



Our *PSHE* Approach

At Heymann Primary and Nursery School our vision is for all children to respect themselves and others, lead a safe and healthy life and to become self-confident, responsible, and independent individuals who have the tools to live in a modern world. Working within our four key values that drive our whole school curriculum (Curriculum Drivers of Diversity, Emotional Intelligence, Creative Thinking and Community), we teach Personal, Social, Health Education and Relationships and Health Education as a whole-school approach to underpin children's development as people, and because we believe that this also supports their capacity to learn.

CURRICULUM DESIGN

We use the Jigsaw PSHE Programme as a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. The Jigsaw PSHE Programme has been updated to ensure all aspects of the statutory RHE curriculum for Primary Schools are taught in an age-appropriate and sensitive way.

The Jigsaw PSHE programme provides us with a spiral curriculum that begins in the Early Years. It supports children to build on previous knowledge and strategies to manage their own well-being, deepening and broadening their understanding every year. The scheme centres around 6 puzzles: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me.

Changing Me. Each half term, the whole school concentrate on the same puzzle. In the Early Years, children begin to explore who they are as individuals, learn how to make friends, know who they can ask for help and support, develop respect for their body and learn how to overcome obstacles and approach challenges in a positive way. The stand-alone lessons make clear links to all seven areas in the Early Years curriculum and provide plenty of opportunities to reinforce and practise learning through play. In KS1, children develop and broaden these skills whilst also extending their understanding of feelings, valuing others, learning about road safety, coping with change, discussing friendships and conflicts, and using the correct terminology when talking about parts of their body. At KS2, children extend their understanding of themselves as individuals and explore the impact they can have on the world around them, as part of our school community and as a British citizen. They learn about the importance of money, discuss their aspirations and dreams for the future and develop an understanding of the physical and mental changes that can occur during puberty.

At Heymann we strongly feel that children have the right to information about puberty and human reproduction in age-appropriate lessons. We have adjusted the Jigsaw PSHE scheme so that the relevant content is taught in older year groups, where we feel it is most appropriate for our community and our children. We fully appreciate that children mature at different rates and that a wide range of cultures are represented in our school. Therefore, we have carefully chosen which aspects of Sex Education to teach and communicate these to parents annually.

PSHE Content Overview

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (EYF)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Family 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 Healthy/fertile choices Keeping clean Being safe Motions safety/safety with household items Road safety Linking health and happiness	Belonging to a family Having 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 Changing the My Changing Body Boy's and Girl's Bodies Learning and Growing Coping with Changes
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 The Changing Me Boy's and Girl's Bodies Assertiveness Looking Ahead
Ages 7-8	Setting personal goals Self-identity and worth Priority in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeking things from other 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 Boy's and Girl's Bodies Assertiveness Family Stereotypes Looking Ahead

TEACHING

At Heymann, we allocate at least one hour per week (normally on a Friday afternoon) to PSHE to teach the PSHE knowledge and skills through our Jigsaw lessons. The knowledge and skills in PSHE lessons are enhanced and reinforced through our school rules, praise and reward systems, Assemblies, the Heymann Highway, and through relationships child to child, adult to child, adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. There are also strong links to our Science and PE curriculums and enhancement weeks such as Anti-Bullying, Healthy Living, and Community Cohesion Week.

PSHE lessons all follow a consistent format so the children know what to expect and can concentrate on the learning. Each lesson is designed to nurture the positive and inclusive culture of the whole school community. Lessons start with a 'connect us' activity to build social skills and to start each lesson in an inclusive and fun way. This is followed by 'calm me' time where the children are supported, through mindfulness activities to relax their bodies and minds, to help them achieve the optimum state for learning. During 'open my mind' activities help children to focus on the learning objective of the lesson. This is then taught through 'tell /show me' where a new skill or concept is explored. In 'let me learn' the children are given opportunities to internalise the learning and make it their own. At the end of each session there is time to reflect on what has been learnt and how the learning has made the children feel.

At Heymann we recognise the importance of vocabulary and expect our children to develop good speaking, listening and understanding skills. The spiral nature of our PSHE curriculum ensures that children are given access to age-appropriate vocabulary that is returned to and built upon over



the year and across year groups. There are clear vocabulary lists for each puzzle and child-friendly definitions for words are provided to ensure good understanding and consistency. Children are supported to recognise and name their feelings, have the language to resolve conflicts, and to use the correct terminology when discussing their bodies. It is essential for their knowledge and safety that children are using the correct scientific names for body parts. These are taught through Jigsaw and Science lessons in an age-appropriate way and parents are made aware which words are introduced in each year group.

MONITORING OF IMPACT

Monitoring of PSHE learning and the impact of teaching is checked regularly according to our school monitoring timetable through book scrutinies and pupil voice carried out by both teachers and governors. We review our curriculum and policy regularly to make sure that we are meeting the needs of our school community and children in our care.