



PSHE, Relationships Education, Relationships and Sex Education (RSE) and Health Education Skills Progression

Curriculum Statement:

Statement of Intent

At Woodbury C of E Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We follow the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

At Woodbury C of E Primary School, in conjunction with the aims of the National Curriculum, our PSHE teaching offers opportunities for children to:

- deliver engaging and relevant PSHE within a whole school approach;
- develop a mindful approach to PSHE, which brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme;
- give children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others;
- further develop teacher's relationships with their class and getting to know them better as unique human beings whilst building, promoting and establishing a safe learning environment where learners can flourish;
- have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health;
- develop mindfulness allowing the children to advance their emotional awareness, concentration and focus.

Jigsaw provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. A half-termly theme (puzzle piece) provides a creative scheme of work, which reflects a balanced programme of study. The Relationships and Healthy Me Puzzle pieces cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme.

The philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these.

At Woodbury C of E Primary School we value every child and so take inclusivity as a given, promoting acceptance of individuals for who they are and who they will become.

Statement of Implementation

Teachers create a positive and safe learning environment within their classrooms with ground rules established to promote this as a class at the beginning of the year in form of a class charter. Our whole school approach to the teaching and learning of PSHE involves the following:

- PSHE will be taught in planned and arranged 'puzzle pieces' following the jigsaw programme with all year groups working on the same theme at the same time. Teachers can adapt and tailor the lessons to their children's needs.
- Each Puzzle to start with an introductory assembly and song, generating a whole school focus for adults and children alike.
- Lessons are taught weekly and are considered a valuable time for teachers to enjoy building the relationship with their class and getting to know them better as unique human beings.
- The Jigsaw Class Charter is revisited at the beginning of each lesson. The behaviours of the Class Charter will be reflected in the whole school behaviour policy and Woodbury School Values and will permeate the school community, acting as the 'cradle' to hold children as they grow and learn.
- PSHE lessons are discussion led sitting in a circle either all on chairs or all on the floor meaning adults and children are sharing the experience and learning together. This brings children and adults together to feel equal, included and valued so that they can share ideas, thoughts and feelings.
- Each year group has a 'Jigsaw Friend' that is used as the 'talking object'. The Jigsaw Friend is held when the person, adult or child, wants to speak, and is treated as a special asset and member of the class. The jigsaw friend is often used to start discussions and sensitive topics, making the learning relevant to the lives of our children.
- Each puzzle piece builds upon the learning and skill development of the previous year, covering issues and topics appropriate to the age of the child, while meeting government requirements.
- Children have opportunities to 'pause' and reflect during lessons and are given opportunities to listen to other points of view. These skills are being developed throughout the children's school career and challenging topics are introduced through direct teaching. This is developed through the years, in-keeping with the puzzle pieces.
- PSHE displays, as well as class and individual journals, are used effectively to record the children's learning journey throughout the year, giving them another opportunity to reflect on their learning.
- Children use a wide range of BLP skills during PSHE lessons and are given opportunities to reflect upon how these skills are being used and how this can help in other curriculum areas.

Statement of Impact

The approach to the PSHE curriculum at Woodbury C of E Primary results in a fun, engaging, high-quality education, that provides children with the tools for preparing them for this ever-changing world. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions, saving behaviour issues from happening, helping concentration and lessening stress and anxiety. The whole school puzzle pieces ensure that children learn through varied and first-hand experiences of the world around them that are relevant to them and ensures that links between different subject domains are explicit and clear, strengthening any learning that takes place. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is integral not only in PSHE but to support children in all areas throughout their school life. Pupil voice is used to further develop the PSHE curriculum, through questioning of pupil's views and attitudes in topics discussed to support the children's enjoyment of the subject, make the learning relevant to the individual pupil and to motivate learners.

Puzzle Piece	Foundation	1	2	3	4	5	6
Being me in my world	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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
Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	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	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	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	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	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	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	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	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationship	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	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	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	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
Changing Me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition