

Helmshore Primary School

PSHE/RSE Curriculum

Intent, Implementation, Impact



Intent

Our PSHE curriculum, along with a focus on positive physical, emotional and mental health and well-being, is a key element of learning at Helmshore Primary School. It starts with our very youngest children in EYFS when meeting their Personal, Social and Emotional Development needs. PSHE is recognised as a key subject area by all staff and is a high priority across whole-school initiatives. Our curriculum design has our children's health, well-being and personal development at the heart of everything we do.

Here at Helmshore Primary School, PSHE teaching and learning will put in place the key building blocks of healthy, respectful relationships, focusing on family, friendships and life changes. Following the Jigsaw PSHE scheme, we ensure all children gain an essential understanding of how to be healthy emotionally, physically and mentally. Teaching about mental wellbeing is vital to ensure that pupils are well prepared for the challenges which lay ahead in their lives. PSHE teaching will equip our pupils with the knowledge and capability to take care of themselves and to know the correct approaches to take when faced with challenges regarding their wellbeing. The wider aim of this subject is to help develop resilience and virtues that are fundamental to pupils being happy, successful and productive members of society.

Our Helmshore Primary PSHE and RSE curriculum has been designed to meet the 2020 DfE statutory requirements for Relationship Education, Sex Education and Health Education, and is built around progressive units of work from the Jigsaw PSHE scheme to support children's learning and understanding.

Implementation

At Helmshore Primary School, we closely follow the Jigsaw PSHE scheme of work, which contains six different puzzles:

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

Puzzle 2 - Celebrating Differences (Autumn 2)

Puzzle 3 - Dreams and Goals (Spring 1)

Puzzle 4 - Healthy Me (Spring 2)
Puzzle 5 - Relationships (Summer 1)
Puzzle 6 - Changing Me (Summer 2)

Year Group	AUTUMN 1 Being me in my world	AUTUMN 2 Celebrating Difference	SPRING 1 Dreams & Goals	SPRING 2 Healthy Me	SUMMER 1 Relationships	SUMMER 2 Changing Me
EYFS	Who...Me?! How am I feeling today? Being at school. Gentle hands. Our rights and Responsibilities-Class Charter.	What I am good at. I'm special, I'm me! Families. Houses and homes. Making friends. Standing up for yourself.	Challenge. Never giving up. Setting a goal. Obstacles and support. Flight to the future. Award ceremony.	Everybody's body! We like to move it move it! Food glorious food. Sweet dreams. Keeping Clean. Stranger danger. (Links with Life Ed caravan)	My family and me. Make friends, make friends, never ever break friends. Falling out and bullying. Being the best friend, we can be.	My body Respecting my body. Growing up. Fun and fears. Celebration.
Year 1	Helping others feel welcome, special and safe Try to make the school community a better place Everyone's right to learn - Rights and Responsibilities Other people's feelings Rewards/feeling proud of my achievements Consequences	Knowing how to keep safe if someone is being bullied Including others when playing and working Trying to solve problems Trying and remembering to use kind words Knowing how to give and receive compliments	Staying positive when doing something challenging Keep trying even when something is difficult How to work well with a partner/in a group Having a positive attitude Working hard to achieve own and others Dreams and Goals	Understanding the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy life-style choices I know how to keep myself clean, healthy and understand how germs can cause disease/illness I understand that medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road, and about people who can help me to stay safe	Identifying members of family and understand types of families What a good friend means Knowing who can help me in the school community My qualities as a person and friend Appreciating people who are special to me	Beginning to understand life cycles of humans and animals Talking about me - things that have changed/ stayed the same How my body has changed since I was a baby Body parts (girls and boys and how they differ) When I learn I change a little bit The changes that have happened in my life
Year 2	Hopes and Fears for the Year Rights and Responsibilities (Pupil Council)	Boys and Girls Why does bullying happen? Standing up for myself and others	Goals to success My learning strengths Learning with others Group challenges	Being healthy Being relaxed Medicine safety Healthy eating	Families Keeping safe- exploring physical contact Friends and conflict Secrets	Life cycles in nature Growing from young to old The changing me Boys' and girls' bodies Assertiveness

	Rewards and Consequences Our Learning Charter (Class Charter) Owning Our Learning Charter.	Making a new friend Celebrating difference and still being friends.	Celebrating our achievement		Trust and appreciation Celebrating my special relationships	Looking ahead
Year 3	Getting to Know Each Other Our Nightmare School Our Dream School Rewards and Consequences Our Learning Charter Owning our Learning Charter	Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference: compliments	Dreams and Goals My Dreams and Ambitions A New Challenge Our New Challenge Our New Challenge - Overcoming Obstacles Celebrating My Learning - Assessment	Being Fit and Healthy Being Fit and Healthy What Do I know About Drugs? Being Safe - Assessment Being Safe at Home My Amazing Body	Family Roles and Responsibilities Friendship Keeping Myself Safe Being a Global Citizen 1 Being a Global Citizen 2 Celebrating My Web of Relationships	How Babies Grow Babies Outside Body Changes Inside Body Changes Family Stereotypes Looking Ahead
Year 4	Becoming a class team. Being a school citizen. Rights, Responsibilities and Democracy (Pupil Council). Rewards and Consequences. School/Class Charter.	Judging appearances. Understanding Influences. Understanding Bullying. Problem-Solving linked to bullying. Special Me. Celebrating Difference: How we look.	Hopes and dreams. Broken dreams. Overcoming disappointment. Creating new dreams. Achieving goals. We did it! - looking at and celebrating achievements.	Me and my friends Group Dynamics Smoking Alcohol Healthy friendships Celebrating inner strength and assertiveness.	Relationship Web - how are people I know linked to me. Love and Loss. Memories. Are animals special? Special Pets Celebrating my relationship with people and animals.	Unique me. Having a baby. Girls and Puberty Circles of Change Accepting Change Looking ahead.
Year 5	My Year Ahead Being Me in Britain Year 5 Responsibilities (Pupil Council) Rewards and Consequences Our Learning Charter Owning our Learning Charter	Different cultures Racism Rumours and name-calling Types of bullying Does money matter? Celebrating difference across the world	When I Grow Up (My Dream Lifestyle) Investigate Jobs and Careers My Dream Job. Why I want it and the steps to get there Dreams and Goals of Young People in Other Cultures How We Can Support Each Other Rallying Support	Smoking Alcohol Emergency Aid Body Image My Relationship with Food Healthy Me	Recognising Me Getting On and Falling Out Girlfriends and Boyfriends Relationships and Technology	Self and Body Image Puberty for Girls (RSE Programme) Puberty for Boys (RSE Programme) Conception Looking Ahead Looking Ahead to Year 6

Year 6	Identify goals for the year. Understand my fears and worries about the future. To feel welcomed and valued and know how to make others feel the same. Universal rights for all children. Understand my own wants and needs and compare to others from other communities. Understand that my actions affect others globally. Make choices about my own behaviour and understand that actions have a consequence. Pupil Council – how having a voice can benefit the school community.	Understand what normal means. To empathise with people with disabilities. To understand how a disability can affect someone's life. How can a person or a group have power over others? Why do some people use bullying behaviours? Appreciate people for who they are. How difference can be a source for conflict or cause for celebration.	Know my strengths and set challenging and realistic targets for myself. What do I need to do to reach my goals? Identify problems in the world that concern me and talk to others about them. Describe ways in which we can work with other people to make the world a better place. Know why some people like me and accept praise.	Know the impact of food on the body. Different types of drugs and their uses and effects on the body. Evaluate when alcohol is being used responsibly, anti-socially or being misused. How to get help in an emergency. Learn basic procedures – recovery position. Explore people's attitudes towards mental health and illness. Recognise stress triggers and how this can result in alcohol misuse.	Recognise significant people in my life so far. Know some of the feelings we can have when someone dies or leaves. Stages of grief and that loss can cause people to grieve. Recognise when people are trying to gain power or control. How technology can be used to gain power or control. Use technology positively and safely to communicate with family and friends.	Be aware of my own self-image. Changes during puberty. Looking after myself emotionally and physically. Ask questions about puberty. Describe how a baby develops from conception through to delivery. Understand how being physically attracted to someone can change the relationship. Transition to Secondary – what am I looking forward to / worried about.
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Each Jigsaw puzzle is delivered across all year groups for a whole half term, in the order shown above. By doing this, we clearly demonstrate progression throughout school in each year group, meeting the National Curriculum requirements.

As well as teaching the above Jigsaw puzzles, we have a visit each year from the Coram Life Education Caravan, where each year group receives an educated session, meeting their needs in a respectful, sensitive manner. The areas covered by Life Education for each year group are:

- EYFS** - 'All About Me'
- Year 1** - 'My Wonderful Body'
- Year 2** - 'Feelings'
- Year 3** - 'Meet the Brain'
- Year 4** - 'It's Great to be Me'
- Year 5** - 'Friends'
- Year 6** - 'Decisions'

As an addition to this, Year 5 receive a Puberty talk and Year 6 receive an RSE talk, delivered by a trained member of staff from Life Education, which takes place during April/May time.

Impact

At Helmshore Primary School, we evidence children's learning and progress in PSHE and RSE through discussion based sessions, recording children's ideas and thoughts on flipcharts.

Subject leaders for PSHE and RSE hold regular discussions for pupil voice, finding out about what children have learnt in PSHE lessons, as well as what they enjoy. Subject leaders also ensure members of staff provide any written evidence for each puzzle piece every half term. We also ensure that staff receive relevant CPD training to support their understanding and confidence to deliver well structured, high quality PSHE lessons.

