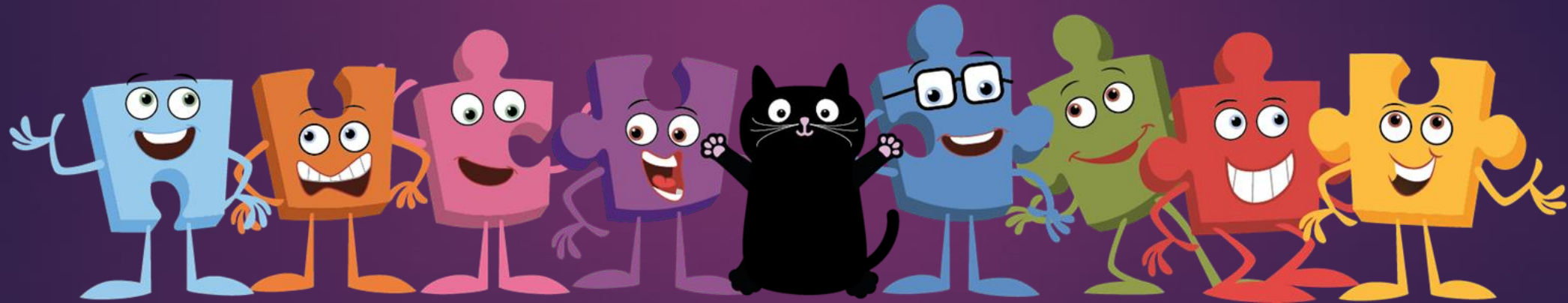


P.S.H.E.



at James Elliman Academy



PSHE – Personal, Social, Health and Economic

WELCOME

- ❑ Introductions
- ❑ What is PSHE?
- ❑ National Curriculum Obligations
- ❑ How we teach PSHE at JEA
- ❑ How you can help your child



What is PSHE?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people **acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future.**



As part of a **whole-school** approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.



What is PSHE?

What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the **spiritual, moral, social, cultural, mental and physical development** of pupils at the school;
- prepares pupils at the school for the opportunities, **responsibilities and experiences** of later life;
- promotes **British values**.

What is PSHE?



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

From September 2020, primary schools in England also need to teach
[Relationships and Health Education as compulsory subjects](#)

Relationships, Health and Sex Education



RHSE is a part of the PSHE (Personal, Social, Health and Economic Education)

Relationships Education has outcomes that pupils should have addressed by the end of primary - these are statutory

Health Education has outcomes that pupils should have addressed by the end of primary- these are statutory

Sex Education has outcomes that pupils could address by the end of primary - these are not statutory.

Sex education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools but sex education is **not compulsory in primary schools.**

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (life cycles). **It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.** Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

We do not teach sex education at JEA.

Parents do not have the right to withdraw their children from RHE lessons, or science lesson on puberty. It is mandatory for RHE to be taught in all schools.

Relationships Education

The focus in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

- ▶ What a relationship is, what friendship is, what family means and who the people are who can support them



- ▶ The differences between appropriate and inappropriate or unsafe physical, and other, contact

From the beginning, teachers talk about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

- ▶ Address online safety and appropriate behaviour (this comes up later in Health education also)

By the end of primary, children should know:



Families and people who care for me

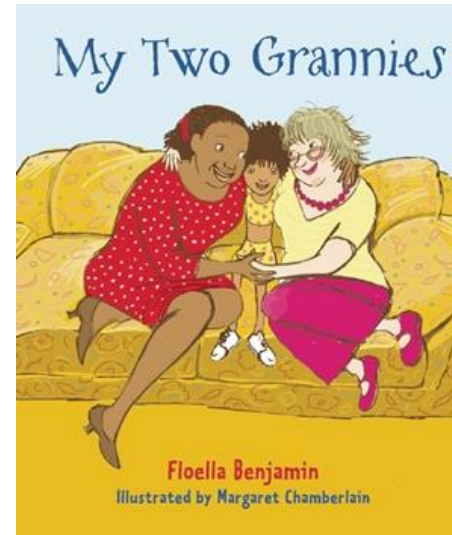
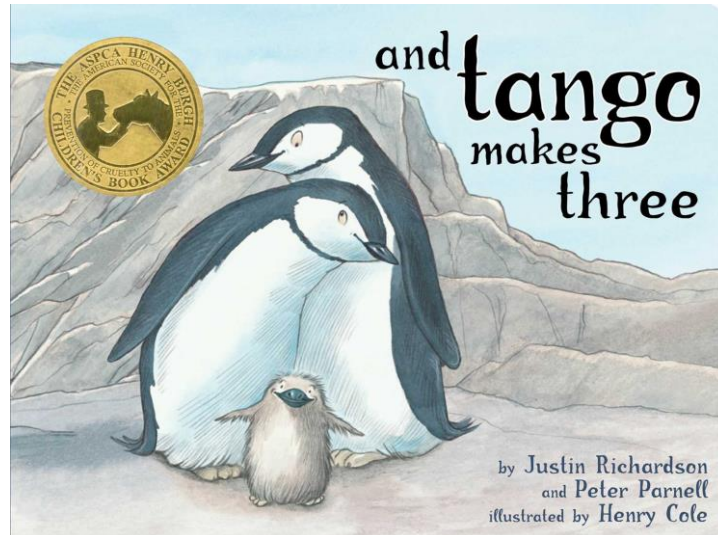
Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- **that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care**
- that stable, caring relationships, **which may be of different types**, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Relationships Education

- ▶ Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances.
- ▶ Families of many forms provide a nurturing environment for children - Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.

We do not explicitly teach children about same sex relationships, however, different types of families and relationships are implicit in some books as part of the story. This reflects our community and is included in the relationships education.



By the end of primary, children should know:

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friend is uncomfortable, managing conflict, how to manage these situations and how to help if needed



feel unhappy or
from others, if

By the end of primary, children should know:



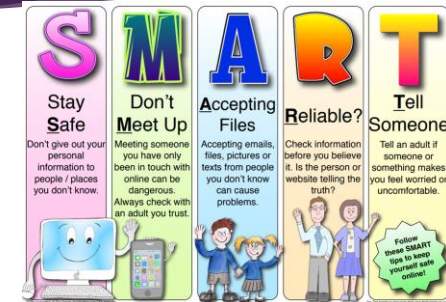
Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily to an adult) and how to get help

By the end of primary, children should know:

Online relationships



Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

By the end of primary, children should know:

Being safe



Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

National Curriculum - The Health Education Part

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is a normal part of daily life, in the same way as physical health.



Health Education - By the end of primary

Mental wellbeing

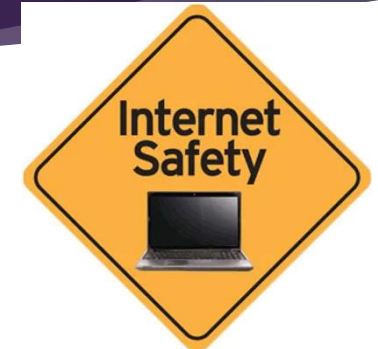


Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
 - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
 - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Health Education - By the end of primary

Internet safety



Pupils should know:

that for most people the internet is an integral part of life and has many benefits.

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Health Education - By the end of primary

Physical Health and Fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

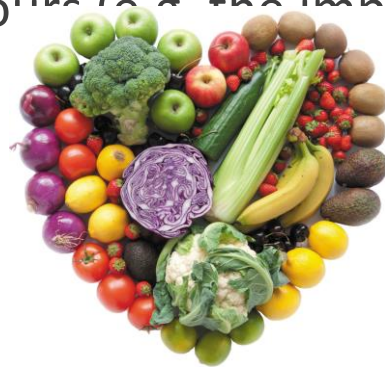


Health Education - By the end of primary

Healthy Eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).



Health Education - By the end of primary

Drugs, Alcohol and Tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



Health Education - By the end of primary



Health and Prevention



Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Health Education - By the end of primary

Basic First Aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.



Health Education - By the end of primary

Changing Adolescent Body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.



National Curriculum

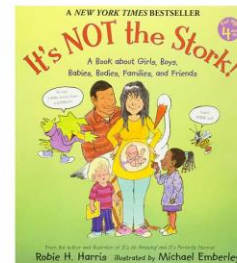
Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in the guidance covers everything that primary schools should teach about relationships and health, including **puberty**.

JEA do not teach sex education. We teach children how to keep themselves safe.



Changing Me (Summer 2)

Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Safety lesson: R/Y1/Y2/Y3/Y4 chn will explore and understand internet/online safety					Safety lesson: Y5/Y6 chn will explore knife crime	
Overview	<p>Chn are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Chn understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>	<p>Chn are introduced to life cycles and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, chn are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Chn practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>	<p>Chn compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, chn also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Chn practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried/frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>	<p>The chn begin learning about babies/what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Chn first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up. Chn discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>	<p>The chn revisit bodily changes at puberty. They explore personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Chn are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>	<p>The chn revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is explained around menstruation. Chn look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate.</p>	<p>Chn recap puberty in boys/girls and the changes that will happen; they reflect on how they feel about these changes. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The chn also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p>

<p>PSHE Learning</p>	<p>*I can identify how to be safe online</p> <p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to move to next class.</p> <p>I can share my memories of the best bits of this year in Reception.</p>	<p>*I can identify how to be safe online</p> <p>I am starting to understand the life cycles of animals and humans.</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I can tell you how my body has changed since I was a baby.</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus.</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I can tell you about changes that have happened in my life</p>	<p>*I can identify how to be safe online</p> <p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina) and appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>*I can identify how to be safe online</p> <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>I understand what a baby needs to live and grow</p> <p>I can identify how boys and girls bodies change on the outside during this growing up process</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>Identify what I am looking forward to when I move to my next class</p>	<p>*I can identify how to be safe online</p> <p>I understand that some of my personal characteristics have come from my birth parents.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learned to accept</p> <p>I can identify what I am looking forward to when I move to a new class</p>	<p>*I know why some people might carry knives</p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>(from year 4) I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods is a natural part of this).</p> <p>I can describe how boys and girls bodies change during puberty</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I move to my next class</p>	<p>*I know why some people might carry knives</p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>(from year 4) I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods is a natural part of this).</p> <p>I understand how being physically attracted to someone changes the nature of their relationship and what that might mean about having a girlfriend or boyfriend</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class</p>
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**PSHE
Learning**

*I can identify how to be safe online

I can name parts of the body.

I can tell you some things I can do and foods I can eat to be healthy.

I understand that we all grow from babies to adults.

I can express how I feel about moving to Year 1

I can talk about my worries and/or the things I am looking forward to move to next class.

I can share my memories of the best bits of this year in Reception.

Reception



*I can identify how to be safe online

I am starting to understand the life cycles of animals and humans.

I can tell you some things about me that have changed and some things about me that have stayed the same.

I can tell you how my body has changed since I was a baby.

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus.

I understand that every time I learn something new I change a little bit.

I can tell you about changes that have happened in my life

Welcome to Year 1



*I can identify how to be safe online

I can recognise cycles of life in nature.

I can tell you about the natural process of growing from young to old and understand that this is not in my control.

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina) and appreciate that some parts of my body are private.

I understand there are different types of touch and can tell you which ones I like and don't like.

I can identify what I am looking forward to when I move to my next class.

Welcome to Year 2



*I can identify how to be safe online

I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby

I understand what a baby needs to live and grow

I can identify how boys and girls bodies change on the outside during this growing up process

I can start to recognise stereotypical ideas I might have about parenting and family roles

Identify what I am looking forward to when I move to my next class

Welcome to Year 3



National Curriculum

*I can identify how to be safe online

I understand that some of my personal characteristics have come from my birth parents.

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 learned to accept

I can identify what I am looking forward to when I move to a new class

Welcome to Year 4



National Curriculum

*I know why some people might carry knives

I am aware of my own self-image and how my body image fits into that

(from year 4) I can describe how a girl's body changes in order 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 can describe how boys and girls bodies change during puberty

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

Welcome to Year 5



• I know why some people might carry knives

I am aware of my own self-image and how my body image fits into that

(from year 4) I can describe how a girl's body changes in order 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 how being physically attracted to someone changes the nature of their relationship and what that might mean about having a girlfriend or boyfriend

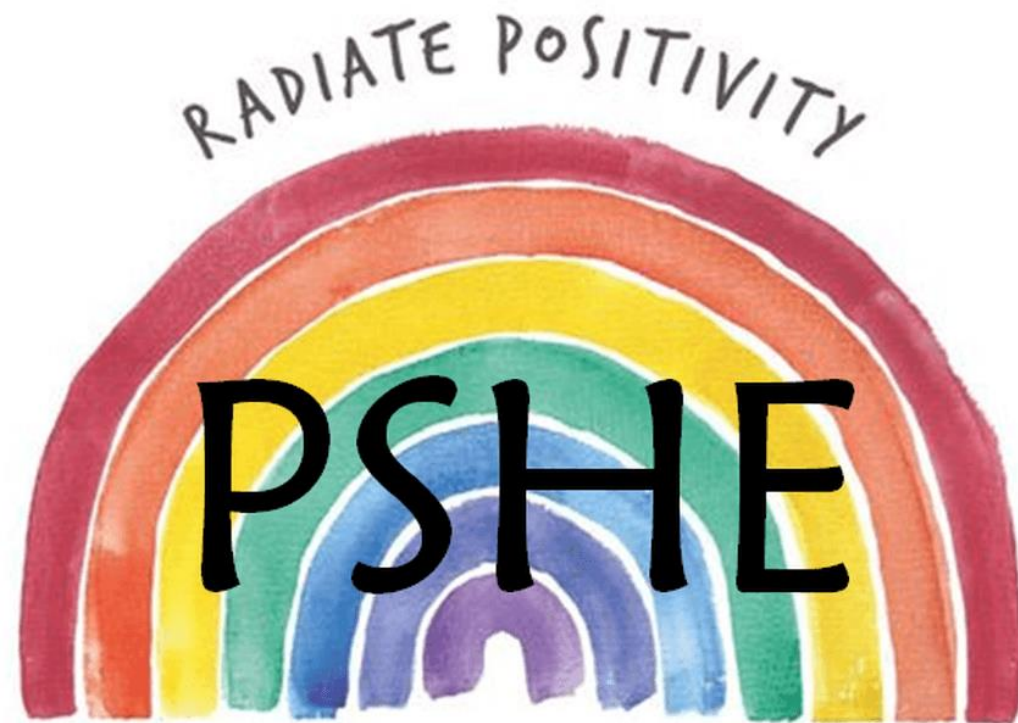
I am aware of the importance of a positive self-esteem and what I can do to develop it

I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class

Welcome to Year 6



PSHE at JEA



PSHE at JEA

- Personal, Social, Health and Economic Education (PSHE) will be delivered to every pupil.
- PSHE at James Elliman Academy focuses on giving children the knowledge they need to make informed decisions about their safety, well-being, health, relationships and to build independence, ready for secondary school and beyond.
- We focus on equipping pupils the knowledge they need to make good decisions about their own health wellbeing and to become active, independent members of society.



British Values

PSHE at JEA makes links to the British Values.

▶ Respect

▶ Democracy

▶ Liberty

▶ Tolerance



Jigsaw – Scheme of work

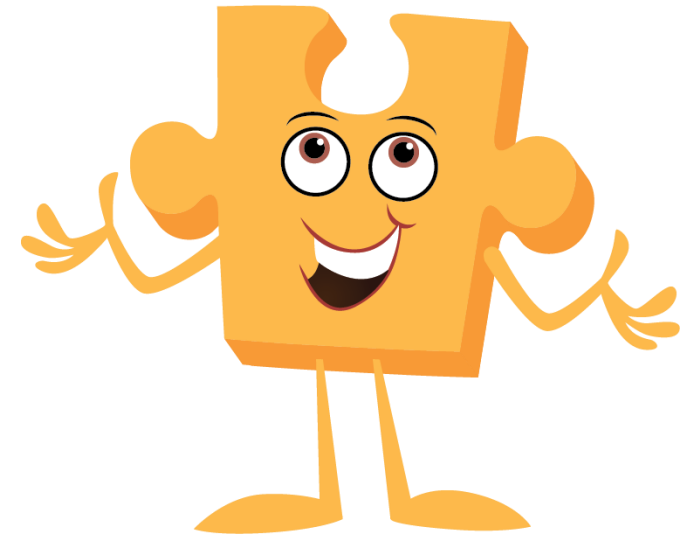
Jigsaw is a comprehensive, original PSHE Education programme for the whole primary school from EYFS through to Year 6 (Ages 3-11).

Jigsaw has two aims for all children:

1. To build their capacity for learning
2. To equip them for life

Jigsaw brings together PSHE education, emotional literacy, mindfulness, social skills and spiritual development.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.



Units covered

There are six Puzzles (half-term units of work) each with five Pieces (Lessons)

Every Year group studies the same Puzzle at the same time

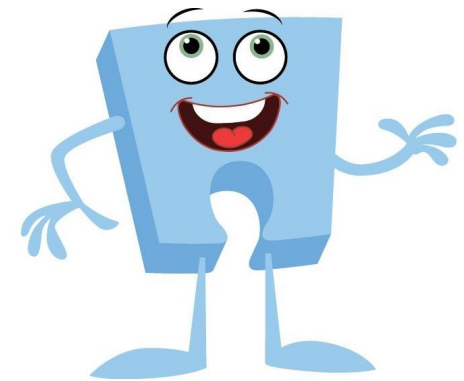
(sequentially ordered from September to July).



Units covered

The 6 units covered are:

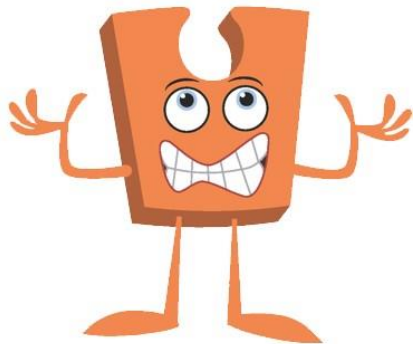
- ▶ Being Me in My World
- ▶ Celebrating Difference
- ▶ Dreams and Goals
- ▶ Healthy Me
- ▶ Relationships
- ▶ Changing Me



Puzzle 1: Being me in my world (Autumn 1)

Being me in my world covers a wide range of topics including;

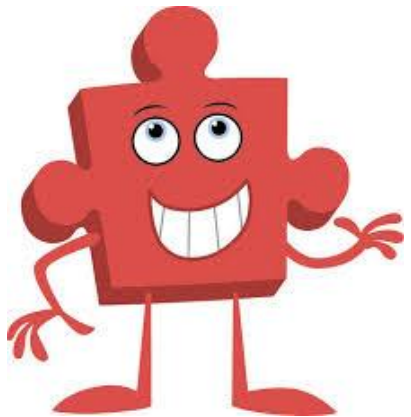
- ▶ A sense of belonging
- ▶ Welcoming others
- ▶ Being part of a school, wider, global community
- ▶ Children's rights and responsibilities
- ▶ Working and socialising with others
- ▶ Pupil voice
etc.



Puzzle 2: Celebrating difference (Autumn 2)

Celebrating difference focuses on;

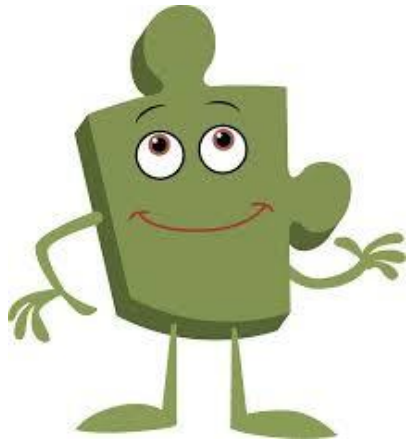
- ▶ Diversity (disability)
- ▶ Racism
- ▶ Conflict
- ▶ Right to 'difference'
- ▶ Concept of 'normal'
- ▶ Bullying - what it is and what it isn't including cyber bullying etc.



Puzzle 3: Dreams and goals (Spring 1)

Dreams and goals aims to help children think about;

- ▶ Personal hopes and dreams
- ▶ Goals for success
- ▶ Personal strengths
- ▶ Overcoming challenges
- ▶ Team skills
- ▶ enterprise/fundraising
- ▶ Experiencing and managing feelings of pride, ambition, disappointment, success
- ▶ Aspirations
- ▶ Dreams and goals in different cultures/countries



Puzzle 4: Healthy Me (Spring 2)

Healthy me covers two main areas of health;

1. Emotional Health

- ▶ Relaxation
- ▶ Being safe
- ▶ Friendship
- ▶ Mental health skills
- ▶ Body image
- ▶ Relationship with food
- ▶ Managing stress

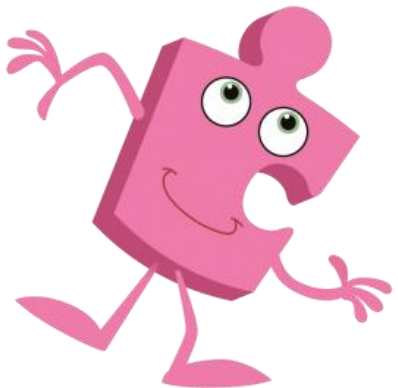


Puzzle 4: Healthy Me (Spring 2)

Healthy me covers two main areas of health;

2. Physical Health

- ▶ Rest and relaxation
- ▶ Keeping clean
- ▶ Drugs and alcohol
- ▶ Being safe
- ▶ First aid



Puzzle 5: Relationships (Summer 1)

Relationships has a wide focus including;

- ▶ Families (including roles and responsibilities in families)
- ▶ Friendships
- ▶ Pets and animals
- ▶ Love and loss
- ▶ Safeguarding
- ▶ Cyber safety/social networking
- ▶ Assertiveness
- ▶ Dealing with conflict
- ▶ Own strengths and self-esteem
- ▶ Stereotypes

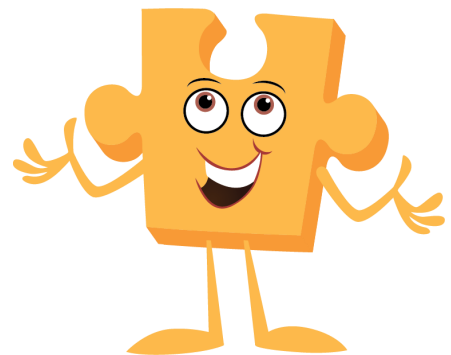


Puzzle 6: Changing me (Summer 2)

Changing me deals with;

- ▶ Growing young to old
- ▶ Becoming a teenager
- ▶ Assertiveness
- ▶ Self respect
- ▶ Safeguarding
- ▶ self/body image
- ▶ Puberty
- ▶ Attraction
- ▶ Accepting change
- ▶ Life cycles
- ▶ Body changes
- ▶ Transition to the next academic year

This puzzle links with the science curriculum when teaching about life cycles and puberty.



Overview of coverage- EYFS(R)/KS1

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Rec Ages 3-5 (F1-F2)	Train/Railway Safety Self-identity Understanding feelings Being in a classroom Being gentle Our Responsibilities	Fire/Fireworks Safety Identifying talents Families Where we live Making friends Standing up for yourself	Water/Canal Safety Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Road/Travel Safety Physical activity Healthy food Sleep Keeping clean Stranger danger	Sun Safety Family life Breaking friendships Falling out Dealing with bullying Being a good friend	Online Safety Body parts Respecting my body Growing up Preparing for transition Year Celebrations
Y1 Ages 5-6	Train/Railway Safety Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	Fire/Fireworks Safety Similarities in class Differences in class Understanding bullying How to deal with bullying Celebrating the differences in friendships	Water/Canal Safety Identifying successes and achievements Learning styles Tackling new challenges Identifying and overcoming obstacles Feelings of success	Road/Travel Safety Keeping myself healthy Healthier lifestyle choices Keeping clean Medicine safety/safety with household items Linking health and happiness	Sun Safety Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Being a good friend to myself	Online Safety Life cycles – animal and human Changes in me Changes since being a baby Differences between female/ male bodies (correct terminology) Coping with change Transition
Y2 Ages 6-7	Train/Railway Safety Hopes and fears for the year Rights and responsibilities Rewards and consequences Learning Charter Choices have consequences	Fire/Fireworks Safety Gender Assumptions Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Water/Canal Safety Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation	Road/Travel Safety Healthy Body Healthier choices Relaxation Medicine safety Healthy eating/nutrition Energy food	Sun Safety Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation	Online safety Life cycles in nature Growing from young to old Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Overview of coverage- KS2

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y3 Ages 7-8	Train/Railway Safety Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices	Fire/Fireworks Safety Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying Helping in a bullying situation Recognising how words can be hurtful	Water/Canal Safety Difficult challenges and achieving success Dreams and ambitions New challenges Recognising and trying to overcome obstacles Evaluating learning processes	Road/Travel Safety Exercise Fitness challenges Food labelling/healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Emergency services Taking care of my body	Sun Safety Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Awareness of how other children have different lives Expressing appreciation for family and friends	Online Safety How babies grow Understanding a baby's needs Outside body changes Family stereotypes Preparing for transition
Y4 Ages 8-9	Train/Railway Safety Being part of a class Being a school citizen Rights, responsibilities and democracy (school council) Rewards/consequences Group decision-making Having a voice	Fire/Fireworks Safety Challenging assumptions Judging by appearance Accepting self and others Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Water/Canal Safety Hopes and dreams Overcoming disappointment Coping with disappointment Creating new, realistic dreams Achieving goals Working in a group	Road/Travel Safety Healthier friendships Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Sun Safety Jealousy Love and loss Memories of loved ones Getting on and Falling out Showing appreciation to people and animals	Online Safety Being unique Confidence in change Accepting change Preparing for transition
Ages 9-10	Train/Railway Safety Planning the forthcoming year Being a citizen Rewards/consequences How behaviour affects groups Democracy, having a voice, participating	Fire/Fireworks Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness	Water/Canal Safety Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity)	Road/Travel Safety Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food	Sun Safety Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time	Knife Crime Safety Self- and body image Influence of online and media on body image Y4 L3 – Girls and Puberty Boys and Girls body changes Growing responsibility Coping with change Preparing for transition
Ages 10-11	Train/Railway Safety Identifying goals for the year Global citizenship Children's universal rights Compare wants/needs with children in different communities Group dynamics Democracy, having a voice Role-modelling	Fire/Fireworks Safety Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Difference as celebration	Water/Canal Safety Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements	Road/Travel Safety How substances affect the body Exploitation, including 'county lines' Gang culture Emotional and mental health Managing stress	Sun Safety Mental health Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Knife Crime Safety Self-image Body image Y4 L3 – Girls and Puberty Physical attraction Respect and consent Boyfriends/girlfriends Positive self esteem Transition

Progression Map

There is a PSHE progression map (available for you to see on the school website) that clearly shows what is being taught in each year group. This highlights how the PSHE concepts progress through the year groups. It also shows the progression of the vocabulary taught. The map also outline how units link to our school values, the British Values and Skills from the skills builder partnership.

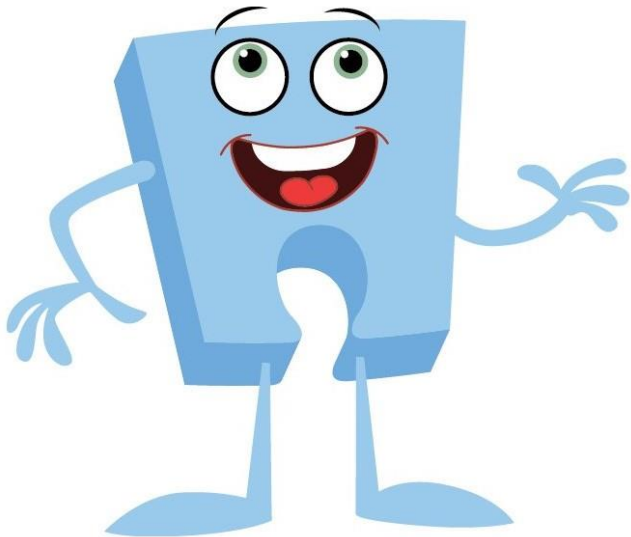
<https://www.jameselliman.academy/>



(Click on the key information on the menu bar, then select curriculum, you can then scroll down to the subject map progression section and click on PSHE progression map.)

Safety Lessons

At the start of each Puzzle, the children focus on a safety lesson to reiterate the safety messages they hear in assembly.



- ▶ Autumn 1 - Train / Railway Safety
- ▶ Autumn 2 - Fireworks / Fire Safety
- ▶ Spring 1 - Water / Canal Safety
- ▶ Spring 2 - Road / Travel Safety
- ▶ Summer 1 - Sun Safety
- ▶ Summer 2 - EYFS, Yr1, Yr2, Yr3, Yr4: Internet Safety
Yr 5, Yr 6: Knife Crime

Year 6 – ‘Choices’ Programme

Across the summer term, alongside the Jigsaw scheme, Year 6 also cover the LIME ‘**choices**’ programme which too explores PSHE topics.

The 4 key components covered in the year 6 programme are:

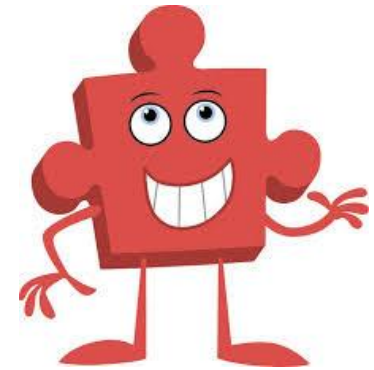
- ▶ Preparing for change
- ▶ Managing stress
- ▶ Enabling Change and Transition
- ▶ Assuring Success

LIME

Lessons are designed working around different given scenarios where the components are explored.

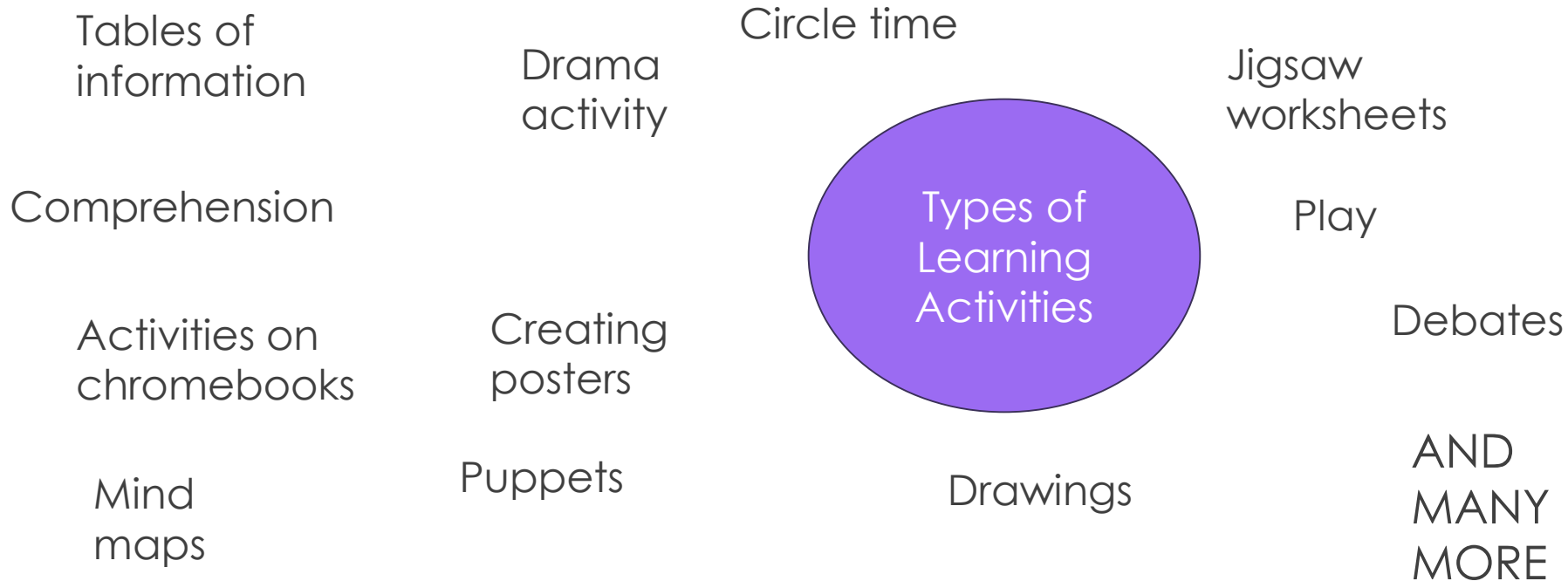
When/how often it PSHE taught

- ▶ Each year group is taught one lesson per week and all lessons are delivered in an age-appropriate way so they meet the children's needs.
- ▶ For KS1 lessons are for around 30 minutes and in KS2 lessons are between 45 minutes to an hour.
- ▶ All PSHE lessons are taught by the class teacher only.



Activites

Each lesson, the aim is children will complete different activities to show their understanding of different PSHE concepts and to keep the lessons exciting.



Resources to aid teaching

Jigsaw Friends

Jigsaw shaped soft toys used in KS1



Jigsaw chimes

used to help encourage calming techniques



Songs

Catchy songs about the unit

<https://www.whiteknights.wokingham.sch.uk/pupils/jigsaw-songs-and-lyrics/>



Music and Lyrics
by Ryan Hanlon

Make A Good Decision (Healthy Me)

I know what's right,
And I know what's wrong.
When to say yes,
And say no, strong,
Strong.
I will make sure,
I can tell the difference, see.
I will make sure,
I'm as healthy as can be.
As can be,

Chorus:

I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Let's be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

Charter

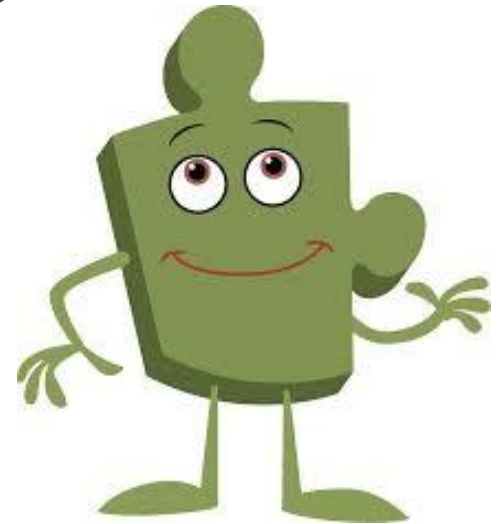
Helps develop a safe learning environment



Evidence Books

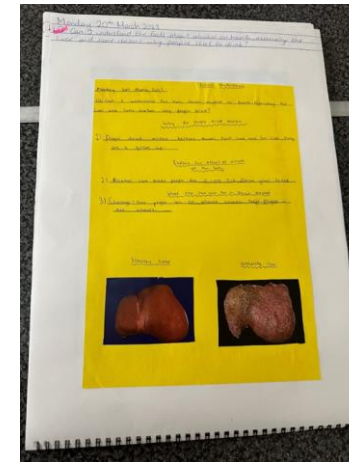
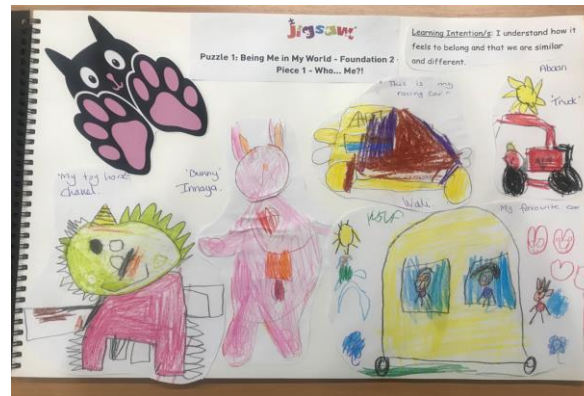
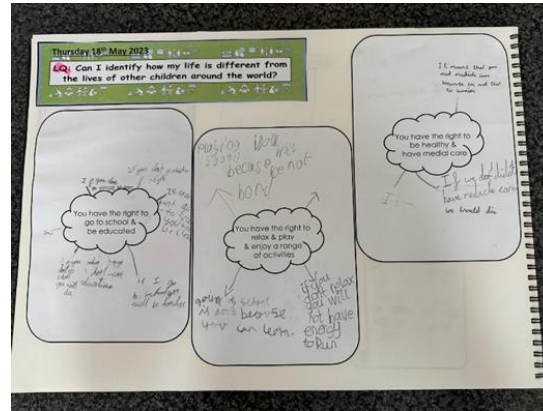
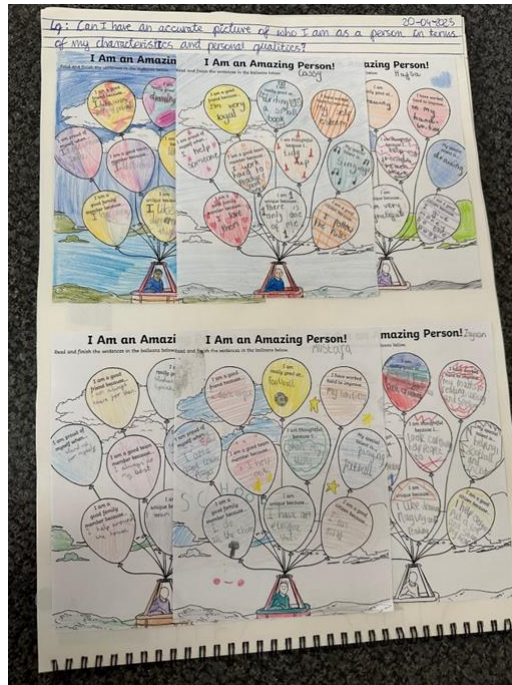
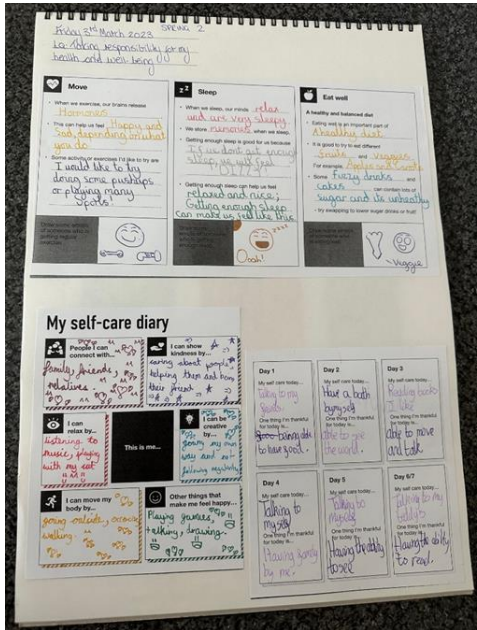
Each class has their class PSHE evidence work showcasing the children's work from each lesson.

Each evidence book is unique to show the learning happening within the class.



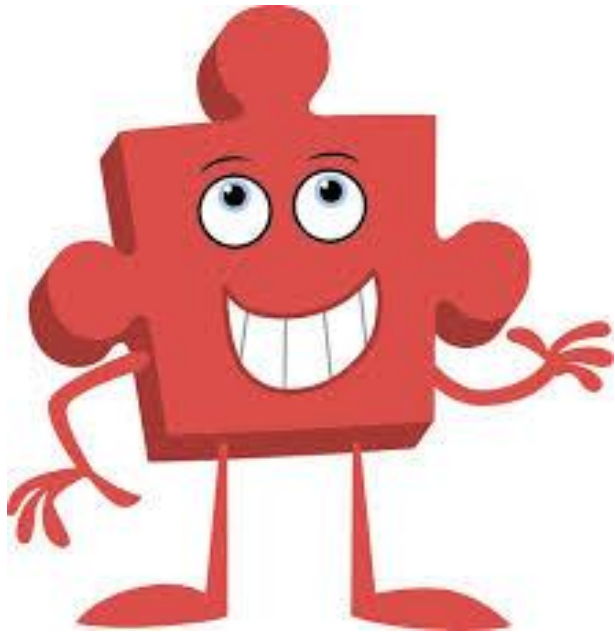
Evidence Books

Examples of work include:



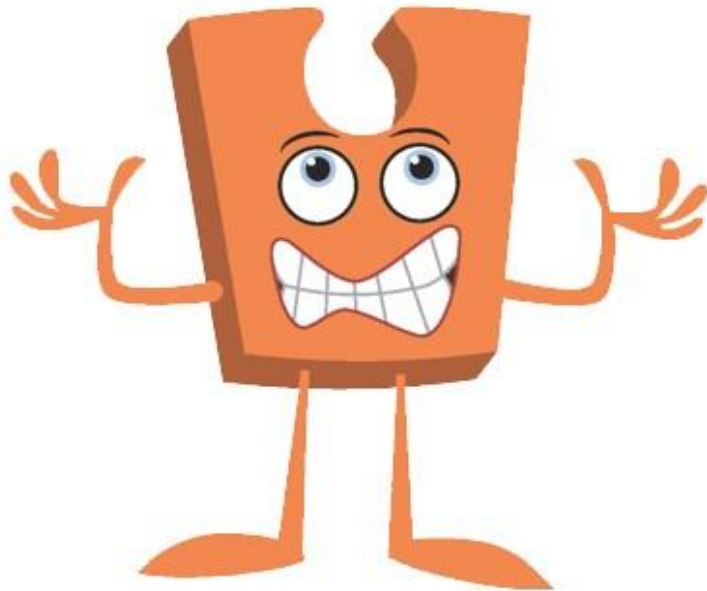
Display

There is a PSHE display showcasing PSHE learning at JEA. Here is an example of the PSHE display when we are focusing on the unit 'Healthy me'.



Certificates

We will be introducing certificates at the end of each term when they have completed the puzzle to celebrate the children's PSHE learning. All children in every year group will be rewarded with a certificate.



Jigsaw!

Being Me in My World
Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: Date:



Any
Questions?