouldn't do

Independence

- beginning to help get dressed eg. holding out arms, legs, pulling up trousers
- choose & follow through selected activities

Resources and Environment

Consistent and responsive staff
Objects of reference and symbols to support routines
Singing

Intent - Enhanced Approach (semi formal/Pre KS)
Children begin to see themselves and others as individuals, they can manage daily routines with the support of adults.

Implementation including strategies

Making Relationships

- join in a range of activities
- identify when others are 'happy' and 'sad'
- be aware of the feelings of others
- take turns in a small group
- show consideration for the needs & feelings of others
- show an awareness of how to join in different situations e.g. playing games

Sense of Self and Wellbeing

- show awareness of our daily school routine
- say 'yes' or 'no' to a situation
- ask for help by word and/or gesture
- show pride in my work
- can describe self in positive terms and talk about abilities

Managing feelings and Behaviour

- identify something that makes me happy
- identify something that I don't like and that makes me sad
- choose an adult to speak to if I am worried for myself or others
- can usually adapt behaviour to different events, social situations and changes in routine.
- identify unacceptable/inappropriate behaviour
- identify things that I might find difficult/worryimg/stressful
- give examples of times when I haven't felt happy and I know it is ok not to feel happy all the time
- beginning to be able to negotiate and solve problems, e.g. when someone has taken their toy

Independence

- indicate the need for the toilet – not always in time
- show independence when using the toilet
- demonstrate an awareness of everyday dangers
- get ready for routines e.g break time, end of day

Family Links

- Sharing games, circle times, group rules
- Introducing and modelling emotional language

Resources and Environment

Family Links Nurturing Puzzle Book
Visual and verbal cues to support dressing and undressing
Mirrors, emojis and symbols to recognise emotions
Symbols schedules to support routines

Intent - Formal Approach (Subject Specific/National Curriculum)

Implementation including strategies

Making Relationships

- building on positive relationships and learning to enjoy shared interests

- gaining an understanding of friendship and how to be a good friend
- take turns in a large group or during shared outside play
- show consideration for the needs & feelings of others
- show an awareness of how to join in different situations e.g. playing games

Managing Feelings and Behaviour

- adapt behaviour to different events, social situations and changes in routine
- identify unacceptable/inappropriate behaviour and where to seek help
- identify things that I might find difficult/worrying/stressful and where to seek help or suggest solutions e.g. I can go to a calm space.
- negotiate and solving problems

Internet Safety

- learning about the benefits of rationing time spent online,
- the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

Keeping Safe

- An understanding of public and private behaviors

Travel training as simple as crossing the road to taking a public bus

Health and Wellbeing including Mental wellbeing. Recognise the following:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- the characteristics and mental and physical benefits of an active lifestyle
- recognise the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or, a daily active mile or other forms of regular exercise
- recognise how and when to seek support including which adults to speak to in school if they are worried about their health
- recognise the importance of leisure activities to support physical and mental wellbeing
- recogniullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried
- changing Bodie**s**
- Lessons linked to Science (anatomy). These lessons are individualised and tailored to support individual students, rather than whole class teaching.

Healthy Eating

- what constitutes a healthy diet
- the principles of planning and preparing a range of healthy meal
- risks associated with unhealthy eating (including, for example, obesity and tooth decay)

Independence

Living in the Wider World

- respect for the self and others and the importance of responsible behaviours and actions
- rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- respect equality and to be a productive member of a diverse community
- the importance of respecting and protecting the environment
- where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise
- integration with their communities

Resources and Environment
● Family Links circle times and activities ● Access to the local community and shared school sites ● Cookery lessons ● Period poverty and social stories

Intent - Life Long Approach (Preparation for life beyond School)
Implementation including strategies

Making relationships

- understanding that relationships are build around mutual likes / dislikes or leisure activities
- being able to suggest activities they can do with friends
- being flexible in taking turn and sharing activities / resources

Managing Feelings and Behaviour

- can adapt behaviour to different events, social situations and changes in routine.
- identify unacceptable/inappropriate behaviour and where to seek help
- identify things that I might find difficult/worrying/stressful and where to seek help or suggest solutions e.g. I can go to a calm space.
- beginning to be able to negotiate and solve problems

Health and Wellbeing

- how to manage risks to physical and emotional health and well being
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- identify different influences on health and wellbeing
- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling, a daily active mile or other forms of regular exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Mental Wellbeing

- mental well being is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings how to judge whether what they are feeling and how they are the benefits of physical exercise, time outdoors, community participation
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (in line with supporting a transition back after COVID 19)
- bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried

Healthy Eating

- what constitutes a healthy diet
- the principles of planning and preparing a range of healthy meal

- risks associated with unhealthy eating (including, for example, obesity and tooth decay)

Drugs, Alcohol & Tobacco (for students who this apply to)

- the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking (linked to annual Consumer challenge)

Internet Safety

- the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted where and how to report concerns and get support with issues online

Living in the Wider World

- respect for the self and others and the importance of responsible behaviours and actions
- rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise
- integration with their communities

Basic First Aid

- know how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries

The Changing Adolescent Body:

- key facts about puberty and the changing adolescent body, including physical and emotional changes.
- menstrual wellbeing including the key facts about the menstrual cycle
- an understanding of Public and Private places and behaviours

Resources and Environment

- preparations for annual Consumer Challenge Events hosted by OCC
- Enterprise events and coffee morning
- Strawberry Picnic
- Harvest Festival
- In partnership with St. John Ambulance Service and Oxford Brookes University. Paramedic student placements at JWS. They also supply basic first aid sessions (linked to our Sixth Form Asdan Accreditation).