

Personal, Social, Health Education (PSHE)

Regis Manor Primary School



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Jigsaw, the programme of study used at Regis Manor, is designed to support our students in developing relevant and appropriate life skills. Through our Jigsaw programme we create a spiral curriculum, through which children build and reflect on what they have learnt. This allows them to develop and deepen their understanding. As a spiral curriculum, children who have missed learning opportunities are able to review and maintain cohesion throughout the school.

Through the use of Jigsaw, our children will:

- have the skills necessary to lead a happy and successful life.
- make good to outstanding progress in lessons and develop social and emotional aspects of learning (self-awareness; managing feelings; motivation; empathy; social skills).
- develop literacy skills through speaking, listening, reading and writing tasks.
- develop personal understanding of themselves, their communities and their roles within them
- explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

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Implementation



At Regis Manor we follow a cross curricular approach. PSHE is embedded into other curriculum areas such as science, RE, art and English, allowing issues to be explored and understood within wider learning opportunities. Through the use of Jigsaw, our curriculum is updated to reflect current changes in policy. Opportunities are given for the inclusion of discussion based elements which allow for all children to be included. Group work and paired work is an important means of ensuring that all children are valued and contribute in their own way, using their unique strengths.

PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. We welcome visitors from the local community including the police, the NSPCC and fire service also and reinforce messages within our curriculum.

We embrace modern Britain by sharing different festivals and celebrations from all the world, developing the opportunities for our children to appreciate similarities and differences within different countries and cultures.



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Implementation

Jigsaw combines PSHE with emotional literacy, mindfulness, social skills and spiritual development. The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety.

Through themed days and weeks such as Anti-Bullying Week, Black History Week, School Diversity Week and Internet Safety Week, we aim to ensure children are aware of their environment and encourage them to respect differences both within their known environments and those outside.

The ultimate impact of PSHE will be the children's ability to develop positive and healthy relationships with their peers both now and in the future.

Parents can find out more about Jigsaw [here](#).



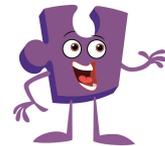
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Implementation

The Jigsaw scheme is split into six different topics (puzzle pieces) that are each taught for a term.

Being Me in My World	Includes understanding my place in the class, school and the global community
Celebrating Difference	Includes anti-bullying (homophobic and cyber bullying included) and diversity work
Dreams and Goals	Includes goal setting and aspiration as well as working together to organise fundraising work
Healthy Me	Includes drug and alcohol education, self esteem, confidence and healthy lifestyle choices
Relationships	Includes friendship, family and other relationships, conflict resolution and communication skills
Changing Me	Includes sex and relationship education in the context of looking at change



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PSHE Curriculum

The Primary Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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PSHE Curriculum

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition

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Relationships and Sex Education

Relationships and sex education is taught during term 6 in the changing me topic.

Each year group is taught appropriate to their age and developmental stage. All lesson content is directly linked to the statutory guidance and is age-appropriate; if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information is shared with parents to enable them to discuss further with their child if they feel it is appropriate. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Every year we hold meetings with parents to ensure they have the opportunity to understand what their child will be learning over the term as part of our collaborative working approach.



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Relationships and Sex Education

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

More information about the school's RSE policy can be found [here](#).



First Aid

Children at Regis Manor learn first aid in term 3 every year. This is delivered by staff within school at an age appropriate level. Every year learning from previous years is recapped before extending with new learning. Children learn about:

- Putting safety first
- How to make an emergency call
- What to do if someone falls unconscious
- How to treat common injuries (including wasp and bee stings, cuts and grazes, nosebleeds, headaches, head injuries, sprains, broken bones,vomiting, eye injuries, burns and scalds, allergies, choking)
- Applying dressings and bandages
- Managing and administering medication



Inclusive Practice

RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

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Assessment

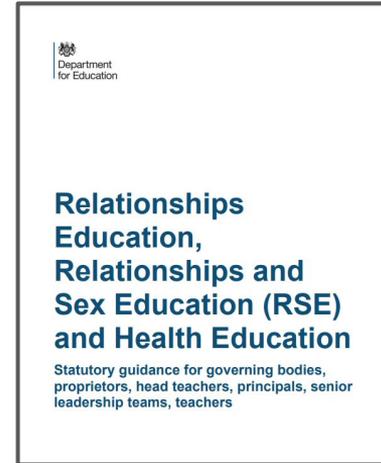
Work related to PSHE is completed and gathered into pupil books. Not every lesson will have a recorded outcome in books to ensure that the focus is on the discussions and the children's understanding of what is taught. Outcomes are often individual and children are encouraged to show their understanding through a variety of methods such as art and poetry.

Each lesson children are asked to self assess their learning against the PSHE learning intention and the social and emotional development learning intention. These reflections are recorded into their PSHE books.

Example of PSHE
Assessment Sheet

National Curriculum

To find out more information about the government statutory guidance for RSE, click [here](#).



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