



PSHE

VISION

We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Through our PSHE curriculum our pupils will:

- develop spiritually, morally, socially and culturally
- develop self-confidence and self-responsibility
- value themselves and others
- acknowledge and appreciate difference and diversity
- be independent, responsible and active members of the school and local community
- learn to make informed choices
- be prepared to be positive and active members of a democratic society
- understand what constitutes a safe and healthy lifestyle
- develop the ability to form good relationships
- understand and manage their emotions
- have opportunities to consider issues which may affect their own lives and/or the lives of others

How do we plan and teach PSHE?

We follow the Jigsaw scheme of work for PSHE which brings together PSHE Education, emotional literacy, social skills, citizenship and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July and each Puzzle has six Pieces (lessons). Each Piece has two learning intentions; one is based on specific PSHE learning and one is based on emotional literacy and social skills. The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Each Puzzle is launched at the beginning of every half term with an introductory whole school assembly.

How do we evaluate learning in PSHE?

Each Puzzle works towards an 'end product', for example, the School Learning Charter or the Garden of Dreams and Goals which teachers use as assessment. Children are also given the opportunity to assess their learning. The impact of our PSHE curriculum is also evident in the confidence our children demonstrate when expressing their feelings and managing their friendships, how they engage with their community and their care for others and the choices they make to keep themselves safe and healthy.

PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World 'Who am I and how do I fit in?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique.	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy Me Being and keeping safe and healthy.	Relationships Building positive, healthy relationships.	Changing Me Coping positively with change.
O v e r v i e w	<i>Includes understanding my place in the class, school and global community as well as devising Learning Charters</i>	<i>Includes anti-bullying (cyber and homophobic bullying included) and diversity work</i>	<i>Includes goal-setting, aspirations, working together to design and organise fund-raising events</i>	<i>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices</i>	<i>Includes understanding friendship, family and other relationships, conflict resolution and communication skills</i>	<i>Includes Relationship and Sex Education in the context of looking at change</i> <i>See link to detailed year group overviews below.</i>
YR	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	My body Respecting my body Growing up Growth and change Fun and fears Celebrations Transition
Y1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing 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 Changes since being a baby Differences between Boys' and girls' bodies (correct terminology) Links between learning and growing Recognising and coping with change Transition to Year 1

Y2	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Life cycles in nature Growing from young to old Changing Me - the continuum from young to old Increasing independence Differences in boys' and girls' bodies (correct terminology) Assertiveness Looking ahead - preparing for transition</p>
Y3	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>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</p>	<p>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</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p>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</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Stereotypes about family and parenting roles Challenging my ideas Looking ahead - preparing for school transition</p>
Y4	<p>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</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Having a baby - identify the internal and external parts of the male and female bodies Girls, puberty and menstruation Confidence in change Accepting change Looking Ahead - preparing for school transition</p>

Y5	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 SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Looking Ahead - teenage Growing responsibility Coping with change Looking Ahead - preparing for school transition
Y6	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 Looking Ahead - teenage Looking Ahead - Secondary School transition

All the online Jigsaw PSHE 3-11 teaching materials meet the current statutory expectations for RSHE (DfE 2019). You can be fully confident that the materials are continuously updated and reviewed to ensure that they meet current guidance, research and reflect the needs of children and young people.