



Progression Documents

Personal, Social, Health and Economic (PSHE) Education

Including Relationships and sex education (RSE)



Curriculum Overview: Learning for life



We are **CONFIDENT COMMUNICATORS** who listen and share our ideas confidently.
 We are **RESILIENT RESEARCHERS** who don't give up and learn from our mistakes.
 We are **ASPIRATIONAL AMBASSADORS** who strive to be the best we can be.
 We are **COLLABORATIVE CITIZENS** who work together and respect others.

Intent	Implementation	Impact
<p>PSHE is a non-statutory subject. Relationships and sex education (RSE) is an important part of our PSHE education. Relationships education is compulsory for all primary school children.</p> <p>As a school we provide sex education for all registered pupils, including those in reception classes, unless withdrawn by their parents.</p> <p>Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the curriculum and which statements from the 2020 Development Matters are prerequisite skills for PHSE.</p> <p>KS1 and KS2: In KS1 and KS2 the PHSE curriculum has been designed to reflect the needs of our pupils, to equip them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We use our PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.</p> <p>To ensure that pupils develop a secure knowledge that they can build on, our PHSE curriculum has been mapped out using our Key Concepts.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through our subject overview. <i>Our guiding principles have been that all of the compulsory subject content of the PHSE and RSE curriculum is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of children and parents while always with the aim of providing our children with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters and at school we complement and reinforce this role by building on what children learn at home as an important part of delivering a good education.</i></p> <p>Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks.</p> <p>PHSE is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p>	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS PHSE is taught as part of 'Personal, Social and Emotional Development' and 'Understanding of the World' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, PHSE is taught as a discreet subject every week to allow time to embed skills in the subject.</p> <p>The core teaching of PHSE / SRE is delivered through the 'Jigsaw' Scheme of Work and adapted to meet the needs of the learners in our school. The six half termly themes allow each year group studying the same unit at the same time (at their own level): Autumn 1: Being Me in My World Autumn 2: Differences (including anti-bullying) Spring 1: Dreams and Goals Spring 2: Healthy Me Summer 1: Relationships Summer 2: Changing Me (including Sex Education)</p> <p>In addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum (Statutory) and our PHSE curriculum (non-statutory).</p> <p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.</p>	<p>Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p>

Breadth of Study

Breadth of Study EYFS:

Three and Four Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others.
Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. 	

Breadth of study Key Stage 1 and KS2:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

When any school provides RSE they must have regard to the [Secretary of State's guidance](#), this is a statutory duty.

Threshold Concepts

Being in my world	Celebrating Differences (Including Anti Bullying)	Dreams and Goals	Healthy me	Relationships	Changing me (Including Sex education)
This unit covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.	This unit focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.	This unit aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.	This unit covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.	This unit has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.	This unit focuses on change of many types. This includes puberty, becoming a teenager and growing from young to old.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being in my world	To explain why their class is a happy and safe place to learn. To give different examples where they or others make their class happy and safe.	To explain why their behaviour can impact on other people in their class. To compare their own and their friends' choices and can express why some choices are better than others.	To explain how their behaviour can affect how others feel and behave. To explain why it is important to have rules and how that helps them and others in their class learn. To explain why it is important to feel valued.	To explain why being listened to and listening to others is important in their school community. To explain why being democratic is important and can help me and others feel valued.	To compare their life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. To explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	To explain how their choices can have an impact on people in their immediate community and globally. To empathise with others in their community and globally and explain how this can influence the choices they make.
Celebrating differences	To tell you some ways that they are different and similar to other people in their class, and why this makes us all special. To explain what bullying is and how being bullied might make somebody feel.	To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. To explain how it feels to have a friend and be a friend. To also explain why it is OK to be different from their friends.	To describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. To know how being involved with a conflict makes them feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	To be able to tell you a time when their first impression of someone changed as they got to know them. To also explain why bullying might be difficult to spot and what to do about it if they are not sure. To explain why it is good to accept themselves and others for who they are.	To explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation. To explain why racism and other forms of discrimination are unkind. To express how they feel about discriminatory behaviour.	To explain ways in which difference can be a source of conflict or a cause for celebration. To show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
Dreams and goals	To explain how they feel when they are successful and how this can be celebrated positively. To say why their internal treasure chest is an important place to store positive feelings.	To explain how they played their part in a group and the parts other people played to create an end product. To explain how their skills complemented each other. To explain how it felt to be part of a group and can identify a range of feelings about group work.	To explain the different ways that help they learn and what they need to do to improve. To know how to be confident and positive when they share their success with others. To explain how these feelings can be stored in their internal treasure chest and why this is important.	To plan and set new goals even after a disappointment. To explain what it means to be resilient and to have a positive attitude.	To compare their hopes and dreams with those of young people from different cultures. To reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	To explain different ways to work with others to help make the world a better place. To explain what motivates me to make the world a better place.
Healthy me	To explain why they think their body is amazing and can identify a range of ways to keep it safe and healthy. To give examples of when being healthy can help me feel happy.	To explain why foods and medicines can be good for their body comparing their ideas with less healthy/ unsafe choices. To compare their own and their friends' choices and can express how it feels to make healthy and safe choices.	To identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe and healthy including who to go to for help. To express how being anxious/ scared and unwell feels.	To recognise when people are putting them under pressure and can explain ways to resist this when they want to. To identify feelings of anxiety and fear associated with peer pressure.	To explain different roles that food and substances can play in people's lives. To also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. To summarise different ways that they respect and value their body.	To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. To identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure.
Relationships	To explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves. To also explain how their qualities help these relationships. To give examples of behaviour in other people that they appreciate and behaviours that they don't like.	To explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special. To give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships.	To explain how their life is influenced positively by people they know and also by people from other countries. To explain why their choices might affect their family, friendships and people around the world who they don't know.	To recognise how people are feeling when they miss a special person or animal. To give ways that might help them manage their feelings when missing a special person or animal.	To compare different types of friendships and the feelings associated with them. To also explain how to stay safe when using technology to communicate with their friends, including how to stand up for themselves, negotiate and to resist peer pressure. To apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or others.	To identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. To explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and their friends in real or online situations. To offer strategies to help them manage these feelings and situations.
Changing me	To compare how they are now to when they were a baby and explain some of the changes that will happen to them as they get older. To use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. To explain why some changes they might experience might feel better than others.	To use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. To explain why some types of touches feel OK and others don't. To tell you what they like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to them.	To explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how they feel about these changes happening to them and can suggest some ideas to cope with these feelings.	To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. To explain some of the choices they might make in the future and some of the choices that they have no control over. To offer some suggestions about how they might manage their feelings when changes happen.	To explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. To also summarise the process of conception. To express how they feel about the changes that will happen to them during puberty. To accept these changes might happen at different times to their friends.	To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To know how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby.

PHSE OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Being in my world	Celebrating Differences (Including Anti Bullying)	Dreams and Goals	Healthy me	Relationships	Changing me (Including Sex education)
Year 2	Being in my world	Celebrating Differences (Including Anti Bullying)	Dreams and Goals	Healthy me	Relationships	Changing me (Including Sex education)
Year 3	Being in my world	Celebrating Differences (Including Anti Bullying)	Dreams and Goals	Healthy me	Relationships	Changing me (Including Sex education)
Year 4	Being in my world	Celebrating Differences (Including Anti Bullying)	Dreams and Goals	Healthy me	Relationships	Changing me (Including Sex education)
Year 5	Being in my world	Celebrating Differences (Including Anti Bullying)	Dreams and Goals	Healthy me	Relationships	Changing me (Including Sex education)
Year 6	Being in my world	Celebrating Differences (Including Anti Bullying)	Dreams and Goals	Healthy me	Relationships	Changing me (Including Sex education)