



Purpose of study

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Aims

The school PSHE curriculum aims to ensure that all pupils are developing the self-awareness, positive self-esteem and confidence to enable them to:

- Stay as healthy as possible, emotionally and physically
- Keep themselves and others safe
- Develop social skills
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society and community
- Make the most of their own and others' abilities
- Manage their feelings
- Develop their self- awareness
- Create an environment where good learning takes place

Organisation

- Our school uses **Jigsaw**, a child centred mindful approach to the PSHE curriculum approved by PSHE Association.
- Each year group has six units of work that spiral progressively and sequentially over KS1 and KS2.
- The units are split into half-termly topics/lessons (pieces) that are taught explicitly once a week and include opportunities for whole school enterprise and collaboration.
- Each unit is structured to support children's development of self- awareness, social skills, and management of feelings, motivation and empathy and incorporates the three core strands of **Health and well-being, Relationships and Living in the wider world.**
- Jigsaw corresponds to the national curriculum requirements and the statutory requirements for relationships and sex education (September 2020).

Skills Progression

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being in my world (Health and well-being, Relationships and Living in the wider world)	I can give different examples where I or others make my class happy and safe.	I can compare my own and friends choices and can express why some choices are better than others.	I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can explain why being democratic is important and can help me and others feel valued.	I can explain how the actions of one person can affect another and can give examples of this from school and the wider community.	I can empathise with others in my community and globally and explain how this can influence the choices I make.
Celebrating Difference (Health and well-being, Relationships and Living in the wider world)	I can explain what bullying is and how being bullied might make somebody feel.	I can explain how it feels to have a friend and to be a friend. I can also explain why it is OK to be different from my friends.	I can tell you how being involved in conflict makes me feel and can offer strategies to help the situation, e.g. Solve it together or asking for help.	I can explain why it is good to accept myself and others for who we are.	I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can show empathy with people in situations where difference can be a source of conflict or cause for celebration
Dreams and goals (Health and well-being, Relationships and Living in the wider world)	I can say why my internal treasure chest is important to store positive feelings.	I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can explain what it means to be resilient and to have a positive attitude.	I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain what motivates me to make the world a better place.
Healthy Me (Health and well-being, Relationships and Living in the wider world)	I can give examples of when being healthy can help me feel happy.	I can compare my own and my friends' choices and can express how it feels to make healthy safe choices.	I can express how being anxious/scared and unwell feels.	I can identify feelings of anxiety and fear associated with peer pressure.	I can summarise different ways that I respect and value my body.	I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.

Relationships (Health and well-being, Relationships and Living in the wider world)	I can tell you why I like some people and who I might go to for help if I needed it.	I can give examples of different problem solving techniques and explain how I might use them in certain situations in my relationships.	I can explain why my choices might affect my family, friendships and people around the world I don't know.	I can give ways that might help me manage my feelings when missing a special animal or person.	I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feeling and situations.
Changing Me (Health and well-being, Relationships and Living in the wider world)	I can tell you some things that will change for me and how I feel about this.	I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.	I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage me feelings when changes happen.	I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.	I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

National Curriculum objectives

	Key Stage 1	Key Stage 2
	Pupils should be taught: To develop confidence and responsibility - To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. - To share their opinions on things that matter to them and explain their views. - To recognise, name and deal with their feelings in a positive way. - To think about themselves, learn from their experiences and recognise what they are good at. - How to set simple goals. Prepare to play an active role as citizens - To take part in discussions with one other person and the whole class. - To take part in a simple debate about topical issues. - To recognise choices they can make, and recognise the difference between right and wrong. - To agree and follow rules for their group and classroom, and understand how rules help them. - To realise that people and other living things have needs and that they have responsibilities to meet them. - That they belong to various groups and communities, such as family and school. - What improves and harms their local, natural and built environments and about some of the ways people look after them. - To contribute to the life of the class and school.	Pupils should be taught: To develop confidence and responsibility - To talk and write about their opinions, and explain their views, on issues that affect themselves and society. - To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goal. - To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. - To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. - About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. - To look after their money and realise that future wants and needs may be met through saving. Prepare to play an active role as citizens - To research, discuss and debate topical issues, problems and events. - Understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. - To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. - That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. - To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. - To resolve differences by looking at alternatives, making decisions and explaining choices. - Understand what democracy is, and about the basic institutions that support it locally and nationally. - To recognise the role of voluntary, community and pressure groups. - To appreciate the range of national, regional, religious and ethnic identities in the UK.

	- To realise that money comes from different sources and can be used for different purposes. Develop a healthy, safer lifestyle - How to make simple choices that improve their health and wellbeing. - To maintain personal hygiene. - How some diseases spread and can be controlled. - About the process of growing from young to old and how people's needs change. - The names of the main parts of the body. - That all household products, including medicines, can be harmful if not used properly. - Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. Develop good relationships and respect the differences between people - To recognise how their behaviour affects other people. - To listen to other people, and play and work cooperatively. - To identify and respect the differences and similarities between people. - That family and friends should care for each other. - That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.	- Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. - To explore how the media present information. Develop a healthy, safer lifestyle - Understand what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choice. - Understand that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. - Know about how the body changes as they approach puberty. - Recognise which commonly available substances and drugs are legal and illegal, their effects and risk. - To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable. - Identify that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. - Understand school rules about health and safety, basic emergency aid procedures and where to get help. Develop good relationships and respect the differences between people - Recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. - To think about the lives of people living in other places and times, and people with different values and custom. - To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. - To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. - To recognise and challenge stereotypes. - Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. - Identify where individuals, families and groups can get help and support.
--	--	--

Unit Planner

Year	Units		
	Autumn	Spring	Summer
1	Being Me in my World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
2	Being Me in my World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
3	Being Me in my World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
4	Being Me in my World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
5	Being Me in my World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
6	Being Me in my World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me

Knowledge Table

Year	Knowledge
1	- To say why my class is a happy and safe place to learn. - To identify some ways that I am different and similar to other people in my class and why this makes us all special. - To say how I feel when I am successful and how to celebrate this positively. - To be able to say why my body is amazing and identify ways to keep it safe and healthy. - To explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. - To compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. - To use the correct names for penis, testicles, anus, vagina and vulva and give reasons why they are private.
2	- To explain why my behaviour can impact on other people in my class. - To explain that sometimes people get bullied because they seem to be different. This might include people who do not conform to gender stereotypes. - To be able to play my part in a group to create an end product and explain how our skills complimented each other. - To identify foods and medicines that are good for my body compared to less healthy/unsafe choices. - To compare what makes me feel uncomfortable in a relationship as opposed to what makes me feel safe and special. - To explain why some type of touches feel okay and some don't.
3	- To be able to explain why my behaviour can affect how others feel and behave. - To identify different conflicts that might happen in family or friendship groups and recognise that words that can be used in hurtful or kind ways when conflict happens. - To identify the different ways that help me learn and what I need to do to improve them. - To identify things, people and places that I need to keep safe from and know strategies for keeping myself safe and healthy including who to go to for help. - To recognise that my life is influenced positively by people I know and also by people from other countries. - To know that boys' and girls' bodies change inside/outside during the growing up process and be able to say why these changes are necessary so that their bodies can make babies when they grow up.
4	- To explain why being listened to and listening to others is important in a school community. - To be able to explain your first impressions of someone and how these can change. - To explain how to spot bullying and what to do if you do see someone being bullied. - To plan and set new goals even after a disappointment.

	• To recognise when people are putting pressure on me and suggest ways to resist this. • To recognise how people are feeling when missing a special person or animal. • To summarise the changes that occur to boys' and girls' bodies that prepare them for making a baby when they are older.
5	• To compare my life with other people in my country and be able to explain rights and responsibilities and how this enables my school and the wider community to be a better place. • To explain the difference between direct and indirect bullying. • To know strategies to help myself and others if we become involved either directly/indirectly in a bullying situation. • To compare my hopes and dreams with those of young people from different cultures. • To explain the different roles food and other substances can play in people's lives. • To identify the disorders that can develop due to misuse i.e. alcohol, smoking, eating and body image. • To compare different types of friendships and the feelings connected to them. • To explain how to stay safe when using technology to communicate with my friends including how to stand up for myself, negotiate and to resist peer pressure. • To explain succinctly how boys' and girls' change during puberty, the conception process and why it is important to look after myself physically and emotionally.
6	• To explain how my choices can have an impact on people in my immediate community and globally. • To explain ways in which difference can be a source of conflict or a cause for celebration. • To explain different ways to work with others to make the world a better place. • To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on others. • To identify when people are experiencing feelings of loss and when people are trying to gain power or control. • Be able to describe how a baby develops from conception through the nine months of pregnancy and how it is born.

Conceptual Links

PSHE, by its very nature, covers an enormity of conceptual links throughout all units. Examples include **adversity, consequence, freedom, beauty, friendship, happiness, strength, belonging, discrimination, identity, care, diversity, individuality, prejudice, change, transformation, choice, protest, trust, equality, judgement, cohesion, justice, resilience, value, common good, fairness, love, responsibility, virtue, community, rights, weakness, compassion, fear, conflict, morality, segregation, well-being, consent, free will and oppression.**

PSHE Curriculum Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Emotions Relationships Respect Differences Compare Community Feelings Bullying Changing Responsibility Confidence Fair/unfair Environment Rules Well-being Similarities Successful Celebrate Goal Penis Testicles Anus Vagina Vulva	Safe Worries Hopes Fears Belonging Rights Praise Reward Consequence Co-operate Choices Special Proud Achievement Unhealthy Balanced Exercise Hygiene Medicines Assumption Stereotype Lifestyle Acceptable/unacceptable	Self-worth Positivity Challenges Perspectives Diverse/diversity Family conflict Child-centred Compliments Witness Solutions Ambitious Enthusiasm Budgeting Online/offline Roles Negotiations Negotiate Negotiator Impact Internal/external Needs	Democracy Motivation Citizen Voice Peer pressure Judgement Appearance Influence Impression Disappointment Overcoming Resilience Positive attitude Healthy friendships Unhealthy friendships Smoking Alcohol Assertiveness Jealousy Love/loss Memories Girlfriends Boyfriends Body changes Transition	Persecution Asylum Migrant Prejudice Collaboration Culture Racism Homophobic Aspiration Body image Debate Attributes Grooming Trolled Gambling/betting Affirmation Perception Self-image Oestrogen Semen Ejaculation Larynx Sperm Fertilisation Period	Empathy Visual impairment Ability/disability Medication/drugs Cerebral palsy Imbalance Harassment Recipient Accolade Perseverance Stamina Para-Olympian Global Hardship Sponsorship Anti-social Misuse CPR Recovery position Triggers Bereavement Denial Despair Grief Authority Assertive Cyber-bullying Self-esteem Puberty

					Menstruation Hormones Erection Ovulation Masturbation Fallopian tubes Foetus Placenta Umbilical cord Cervix Contractions Alcoholism Addiction/addict
--	--	--	--	--	--