



## PSHE (Including RSE) INTENT - to what do we aspire for our children?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

National Curriculum, 2014

### **Our school's key drivers and how they are developed through PSHE and Relationships and Sex education (RSE)**

#### **Be Kind**

- Follow the rules of our school community to keep everyone physically and emotionally safe so that they can learn effectively.
- Understanding and celebrating differences and similarities between ourselves and others' on a local, national and global scale
- Having respectful interactions with peers and adults
- Showing an understanding of their own feelings and those of others'
- Learning to regulate their behaviour accordingly in different situations
- Understanding your core beliefs and morals and acting accordingly

#### **Be Proud**

- Being a good school citizen; understanding the community and representing it with pride
- Being proud of our similarities and differences
- Developing a strong sense of identity; understanding and challenging the influences on ourselves
- Be proud of our school community

#### **Strive for Success**

- Demonstrate a sense of belonging coupled with inner strength and resilience
- Consciously make decisions about the ensuing actions and responses
- Self-regulate to support their own well-being
- Set and work towards simple goals
- Be able to wait for what they want

Confidence to try new learning

We teach PSHE through Jigsaw, which is a whole school, planned programme of learning through which children can acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future.

We teach children:

To nurture mutual trust and respect

To develop informed and responsible healthy life choices and to have a positive out-look towards health

To foster self-respect and self-worth amongst each other and the wider community

To develop understanding and tolerance



To develop social, economic, political and ecological understanding  
To understand how to keep themselves and those around them safe  
To develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.  
To promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school.  
To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In EYFS, KS1 and KS2 Jigsaw is used as a basis for learning. Jigsaw is a mindful approach to PSHE. It is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

The learning throughout the year builds starting with the children settling into class, accepting each other and developing their knowledge of how you should treat others and builds to learning about the intricacies of relationships and sexual relationships. Each term's lessons build upon the last.

#### Being Me In My World

Covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

#### Celebrating Difference

Focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying.

#### Dreams and Goals

Helps children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

#### Healthy Me

Covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

#### Relationships

Covers building respectful relationships with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

#### Changing Me

Deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion.

Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education.



**EYFS**

**Educational programme**

Personal, Social and Emotional Development Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSHE is covered in Personal, Social and Emotional Development	Nursery – how is this achieved?	Reception – how is this achieved?	Key vocabulary	Core Books that link to foundational experiences & knowledge
<p><u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Jigsaw is used to encourage the children to express themselves and develop emotional literacy.</p> <p><u>Self-Regulation</u> EYFS use visual representations and key words to help them recognise their feelings and understand those of others.</p> <p>Teachers provide the children with lots of turn taking and sharing opportunities.</p> <p>Children are supported to manage emotions, develop a positive sense of self through discussions, grouped activities and circle time.</p> <p>Children learn to sit on the carpet, looking/listening to their teacher, following class rules and completing given tasks.</p>	<p>Jigsaw is used to encourage the children to express themselves and develop emotional literacy.</p> <p>In addition, Reception use key words to support the development of their emotional literacy enabling the children to express their feelings. .</p>	<p>challenge perseverance emotions - sad, happy, angry, frustrated independence resilience kindness sharing caring gentle healthy resolve friendship achievements</p>	<p>Colour Monster Hello Friend Huge bag of worries What happened to you Red Red Red The Worrysaurus This is Our House</p>

<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>	<p><u>Managing Self</u> Jigsaw provides the children with lessons that discuss right from wrong, equipping the children with tools from which they can behave accordingly.</p> <p>Through adult modelling and guidance using Jigsaw as a basis, the children learn how to look after their bodies, including healthy eating, and manage personal needs independently.</p> <p><u>Building Relationships</u> Through Jigsaw, the children discuss sharing, cooperating and resolving conflicts. Alongside continuous provision with adult modelling and guidance. Adults refer to our school values to promote positive relationships.</p> <p>The children review behaviours during learning and play through circle time after sessions as well as adult intervention if and when needed.</p> <p>The children follow the school Behaviour Code and this is referred to throughout the day by the adults.</p>	<p>In addition, adults promote perseverance through independent and group activities using “Try the Challenge” asking all the children to complete the hardest challenge to promote resilience and self-belief.</p>		
--	---	---	--	--



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Differences since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

### 'Golden Thread': Oracy

At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively.

We promote oracy through PSHE by teaching vocabulary that allows the children to share their own thoughts and ideas. Children can be respectful of opposing or contrasting views and engage in discussion surrounding this.



## IMPLEMENTATION - how will we deliver the curriculum?

PSHE is explicitly taught at least fortnightly using the lesson plans provided by Jigsaw. The lessons for KS2 are delivered by a subject specialist.

SRE is delivered during the summer term.

British Values are explicitly planned for and taught throughout the scheme.

Bespoke lessons are planned and taught where a specific issue has arisen i.e. peer dispute

We have an Emotional Literacy Support Assistant (ELSA) is a trained, school based learning support assistant. Their role is to support the emotional wellbeing of pupils. They are trained by a team of Educational Psychologists and receive ongoing group supervision. ELSA provides the children with enriching opportunities to develop their PSHE.

Safeguarding is provided by all staff. The use of CPOMS throughout the school means that all staff are aware of challenges the pupils can face. PSHE lessons can be taught accordingly.

### Lesson design

The following elements are seen in all Jigsaw lessons:

Connect us – This is a game or activity designed to be fun and inclusive and to build and maximise social skills. ‘Connect us’ engenders positive relationships and enhances collaborative learning.

Key vocabulary is explicitly taught in each lesson.

Calm me - This section helps children gain awareness of the activity in their minds, relaxing them and quieting their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is a skill which also enhances reflection and spiritual development.

Open my mind - To introduce and focus of the learning within the lesson and to focus on concentration.

Tell me or show me (I do/we do) - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn (You do) - After receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to ‘accommodate’ it into their existing learning.

Help me reflect - Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

Every class uses a floor book to record their learning in order to document important discussions, share thoughts and reflect on and connect to their prior learning.

### Curriculum enrichment

PSHE themes are covered in assemblies and through theme weeks.

Visits support PSHE and we welcome visitors into school. For example, trips to the life Skills centre, visits into assembly from local police officers and MPs.

### Reading across the curriculum

Where appropriate, high quality texts are used to support the teaching of a concept or skill. These are identified at the planning stage.



IMPACT - how do we know our curriculum is effective?

**Pupil Voice** Children can use vocabulary, talk about subject specific concepts & skills, talk about the 'why' behind the work, explain how learning builds on previous knowledge, engage in and make progress regardless of their starting points.

**High quality outcomes:** learning walks, discussions with the children and work scrutiny within the lesson can all demonstrate pride, effort, capture increasing understanding of subject specific concepts and knowledge, and they can demonstrate a clear sequence of learning where vocabulary can be clearly seen and heard. Our school values can be demonstrated in class and on the playground.