



CURRICULUM

PSHE



Intent

At Southville Primary School, we aspire for all pupils to be confident, healthy and emotionally well-adapted individuals. Our PSHE curriculum gives pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens.

We aim to prepare children physically, socially and emotionally for the opportunities, responsibilities and experiences of later life. Our curriculum supports children to value themselves and others, build positive relationships and contribute positively to their school, local and wider community.

Our PSHE provision ensures that:

- The wellbeing and views of every individual are valued within a safe environment where clear and agreed class ground rules enable children to share thoughts and feelings confidently.
- Children develop resilience and emotional awareness through explicit teaching of growth mindset and emotional regulation.
- Healthy lifestyles are promoted through teaching, assemblies and daily practices aligned with the DfE school food standards.
- Respect and tolerance are modelled consistently by staff and reinforced through our whole-school approach and Jigsaw PSHE programme.
- Pupils receive a high-quality Relationships and Health Education programme tailored to their age and emotional maturity, in line with statutory guidance.
- Children develop the skills to make informed choices through pupil voice opportunities such as School Council and surveys.
- Pupils learn to be active citizens by engaging with their local and global communities through immersive curriculum experiences.
- Stereotypes are challenged and aspirations raised through exposure to diverse role models and career pathways.

Implementation

PSHE is taught as a whole-school approach to support pupils' personal development and learning capacity. We use the **Jigsaw PSHE programme**, which covers all aspects of primary PSHE including statutory Relationships and Health Education.

Key Documents:

- [PSHE Policy](#)
- [Content Overview](#)
- [Progression Overview](#)
- [Progression & Attainment Descriptor](#)

Key features of implementation include:

- A lesson per week dedicated to PSHE, delivered by class teachers to their own classes.
- Structured, progressive planning through Jigsaw, with self-assessment built into each unit. Pupils reflect on and assess their learning against key outcomes at the end of each unit.
- Ongoing formative assessment through the assess-plan-do-review cycle.

PSHE learning is reinforced across the wider curriculum and school life through:

- Praise, reward and restorative systems linked to our whole school values of Connection, Courage, Imagination and Care

- Assemblies, including collective worship and visits from people of different faiths
- Circle time and structured discussion opportunities
- Whole-school events and themed weeks such as Anti-Bullying Week
- Class expectations based on the Jigsaw Learning Charter
- Pupil leadership opportunities
- Positive relationships between children and adults that model respect and inclusivity

To create a safe and enabling environment, classrooms include:

- Clearly displayed whole school values and expectations about “being safe”
- A “chatbox” where children can confidentially share concerns; teachers check and respond promptly and sensitively
- Zones of Regulation poster

Relationships and Sex Education (RSE)

Statutory Relationships and Health Education is delivered through the Jigsaw programme within PSHE lessons. Puberty is taught as part of statutory Health Education within the “Changing Me” unit. Sex education is defined as understanding human reproduction and is taught within the Science curriculum, aligning with National Curriculum requirements that pupils understand reproduction in mammals. Teachers discuss the termly PSHE curriculum with parents of identified pupils before delivery to ensure awareness and sensitivity to individual circumstances.

Zones of Regulation

The Zones of Regulation programme supports pupils to develop emotional literacy and self-regulation skills. Children learn to:

- Identify and label emotions by recognising which “zone” they are experiencing
- Understand that emotions influence behaviour and impact others
- Develop strategies to regulate themselves using tools and calming techniques

Visual resources and language associated with the zones are displayed across school and used consistently by staff.

Impact

The impact of our PSHE curriculum is reflected in pupils’ personal development, behaviour and attitudes to learning.

Through effective implementation, pupils:

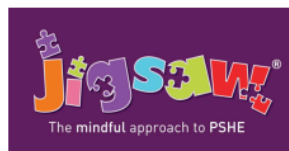
- Demonstrate confidence in expressing thoughts, feelings and opinions in appropriate ways.
- Show respect and empathy towards others and build positive relationships.
- Understand how to lead healthy lifestyles and make informed decisions.
- Develop strong emotional awareness and self-regulation skills.
- Participate actively in school life and contribute to the wider community.
- Understand fundamental British Values and demonstrate tolerance, respect and responsibility.

Impact is measured through:

- Pupil voice and discussions
- Observations of behaviour and interactions
- Engagement in lessons and assemblies
- Self-assessment within Jigsaw units
- Monitoring of classroom practice and learning environments
- Review of pupil participation in leadership and community activities

Leaders evaluate the effectiveness of PSHE through triangulation of evidence to ensure that provision continues to meet pupils' needs and statutory requirements.

Jigsaw PSHE 3 -11/12 Content 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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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	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	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education