

Statement of intent

At Hadleigh Junior School, our curriculum aims to support both academic achievement and character development, preparing our pupils for the next stage of their education and beyond, inspiring them to be lifelong learners.

Experiences, growth mind-set and **mastery** are the key drivers of our broad and balanced curriculum, which teaches the objectives of the National Curriculum for all subjects, and requirements of the DfE Guidance on Relationships, Sex and Health Education (RSHE), and is underpinned by our whole school values of **Resilience, Independence, Creativity and Inquisitiveness**. We aim to meet the needs and interests of all our pupils through a purposeful, progressive and engaging curriculum which provides opportunities for LOTC, rich learning experiences and challenge. We also intend to help children grow into positive and responsible people who are able to achieve success and fulfilment.

PSHE intent and key threads

At Hadleigh Junior School our PSHE intent is to empower our children to make healthy choices to promote their personal health and wellbeing, to prioritise their safety and to fulfil their potential, becoming respectful and empathetic citizens. Children are taught to understand their own and others' place in the world, navigate relationships, to celebrate difference and to keep themselves safe and healthy. Children will develop the key PSHE skills within each unit of learning using the key PSHE threads of **self-awareness, empathy** and **open-mindedness**, supported by a whole-school nurturing and inclusive environment in which personal development is prioritised. The children will build on prior knowledge and are well prepared for the next stage of their education. This is driven by the three key areas of Experiences, Growth Mindset and Mastery. Our PSHE curriculum is highly responsive to the needs of our students and our community. Additional lessons are added for particular groups of children, cohorts or across the school in response to local or national data or specific issues.

Being Me in My World- Autumn 1

Celebrating Difference (including Anti-bullying week)- Autumn 2

Dreams and Goals- Spring 1

Healthy Me -- Spring 2

Relationships - Summer 1

Changing Me - Summer 2

Key threads throughout Key Stage 2 – Self-awareness, Empathy, Open-mindedness

	Year 3		Year 4		Year 5		Year 6	
	<u>Learning Objectives</u>	<u>I can</u>	<u>Learning Objectives</u>	<u>I can</u>	<u>Learning Objectives</u>	<u>I can</u>	<u>Learning Objectives</u>	<u>I can</u>
<u>Term 1</u> <u>Autumn</u> <u>1</u>	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I understand the concepts of pride, self-respect, wellbeing, courtesy and manners. I can face new challenges positively, make responsible choices and ask for help when I need it from trusted adults. I understand why rules are needed and how they relate to rights and responsibilities. I understand that my actions affect myself and others and I care about other people's feelings. I understand the difference between assertive and controlling behaviour. Pupils will be taught about Growth Mindset in the first two weeks of the autumn term and how it is part of our school's ethos. Online safety: Self-image and identity – digital trails	I value myself and know how to make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. I know how to make others feel valued. I understand that my behaviour brings rewards/ consequence s. I can work cooperatively in a group.	I know my attitudes and actions make a difference to the class team. Recap on: Behaviour expectations, Restorative justice, Growth mindset. I understand who is in my school community, the roles they play, how I fit in and how I can contribute. I understand how democracy works through the School Parliament. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise. I understand the concepts of courtesy, manners, respect, valuing differences and understand the equal value of members of the school community. Online safety: Self-image and identity – this is me	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued. I can take on a role in a group and contribute to the overall outcome. I understand how rewards and consequences motivate people's behaviour.	I can face new challenges positively and know how to set personal goals. Recap on: Behaviour expectations, Restorative justice, Growth mindset I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. -I understand the concepts of courtesy, manners, and respectful behaviour during conflicts. I understand how an individual's behaviour can impact on a group and strategies to cope with loneliness. Online safety: Self-image and identity – our online tracks	I know what I value most about my school and can identify my hopes for this school year. I can empathise with people in this country whose lives are different to my own. I understand that my actions affect me and others. I can contribute to the group and understand how we can function best as a whole.	I can identify my goals for this year, understand my fears and worries about the future. I know how to seek support from a trusted adult. Recap on: Behaviour expectations; Restorative justice; Growth mindset I know that there are universal rights for all children but for many children these rights are not met. I understand that my actions affect other people locally and globally. I understand how using stereotypes and racism can have a negative impact on people. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. -I understand the concepts of courtesy, manners, and respectful behaviour during conflicts. I understand how to identify risk and prevent hazards to stay safe and how to speak to a trusted adult in an unsafe situation. Online safety: Self-image and identity – beyond gender stereotypes.	I feel welcome and valued and know how to make others feel the same. I understand my own wants and needs and can compare these with children in different communities. I understand my own wants and needs and can compare these with children in different communities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.

Autumn 2	I understand that everybody’s family is different and important to them. I understand how to seek help when feeling lonely. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I understand how to support friends if they are being bullied and to take hurt seriously even when ‘fun’ or ‘banter’. I know that witnesses can make the situation better or worse by what they do. I recognise that some words are used in hurtful ways. I can distinguish bullying from unkindness. I can use some conflict resolution strategies. I know how to seek help from a trusted adult. I can tell you about a time when my words affected someone’s feelings and what the consequences were Anti-bullying week Extremism and radicalisation: lesson 1 Online safety: online bullying.	I appreciate my family/the people who care for me. I know how to calm myself down and can use the ‘Solve it together’ technique. I know some ways of helping to make someone who is bullied feel better. I can problem solve a bullying situation with others. I try hard not to use hurtful words (e.g., gay, fat). I can give and receive compliments and know how this feels	I understand that, sometimes, we make assumptions based on what people look like and that this can sometimes lead to bullying. I understand how media, news and online sources can influence us. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure. I can tell you why witnesses sometimes join in with bullying and sometimes don’t tell. I understand how to share concerns with trusted adults. I can tell you a time when my first impression of someone changed as I got to know them Careers focus – all careers are open to people regardless of gender Anti-bullying week Extremism and radicalisation: lesson 2 Online safety: online bullying – the power of words	I try to accept people for who they are. I know how it might feel to be a witness to and a target of bullying. I can problem solve a bullying situation with others. I can explain why it is good to accept people for who they are.	I understand that cultural differences sometimes cause conflict. I understand what racism is and that I can challenge racism through kindness, curiosity and inclusion. I understand how to challenge gender stereotypes and gender-based unkindness. I understand how rumour spreading and name-calling can be bullying behaviours. I can explain the differences between direct and indirect types of bullying Anti-bullying week Extremism and radicalisation: lessons 3 and 4 Online safety: online bullying – be a super digital citizen	I am aware of my own culture. I am aware of my attitude towards people from different races. I can tell you a range of strategies for managing my feelings in bullying situations, I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I understand there are different perceptions about what ‘normal’ means. I understand how being different could affect someone’s life (including protected characteristics under the Equalities Act in UK law, travelling and GTT communities. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours and I know how to seek help and persist if not initially heard. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict or a cause for celebration and know how to promote equality. Anti-bullying week Extremism and radicalisation: lesson 5 Specific reference to risk of County Lines involvement Online safety: Online bullying – is it cyber bullying?	I can show empathy with people who are different or in different situations to me. I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I’m part of one. I know how it can feel to be excluded or treated badly by being different in some way.
Term 2 Spring 1	I can tell you about a person who has faced difficult challenges and achieved success. I know that challenge can be different for those with different abilities. I can identify a dream / ambition that is important to me. I can recognise obstacles which might hinder my achievements and can take steps to overcome them. I can evaluate my own learning process and identify how it can be better next time. I understand that being active and spending time outdoors can support success. Safer internet week Online safety – online reputation: That’s private!	I respect and admire people who overcome obstacles and achieve their dreams and goals. (e.g. through disability). I can imagine how I will feel when I achieve my dream / ambition. I can manage the feelings of frustration that may arise when obstacles occur. I can share my success with Others.	I can tell you about some of my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I recognise how resilience and support from others can help develop self-esteem. I know how to make a new plan and set new goals even if I have been disappointed. I can still try to use courtesy and manners when I am disappointed. Safer internet week Online safety – online reputation: Is seeing believing?	I know how it feels to have hopes and dreams. I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me. I can respect myself and notice how coping builds my self-esteem and resilience. I know what it means to be resilient and to have a positive attitude	I understand that I will need money to help me achieve some of my dreams. I recognise that there are different ways that people’s spending decisions can affect others and the environment, and that things have different values. I can explore a range of different jobs and think critically about the information I see about them online and in the media. I can describe the dreams and goals of a young person in a culture different from mine. I understand that taking part in community activities and building human connections can help me look after myself. Safer internet week Online safety – online reputation: Private and personal information	I can identify what I would like my life to be like when I am grown up. I recognise that people have different attitudes towards saving and spending money, and towards risk. I can recognise my own strengths and qualities and know that it’s OK for my goals and identity to change as I grow. I appreciate the similarities and differences in aspirations between myself and young people in a different culture	I know my learning strengths and can set challenging but realistic goals for myself. I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can identify problems in the world that concern me and talk to other people about them. I understand what ‘news anxiety’ is and have strategies to manage my feelings about global issues. I can identify some ways in which I can work with other people to help make the world a better place. Safer internet week Online safety – online reputation: You won’t believe this!	I understand why it is important to stretch the boundaries of my current learning. I can set success criteria so that I will know whether I have reached my goal. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. I can empathise with people who are suffering or who are living in difficult situations.

Spring 2	I understand how exercise affects my body and know why my heart and lungs are such important organs. I can develop a healthy relationship with food and spot the early signs of illness. I can tell you my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help and how to call emergency services. I can identify when something feels safe or unsafe including staying safe in the water. I understand how to stay safe in the sun and how to keep use good dental hygiene. Online safety – health, well-being and lifestyle: device-free moments	I can set myself a fitness challenge. I know what it feels like to make a healthy choice. I can express how being anxious or scared feels. I can take responsibility for keeping myself and others safe.	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help. I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape. I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. Additional lesson on effects of the sun and dental hygiene. Online safety – health, well-being and lifestyle: your rings of responsibility	I can identify the feelings I have about my friends and my different friendship groups. I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices and know how to manage these feelings to keep myself safe. I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. I can identify feelings of anxiety and fear associated with peer pressure	I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine (including vaping) are harmful to the body. I know some of the risks with misusing alcohol, including anti social behaviour, and how it affects the liver and heart. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I understand how the media, social media and celebrity culture promotes certain body types. I understand the minimum age requirements for social media *To be reviewed when law amended) I can describe the different roles food can play in people’s lives and can explain how these can be affected by external influences. I understand how to eat a balanced diet and how to find reliable information about this. I understand the impact of advertising of less healthy food. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. Online safety – health, well-being and lifestyle: My media choices	I can make an informed decision about whether or not I choose to smoke or vape or drink alcohol and know how to resist pressure. I know how to keep myself calm in emergencies. I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am. I respect and value my body. I am motivated to keep myself healthy and happy.	I can take responsibility for my health and make choices that benefit my health and well-being including spotting the early signs of illness, personal hygiene, sun protection, viruses and vaccinations. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I understand that some people can be exploited and made to do thigs that are against the law. I know why some people join gangs and the risks this involves. I understand what it means to be emotionally well and can explore people’s attitudes towards mental health/illness. I know about the impact of loneliness and how to seek support. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I understand that people sometimes need to ask for help. Online safety – health, well-being and lifestyle: Finding my media balance <i>Criminal exploitation</i> <i>Specific discussion of County lines due to risks in our area.</i>	I am motivated to care for my physical and emotional health. I am motivated to find ways to be happy and cope with life’s situations without using drugs. I can suggest ways that someone who is being exploited can help themselves. I can suggest strategies someone could use to avoid being pressurised. I know how to help myself feel emotionally healthy and can recognise when I need help with this. I can use different strategies to manage stress and pressure
Term 3 Summer 1	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I understand that love care and support can be provided in different types of families. I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener and showing courtesy and manners (both in person and online). I know and can use some strategies for keeping myself safe online. I understand social media age limits. I understand how to protect my privacy, location and personal information. I know where and when to seek help. I understand how people around the world help and influence my life and that media doesn’t always show complete information. I can think critically about information online and in the media. I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes.	I can describe how taking some responsibility in my family makes me feel. I know how to negotiate in conflict situations to try to find a win-win solution. I know who to ask for help if I am worried or concerned about anything online. I can appreciate different cultures, and question stereotypes I might see in photos or information. I can empathise with children whose lives are different to mine and know who I can talk to when I need help.	I can recognise situations which can cause jealousy in relationships I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see. I know how and when to seek support when I have difficult feelings, when I feel lonely or when friendships change or end. I can recognise how friendships change, know how to make new friends and how to manage my feelings when I fall out with my friends. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I know how to think critically about media and peer messages about boyfriends and girlfriends. Online safety – online relationships: Our digital citizenship pledge	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. I know how most people feel when they lose someone or something, they love. I understand that we can remember people even if we no longer see them. I know how to stand up for myself and how to negotiate and compromise. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I understand that belonging to an online community can have positive and negative consequences. I understand the age restrictions for social media. I understand the difference between assertive and controlling behaviour. I understand that standing up against unkind behaviour is a strength. I understand there are rights and responsibilities in an online community or social network. I understand the risks of sharing images online. I understand the risks of sharing location information online. I can think critically about online hoaxes and AI generated content. I know there are rights and responsibilities when playing an online game. I understand that gaming can lead to addiction, excess time consumption and unexpected monetisation. There are also risks of sharing personal	I know to keep building my own self-esteem. I can recognise when an online community feels unsafe or uncomfortable. I can recognise when an online community is helpful or unhelpful to me. I can recognise when an online game is becoming unhelpful or unsafe. I can identify things I can do to reduce screen time, so my health isn’t affected. I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable.	I know that it is important to take care of my mental health and when to seek support including for isolation or lonlieness. I know how to take care of my mental health. I understand that changes in self-care, hygiene and basic needs can be an early warning sign. I have strategies to seek support for myself or my friends. I understand there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful to me. I understand that some online content is fake or AI generated. I understand the law about social media use. I can use technology positively and safely to communicate with my friends and family. Online safety – online relationships: Digital friendships	I can understand that people can get problems with their mental health and that it is nothing to be ashamed of. I can help myself and other when worried about a mental health problem. I can recognise when I am feeling those emotions and have strategies to manage them. I can demonstrate ways I could stand up for myself and my friends in Situations where others are trying to gain power or control. I can resist pressure to do something online that might hurt myself or others. I can take responsibility for

	Online safety – online relationships: Who is in your online community	I know how to express my appreciation to my friends and family.			information and data. I can recognise when I am spending too much time using devices (screen time) and that there are links between physical health and emotional wellbeing. I can explain how to stay safe when using technology to communicate with my friends. I understand I have rights about my personal data. Online safety – online relationships: Keeping games fun and friendly			my own safety and well-being
<u>Summer 2</u>	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. I understand that people grow up in different types of families. I understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies. I can identify how boys’ and girls’ bodies change on the outside during this growing up process. I know how to seek support from trusted adults. I can identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. I understand that as boys’ and girls’ bodies change, they need to think more about keeping clean and healthy. I know some simple ways of keeping clean which can keep me healthy and protect me from some infections. I can start to recognise stereotypical ideas I might have about parenting and family roles. I can identify what I am looking forward to when I move to my next class. Careers week	I can express how I feel when I see babies or baby animals. I recognise how I feel about these changes happening to me and know how to cope with those feelings. I have started to think about the ways to keep my body clean as I grow up and how I feel about this. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. I can start to think about changes I will make next year and know how to go about this.	Sex education will not be covered in Year 4. This reflects teaching since 2025 and statutory guidance. I understand that lots of things make up a person's identity and this is what makes them unique. I can describe how a girls’ body changes for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I understand that some period discomfort is normal, but it shouldn’t prevent activities. I know when to seek help from a trusted adult or a doctor. I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty I know how the circle of change works and can apply it to changes I want to make in my life. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. Careers week	I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am. I have strategies to help me cope with the physical and emotional changes I will experience during puberty. I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me. I am confident enough to try to make changes when I think they will benefit me. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.	I am aware of my own self-image and how my body image fits into that. I understand that some digital and media images are filtered or edited. I know how to seek support about my body image if needed. I can explain how a girl’s body changes during puberty and understand the importance of looking after ourselves physically and emotionally. I can describe how boys’ and girls’ bodies change during puberty. Non-statutory Sex-Education – parents have the right to withdraw their child from this lesson. I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need fertility treatment to help them have a baby. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I can identify what I am looking forward to when I move to my next class. Careers week	I know how to develop my own self esteem. I understand that puberty is a natural process that happens to everybody and that it will be ok for me. I can express how I feel about the changes that will happen to me during puberty. I appreciate how amazing it is that human bodies can reproduce in these ways. I am confident that I can cope with the changes that growing up will bring. I can start to think about changes I will make next year and know how to go about this.	I am aware of my own self-image and how my body image fits into that. Added specific emotional literacy language and finding out information online. I understand that advertisers and influencers specifically target young people. I can explain how girl’s and boys’ bodies changes during puberty and understand the importance of looking after myself emotionally and physically (including personal hygiene). Non-statutory Sex-Education – parents have the right to withdraw their child from this lesson. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. I understand about gender-based pressures including the sharing of images online and the loss of control of personal information. I am aware of the importance of a positive self esteem and what I can do to develop it. I can identify what I am looking forward to when I move to my next school. I understand how to look after myself with physical activity, time outdoors, helping others, rest, time with friends and family, and pursuing hobbies during transitions. I understand when to seek help. I understand how County Lines gangs can target young people and how to recognise these pressures (including visit from the police) Careers week	I know how to develop my own self esteem. I can express how I feel about the changes that will happen to me during puberty. I recognise how I feel when I reflect on the development and birth of a baby. I understand that respect for one another is essential in a boyfriend/ girlfriend relationship, and that I should not feel pressured into doing something I don’t want to. I can express how I feel about my self image and know how to challenge negative ‘body-talk’. I know how to prepare myself emotionally for the changes next year.