

Finlay Community School

Personal, Social, Health and Economic Education (PSHE) and Relationships Education

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our PSHE and Relationships Education Intent

At Finlay, we teach the National Curriculum. As part of our personal, social and health education, we follow Jigsaw which is a comprehensive scheme suitable for ages 3 to 11. Jigsaw is a "mindful approach to PSHE, [that] brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. We understand the importance of teaching a coherent PSHE curriculum, and the positive impact it can have on our children's mental health and wellbeing. Each class has an explicit taught PSHE session weekly, where they can discuss age appropriate issues in a safe environment. Many of these sessions are completed verbally, through discussion as a class and within groups. The class teacher then evidences these sessions either through a 'summary sheet', 'photo collage' or 'speech bubbles'.

Whole School Curriculum Overview: PSHE and Relationships Education Units

Reception

- R.1: *Being me in my world*
- R.2: *Celebrating difference*
- R.3: *Dreams and goals*
- R.4: *Healthy me*
- R.5: *Relationships*
- R.6: *Changing me*

Year 4

- 4.1: *Being me in my world*
- 4.2: *Celebrating difference*
- 4.3: *Dreams and goals*
- 4.4: *Healthy me*
- 4.5: *Relationships*
- 4.6: *Changing me*

Year 3

- 3.1: *Being me in my world*
- 3.2: *Celebrating difference*
- 3.3: *Dreams and goals*
- 3.4: *Healthy me*
- 3.5: *Relationships*
- 3.6: *Changing me*

Year 5

- 5.1: *Being me in my world*
- 5.2: *Celebrating difference*
- 5.3: *Dreams and goals*
- 5.4: *Healthy me*
- 5.5: *Relationships*
- 5.6: *Changing me*

Year 1

- 1.1: *Being me in my world*
- 1.2: *Celebrating difference*
- 1.3: *Dreams and goals*
- 1.4: *Healthy me*
- 1.5: *Relationships*
- 1.6: *Changing me*

Year 2

- 2.1: *Being me in my world*
- 2.2: *Celebrating difference*
- 2.3: *Dreams and goals*
- 2.4: *Healthy me*
- 2.5: *Relationships*
- 2.6: *Changing me*

Year 6

- 6.1: *Being me in my world*
- 6.2: *Celebrating difference*
- 6.3: *Dreams and goals*
- 6.4: *Healthy me*
- 6.5: *Relationships*
- 6.6: *Changing me*

PSHE and Relationships Education Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>I wonder: What it's like in space? What it's like in Australia? What it's like in Antarctica?</i>	<i>I wonder: What materials are waterproof? What the weather is like in each season? What it is like at The Farm?</i>	<i>Once Upon a Time Moving on up!</i>	
PSHE and Relationships Education Unit	R.1 Being me in my world	R.2 Celebrating difference	R.3 Dreams and goals	R.4 Healthy me	R.5 Relationships	R.6 Changing me
Year 1	<i>Finlay Toy Factory</i>		<i>Where oh Where is Finlay Bear</i>	<i>The Great Space Race</i>		
PSHE and Relationships Education unit	1.1 Being me in my world	1.2 Celebrating difference	1.3 Dreams and goals	1.4 Healthy me	1.5 Relationships	1.6 Changing me
Year 2	<i>The Great Fire of London & The Tudors</i>		<i>Around the World in ... Days Passport theme</i>	<i>Heroes in History Florence Nightingale and Mary Seacole</i>		

PSHE and Relationships Education unit	2.1 Being me in my world	2.2 Celebrating difference	2.3 Dreams and goals	2.4 Healthy me	2.5 Relationships	2.6 Changing me
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
PSHE and Relationships Education unit	3.1 Being me in my world	3.2 Celebrating difference	3.3 Dreams and goals	3.4 Healthy me	3.5 Relationships	3.6 Changing me
Year 4	Rotten Romans Glorious Glorium		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
PSHE and Relationships Education unit	4.1 Being me in my world	4.2 Celebrating difference	4.3 Dreams and goals	4.4 Healthy me	4.5 Relationships	4.6 Changing me
Year 5	Invaders and Settlers - Saxons and Vikings		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya and Aztec Civilisation	
PSHE and Relationships Education unit	5.1 Being me in my world	5.2 Celebrating difference	5.3 Dreams and goals	5.4 Healthy me	5.5 Relationships	5.6 Changing me
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica		Let Me Entertain You! History of Entertainment	

PSHE and Relationships Education unit	6.1 Being me in my world	6.2 Celebrating difference	6.3 Dreams and goals	6.4 Healthy me	6.5 Relationships	6.6 Changing me
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Progression of Knowledge, Skills and Understanding in the National Curriculum

PSHE and Relationships Education – Being me in my world

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-identity	Feeling special and safe	Hopes and fears for the year	Setting personal goals	Being part of a class team	Planning the forthcoming year	Identifying goals for the year	
Understanding feelings	Being part of a class	Rights and responsibilities	Self-identity and worth	Being a school citizen	Being a citizen	Global citizenship	
Being in a classroom	Rights and responsibilities	Rewards and consequences	Positivity in challenges	Rights, responsibilities and democracy (school council)	Rights and responsibilities	Children's universal rights	
Being gentle	Rewards and feeling proud	Safe and fair learning environment	Rules, rights and responsibilities	Rewards and consequences	Rewards and consequences	Feeling welcome and valued	
Rights and responsibilities	Consequences	Valuing contributions	Rewards and consequences	Group decision-making	How behaviour affects groups	Choices, consequences and rewards	

		Owning the Learning Charter	Choices Recognising feelings	Responsible choices Seeing things from others' perspectives	Having a voice What motivates behaviour	Democracy, having a voice, participating	Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
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PSHE and Relationships Education – Celebrating difference

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying talents	Similarities and differences	Assumptions and stereotypes about gender	Families and their differences	Challenging assumptions	Cultural differences and how they can cause conflict	Perceptions of normality	
Being special	Understanding bullying and knowing how to deal with it	Understanding bullying	Family conflict and how to manage it (child-centred)	Judging by appearance	Racism	Understanding disability	
Families	Making new friends	Standing up for self and others	Witnessing bullying and how to solve it	Accepting self and others	Rumours and name-calling	Power struggles	
Where we live	Celebrating the differences in everyone	Making new friends		Understanding influences	Types of bullying	Understanding bullying	
Making friends				Understanding bullying		Inclusion/exclusion	

	Standing up for yourself		Gender diversity Celebrating difference and remaining friends	Recognising how words can be hurtful Giving and receiving compliments	Problem-solving Identifying how special and unique everyone is First impressions	Material wealth and happiness Enjoying and respecting other cultures	Differences as conflict, difference as celebration Empathy
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PSHE and Relationships Education – Dreams and goals

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Challenges	Setting goals	Achieving realistic goals	Difficult challenges and achieving success	Hopes and dreams	Future dreams	Personal learning goals, in and out of school	
Perseverance	Identifying successes and achievements	Perseverance	Dreams and ambitions	Overcoming disappointment	The importance of money	Success criteria	
Goal-setting	Learning styles	Learning strengths	New challenges	Creating new, realistic dreams	Jobs and careers	Emotions in success	
Overcoming obstacles	Working well and celebrating achievement with a partner	Learning with others	Motivation and enthusiasm	Achieving goals	Dream job and how to get there	Making a difference in the world	
Seeking help	Tackling new challenges	Group co-operation	Recognising and trying to overcome obstacles	Working in a group	Goals in different cultures	Motivation	
Jobs		Contributing to and sharing success		Celebrating contributions	Supporting others (charity)	Recognising achievements	
Achieving goals				Resilience	Motivation		

		Identifying and overcoming obstacles		Evaluating learning processes	Positive attitudes		Compliments
		Feelings of success		Managing feelings			
				Simple budgeting			

PSHE and Relationships Education – Healthy me

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exercising bodies	Physical activity	Healthy food	Sleep	Keeping clean	Safety	Exercising bodies	Physical activity
						Smoking, including vaping	Taking personal responsibility
						Alcohol	How substances affect the body
						Alcohol and anti-social behaviour	Exploitation, including 'county lines' and gang culture
						Emergency aid	
						Body image	
						Relationships with food	Emotional and mental health
						Healthy choices	

		Linking health and happiness		Respect for myself and others Healthy and safe choices		Motivation and behaviour	Managing stress
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PSHE and Relationships Education- Relationships

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation	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	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	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness

		Self-acknowledgement Being a good friend to myself Celebrating special relationships	for special relationships	Awareness of how other children have different lives Expressing appreciation for family and friends		Dangers of online grooming SMART internet safety rules	Technology safety Take responsibility with technology use
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PSHE and Relationships Education- Changing me

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	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	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

		Coping with change Transition		Preparing for transition		Coping with change Preparing for transition	
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For evidence of how the modules in Jigsaw align to the DfE statutory relationships, sex and health education, please see the appendix document which is available in the RSHE subject leader folder.

Characteristics of Effective PSHE Teaching

What would I see in a unit of PSHE and Relationships Education?

What would I see in a Lesson?

<p><i>Children and adults to be arranged in an inclusive way so nobody is left out</i></p>	<p><i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i></p>	<p><i>Remind children of the Jigsaw Charter at the start of each lesson</i></p>
<p><u>Connect us</u> <i>Children and adults to all take part in this activity to start the lesson in a fun and inclusive way</i></p>	<p><u>Calm me</u> <i>Adult to read the 'Calm me' script and use the Jigsaw chime and prepare the children for learning by relaxing their body and quietening their thoughts and emotions.</i></p>	<p><u>Open my mind</u> <i>Help to introduce children to the essence of the lesson that is about to follow</i></p>
<p><u>Tell me or show me</u> <i>The teaching part of the lesson where the teacher should teach the child new skills</i></p>	<p><u>Let me learn</u> <i>Children are provided with learning activities to integrate their learning</i></p>	<p><u>Help me reflect</u> <i>Help the children reflect, process and evaluate what they have learnt and help them celebrate their progress</i></p>

Knowledge Organisers are available via the Jigsaw Scheme of Work. These are available to download from the Jigsaw website and a hard copy is available for viewing in the Subject Leader file in school.