

## Subject: PSHE

## Overview with Curriculum Objectives from PSHE Association and Jigsaw

### Personal, Social, Health and Economic Education PSHE Intent

PSHE provides a foundation for children's learning and development as well as their wellbeing. At Oughton, we value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. We aim to develop them to become lifelong learners. We use the Jigsaw Programme to enhance our PSHE curriculum, which aims to improve the children's capacity to learn across the curriculum and could ultimately improve their life chances. We teach the children to understand and respect British Values and our Oughton LIFE values – Learning, Inclusion, Friendship, Enjoyment for Everyone. All pupils can achieve and we support them to develop a growth mindset with no limits on their learning.

#### ***We aim to ensure children:***

- value themselves and others.
- form positive relationships.
- make sensible choices.
- communicate effectively with others.
- take an active role in the community.
- become healthy and fulfilled individuals.
- improve their social skills to better enable collaborative learning.

The teaching of personal, social and emotional development is supported across the curriculum. The children are encouraged to take an active part in school life and its neighbourhood through the School Council, workshops, projects, speakers and visitors to the school & outside visits.

Early Years follows the EYFS curriculum for PSED – Personal Social and Emotional Development.

<b>Early Years</b> <b>Foundation</b> Nursery and Reception  <b>Statutory focus:</b>	<b>Self-regulation</b> <ul style="list-style-type: none"><li>- Show an understanding of their feelings &amp; begin to regulate their behaviour accordingly</li><li>- Set &amp; work towards simple goals, being able to wait for what they want &amp; control their immediate impulses when appropriate</li><li>- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, &amp; show an ability to follow instructions involving several ideas or actions</li></ul> <b>Managing Self</b> <ul style="list-style-type: none"><li>- Be confident to try new activities &amp; show independence, resilience &amp; perseverance in the face of challenge</li><li>- Explain the reasons for rules, know right from wrong &amp; try to behave accordingly</li><li>- Manage own basic hygiene &amp; personal needs, including dressing, going to the toilet &amp; understanding the importance of healthy food choices</li></ul> <b>Building Relationships</b> <ul style="list-style-type: none"><li>- Work &amp; play cooperatively &amp; take turns with others</li><li>- Form positive attachments to adults &amp; friendships with peers</li><li>- Show sensitivity to their own &amp; other's needs</li></ul>
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Focus	<b>Health &amp; well-being</b>	<b>Relationships</b>	<b>Living in the wider world</b>
Nursery	<ul style="list-style-type: none"> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Shows confidence &amp; self-esteem through being outgoing towards people, taking risks &amp; trying new things or social situations &amp; being able to express their needs &amp; asks adults for help</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing &amp; drying hands</li> <li>• Make healthy choices about food, drink, activity &amp; tooth brushing</li> </ul>	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sense of responsibility &amp; membership of a community</li> <li>• Increasingly follow rules, understanding why they are important</li> <li>• Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Know &amp; talk about the different factors that support their overall health &amp; well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li> <li>• Can describe their competencies, what they can do well &amp; are getting better at describing themselves in positive but realistic terms</li> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene</li> <li>• Recognise that they belong to different communities &amp; social groups &amp; communicates freely about own home &amp; community</li> <li>• Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</li> </ul>

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Year Group	Autumn 1	Autumn 2	Spring 1
Year 1	<p style="text-align: center;"><b>Being Me in My World</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To recognise some of the different feelings humans can experience.</li> <li>• To recognise what others may be feeling</li> <li>• To Recognise what makes them special</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• To appreciate what rules are and why they are needed</li> <li>• To learn about the different groups they belong to</li> <li>• To understand the rights and responsibilities of being a member of a class</li> <li>• To recognise the choices they make and understand the consequences of those choices</li> </ul>	<p style="text-align: center;"><b>Celebrating Difference</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To recognise the ways in which they are the same and different to others</li> <li>• To recognise what is kind and unkind behavior and how this can affect others</li> <li>• To recognise what makes them special</li> <li>• To recognise the ways in which we are all unique</li> <li>• To appreciate how people make friends and what makes a good friendship</li> <li>• To know how to ask for help if a friendship is making them feel unhappy</li> <li>• To appreciate that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>• To appreciate about how people may feel if they experience hurtful behaviour or bullying</li> <li>• that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul>	<p style="text-align: center;"><b>Dreams and Goals</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To appreciate that everyone has different strengths</li> <li>• To recognise different feelings that humans can experience</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• To set simple goals and work out how to achieve them</li> <li>• To understand how to work well with a partner</li> <li>• To tackle a new challenge and understand how this might stretch their learning</li> <li>• To identify obstacles which make it more difficult to achieve a new challenge and work out how to overcome them</li> </ul>

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Year Group	Spring 2	Summer 1	Summer 2
Year 1	<p style="text-align: center;"><b>Healthy Me</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To learn about what keeping healthy means and different ways to keep healthy</li> <li>• To learn about foods that support good health and the risks of eating too much sugar</li> <li>• To learn about why sleep is important and different ways to rest and relax</li> <li>• To learn about simple hygiene routines that can stop germs from spreading</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• know that all household products including medicines can be harmful if not used properly</li> <li>• understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>• know how to keep safe when crossing the road and about the people who can help me to stay safe</li> </ul>	<p style="text-align: center;"><b>Relationships</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To appreciate the roles different people (e.g. acquaintances, friends and relatives) play in their lives</li> <li>• to identify the people who love and care for them and what they do to help them feel cared for</li> <li>• about different types of families including those that may be different to their own</li> <li>• to identify common features of family life</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• know appropriate ways of physical contact to greet my friends and know which ways I prefer</li> <li>• know who can help me in my school community</li> </ul>	<p style="text-align: center;"><b>Growing and Caring for Ourselves</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• The importance of how to maintain personal hygiene</li> <li>• The process of growing from young to old</li> <li>• The names for the main parts of the body (including the external genitalia) the differences between boys and girls</li> <li>• About people who look after them and who to go to if they are worried</li> </ul> <p><b>Teaching SRE With Confidence:</b></p> <ul style="list-style-type: none"> <li>• Understand that babies become children and then adults</li> <li>• Know the differences between boy and girl babies</li> <li>• To explore different types of families and who to ask for help</li> </ul>

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Year Group	Autumn 1	Autumn 2	Spring 1
Year 2	<p style="text-align: center;"><b>Being Me in My World</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To recognise some of the different feelings humans can experience.</li> <li>• To recognise what others may be feeling</li> <li>• To Recognise what makes them special</li> <li>• To recognise how to move to a new class/year group</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• To identify some of their hopes and fears for the new academic year</li> <li>• To listen to other people and contribute their own ideas about rewards and consequences</li> </ul> <ul style="list-style-type: none"> <li>• To learn about the different groups they belong to</li> <li>• To understand the rights and responsibilities of being a member of a class</li> <li>• To recognise the choices they make and understand the consequences of those choices</li> </ul>	<p style="text-align: center;"><b>Celebrating Difference</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To appreciate how people make friends and what makes a good friendship</li> <li>• To recognise when they or someone else feels lonely and what to do about it</li> <li>• To follow simple strategies to resolve arguments between friends positively</li> <li>• How to ask for help if a friendship is making them feel unhappy</li> </ul> <p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• start to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>• understand that bullying is sometimes about difference</li> <li>• listen to other people and contribute my own ideas about rewards and consequences</li> <li>• know some ways to make new friends</li> <li>• explain some ways they are different from their friends</li> </ul>	<p style="text-align: center;"><b>Dreams and Goals</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To appreciate that everyone has different strengths</li> <li>• To recognise different feelings that humans can experience</li> <li>• how to listen to other people and play and work cooperatively</li> <li>• how to talk about and share their opinions on things that matter to them</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• choose a realistic goal and think about how to achieve it</li> <li>• persevere even when I find tasks difficult</li> </ul>

Year Group	Spring 2	Summer 1	Summer 2
Year 2	<p style="text-align: center;"><b>Healthy Me</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To appreciate things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>• To explore different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> <li>• To learn about what keeping healthy means and different ways to keep healthy</li> <li>• To learn about foods that support good health and the risks of eating too much sugar</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• understand how medicines work in my body and how important it is to use them safely</li> </ul>	<p style="text-align: center;"><b>Relationships</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To appreciate the roles different people (e.g. acquaintances, friends and relatives) play in their lives</li> <li>• To identify the people who love and care for them and what they do to help them feel cared for</li> <li>• To know how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>• To realise there are situations when they should ask for permission and also when their permission should be sought</li> <li>• To realise the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• identify some of the things that cause conflict with my friends</li> </ul>	<p style="text-align: center;"><b>Differences</b></p> <p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• The importance of how to maintain personal hygiene</li> <li>• The process of growing from young to old</li> <li>• The names for the main parts of the body (including the external genitalia) the differences between boys and girls</li> <li>• About people who look after them and who to go to if they are worried</li> </ul> <p><b>Teaching SRE With Confidence:</b></p> <ul style="list-style-type: none"> <li>• To introduce the concept of male and female and gender stereotypes</li> <li>• To identify differences between males and females</li> <li>• To explore some of the differences between males and females and to understand how this is part of the lifecycle</li> <li>• To focus on sexual difference and name body parts</li> </ul>

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Year Group	Autumn 1 Being Me in My World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals
Year 3	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To recognise that feelings can change over time and range in intensity</li> <li>• To use varied vocabulary when talking about feelings; about how to express feelings in different ways</li> <li>• To recognise their individuality and personal qualities</li> <li>• To identify personal strengths, skills, achievements and interests and how</li> <li>• these contribute to a sense of self-worth</li> <li>• To learn how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking</li> <li>• To explore strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>• To recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>• To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>• To recognise that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>• strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• To understand that differences and conflicts sometimes happen among family members</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To explore problem-solving strategies for dealing with emotions, challenges and change</li> <li>• To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>• To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• To Know that there is a broad range of different jobs/careers that people can have;</li> <li>• To confront stereotypes in the workplace and that a person’s career aspirations should not be limited by them</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• To enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li>• To recognise obstacles which might hinder my achievement and take steps to overcome them</li> </ul>

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Year Group	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 – Valuing Differences
Year 3	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To make informed decisions about health</li> <li>• To learn about the elements of a balanced, healthy lifestyle</li> <li>• To make choices that support a healthy lifestyle, and recognise what might influence these</li> <li>• To know that regular (daily/weekly) exercise benefits mental and physical health</li> <li>• To recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>• To recognise how to predict, assess and manage risk in different situations</li> <li>• To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> <li>• To learn about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• To explain their knowledge and attitude towards drugs</li> </ul>	<p><b>PSHE Association</b></p> <ul style="list-style-type: none"> <li>• To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>• To appreciate the different groups that make up their community; what living in a community means</li> <li>• To value the different contributions that people and groups make to the community</li> <li>• To embrace diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> <li>• To challenge stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>• To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>• To consider strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>• To recognise there are human rights, that are there to protect everyone</li> <li>• To learn about the relationship between rights and responsibilities</li> <li>• To appreciate the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To appreciate privacy and personal boundaries; what is appropriate in friendships and wider relationships</li> <li>• To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> </ul> <p><b>Teaching SRE With Confidence:</b></p> <ul style="list-style-type: none"> <li>• To explore the differences between males and females and to name the body parts</li> <li>• To consider touch and to know that a person has the right to say what they like and dislike</li> <li>• To explore different types of families and who to go to for help and support</li> </ul>



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Year Group	Autumn 1 – Being Me in My World	Autumn 2 – Celebrating Difference	Spring 1 – Dreams and Goals
Year 4	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• To recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>• To appreciate the different groups that make up their community; what living in a community means</li> <li>• To realise that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• To know their attitudes and actions make a difference to the class team</li> <li>• To understand how democracy works through the School Council</li> <li>• To understand how groups come together to make decisions</li> </ul>	<p><b>PSHE Association</b></p> <ul style="list-style-type: none"> <li>• To challenge stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>• To realise the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>• To develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• understand what influences me to make assumptions based on how people look</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• to recognise their individuality and personal qualities</li> <li>• to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• understand that sometimes hopes and dreams do not come true and that this can hurt</li> <li>• know what it means to be resilience and to have a positive attitude.</li> <li>• know how to work out the steps to take to achieve a goal and do this successfully as part of a group</li> <li>• identify the contributions made by myself and others to the group's achievement</li> </ul>

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Year Group	Spring 2 – Healthy Me	Summer 1 – Relationships	Summer 2 – Growing Up
4	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>to know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>to appreciate what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>to know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> <li>to know how to make informed decisions about health</li> <li>to appreciate the elements of a balanced, healthy lifestyle</li> <li>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>to realise why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>to recognise when people are putting me under pressure and to explain ways to resist this when I want</li> <li>know myself well enough to have a clear picture of what I believe is right / wrong</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>to recognise their individuality and personal qualities</li> <li>to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>to understand change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>identify someone I love and express why they are special to me</li> <li>explain different points of view on an animal rights issue</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>to know about the processes of reproduction and birth as part of the human life cycle;</li> </ul> <p><b>Teaching SRE With Confidence:</b></p> <ul style="list-style-type: none"> <li>Describe the main stages of the human lifecycle</li> <li>Describe the body changes that happen when a child grows up</li> <li>Discuss male and female body parts using agreed words</li> <li>Know some of the changes which happen to the body during puberty</li> <li>Know about the physical and emotional changes that happen in puberty</li> <li>Understand that children change into adults so that they are able to reproduce</li> </ul>

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**Overview with Curriculum Objectives from PSHE Association and Jigsaw**

Year Group	Autumn 1 – Being Me in My World	Autumn 2 – Celebrating Difference	Spring 1 – Dreams and Goals
5	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>• to recognise there are human rights, that are there to protect everyone</li> <li>• to appreciate the relationship between rights and responsibilities</li> <li>• to know about the different groups that make up their community; what living in a community means</li> <li>• to value the different contributions that people and groups make to the community</li> </ul> <p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• understand how an individual’s behaviour can impact on a group</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to be aware of strategies to respond to feelings, including intense or conflicting feelings;</li> <li>• to manage and respond to feelings appropriately and proportionately in different situations</li> <li>• to appreciate personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>• to know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>• to build strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• to know about discrimination: what it means and how to challenge it</li> <li>• to appreciate the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• to understand that cultural differences sometimes cause conflict</li> <li>• to understand what racism is</li> <li>• to enjoy the experience of a culture other than my own</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• to appreciate that there is a broad range of different jobs/careers that people can have;</li> <li>• to realise that people often have more than one career/type of job during their life</li> <li>• to identify the ways that money can impact on people’s feelings and emotions</li> <li>• to appreciate the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> </ul> <p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• To identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it</li> <li>• to describe the dreams and goals of young people in a culture different to mine</li> </ul>

**Subject: PSHE**

**Overview with Curriculum Objectives from PSHE Association and Jigsaw**

Year Group	Spring 2 – Healthy Me	Summer 1 – Relationships	Summer 2 – Growing Up
Year 5	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to know how to make informed decisions about health</li> <li>• to understand the elements of a balanced, healthy lifestyle</li> <li>• to know choices that support a healthy lifestyle &amp; recognise influences on these</li> <li>• to recognise that habits can have both positive / negative effects on a healthy lifestyle</li> <li>• to recognise the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health;</li> <li>• to recognise that drug use can become a habit which can be difficult to break</li> <li>• to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>• to realise why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>• to appreciate the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>• to know how to respond / react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>• to respect the differences and similarities between people and recognise what they have in common with others e.g. physically, in personality or background</li> <li>• to listen/ respond respectfully to a wide range of people, including those whose traditions, beliefs &amp; lifestyle are different to their own</li> <li>• to appreciate how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</li> <li>• to know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to appreciate that friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>• to know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>• to know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>• to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>• to have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</li> <li>• recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to know where to get more information, help and advice about growing and changing, especially about puberty</li> <li>• to realise the new opportunities and responsibilities that increasing independence may bring</li> </ul> <p><b>Teaching SRE with Confidence:</b></p> <ul style="list-style-type: none"> <li>• to explain the main physical and emotional changes that happen during puberty</li> <li>• to ask questions about puberty with confidence</li> <li>• to understand how puberty affects the reproductive organs</li> <li>• to describe how to manage physical and emotional changes</li> <li>• to explain how to keep clean during puberty</li> <li>• to explain how emotions change during puberty</li> <li>• to know how to get support and help during puberty</li> </ul>

**Subject: PSHE**

**Overview with Curriculum Objectives from PSHE Association and Jigsaw**

Year Group	Autumn 1 – Being Me in My World	Autumn 2 – Celebrating Difference	Spring 1 – Dreams and Goals
6	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>• to recognise there are human rights, that are there to protect everyone</li> <li>• to appreciate the relationship between rights and responsibilities</li> <li>• to realise the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> </ul> <p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• understand that my actions affect other people locally and globally</li> <li>• understand how an individual's behaviour can impact on a group</li> <li>• understand how democracy and having a voice benefits the school community</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>• to recognise prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>• to be aware of stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>• to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others</li> <li>• to know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>• to develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• to know about discrimination: what it means and how to challenge it</li> </ul> <p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• understand how having a disability could affect someone's life</li> <li>• give examples of people with disabilities who lead amazing lives</li> <li>• explain ways in which difference can be a source of conflict and a cause for celebration</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• to appreciate that there is a broad range of different jobs/careers that people can have;</li> <li>• to realise that people often have more than one career/type of job during their life</li> <li>• to identify the ways that money can impact on people's feelings and emotions</li> <li>• to appreciate the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> </ul> <p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• To identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it</li> <li>• to describe the dreams and goals of young people in a culture different to mine</li> <li>• identify problems in the world that concern me and talk to other people about them</li> <li>• describe some ways in which I can work with other people to help make the world a better place</li> </ul>

Year Group	Spring 2 – Healthy Me	Summer 1 – Relationships	Summer 2 – Growing Up
6	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>to know how to make informed decisions about health</li> <li>to understand the elements of a balanced, healthy lifestyle</li> <li>to choices that support a healthy lifestyle, and recognise what might influence these</li> <li>to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>to recognise the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health;</li> <li>to recognise that drug use can become a habit which can be difficult to break</li> <li>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>to realise why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>to appreciate the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>to know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>to respect the differences and similarities between people and recognise what they have in common with others e.g. physically, in personality or background</li> <li>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>to appreciate how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</li> <li>to know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>to appreciate that friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>to know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>to know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> </ul> <p><b>Jigsaw:</b></p> <ul style="list-style-type: none"> <li>to recognise when people are trying to gain power or control</li> <li>to understand how technology can be used to try to gain power or control and be able to use strategies to prevent this from happening</li> <li>to use technology positively and safely to communicate with friends and family</li> </ul>	<p><b>PSHE Association:</b></p> <ul style="list-style-type: none"> <li>to know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>to identify the external genitalia and internal reproductive organs in males / females &amp; how the process of puberty relates to human reproduction</li> <li>to know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>to know about how hygiene routines change during the time of puberty, the importance of keeping clean / maintain personal hygiene</li> <li>to know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></li> <li>to know about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul> <p><b>Teaching SRE with Confidence:</b></p> <ul style="list-style-type: none"> <li>to describe how and why the body changes during puberty in preparation for reproduction</li> <li>to talk about puberty /reproduction confidently</li> <li>to discuss different types of adult relationships with confidence</li> <li>to know what form of touching is appropriate</li> <li>to describe the decisions that have to be made before having a baby</li> <li>to know some basic facts about pregnancy and conception</li> <li>to have considered when it is appropriate to share personal/private information in a relationship</li> <li>to know how and where to get support if an online relationship goes wrong</li> </ul>

## **Subject: PSHE**

## **Overview with Curriculum Objectives from PSHE Association and Jigsaw**

At Oughton, our PSHE Curriculum follows the Jigsaw and Teaching SRE with Confidence Schemes of work which show progression and the building of skills following the PSHE Association programmes of study as recommended by the DfE. PSHE is also an integral part of day to day life at Oughton, being central to the core values of our school. Our Knowledge Sheets complement this overview and focus on the core knowledge, key vocabulary and prior learning.

We comply with the Equality Act 2010 and the Special Educational Needs and Disability Regulation 2014 by ensuring that the PSHE Curriculum is accessible for **all** learners through adaptations to meet the needs of our children.

### **Promoting British Values at Oughton Primary and Nursery School:**

There are opportunities for the promotion of British Values throughout the PSHE Curriculum, focusing on:  
Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs

PSHE promotes these values through discussions and enquiries, understanding how people live. **The Rule of Law** is demonstrated through the rules across our community and the wider world. PSHE promotes children's understanding of their rights and responsibilities. PSHE promotes diversity and gives our children an understanding of their place in the community and the wider world.

Parents / Carers - if you wish to find out more about our PSHE Curriculum, please email [admin@oughton.herts.sch.uk](mailto:admin@oughton.herts.sch.uk) and ask the PSHE Subject Leader to contact you.