

"Education that prepares for life today, and tomorrow." – PSHE Association



Enjoying the Women's Football Final at Wembley, May 2023

What we teach in the classroom will help our children foster lifelong aspirations, goals and values. With this in mind, PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

This includes helping them deal with critical issues they face every day such as friendships, emotional wellbeing and change. We want to give them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.



Year 5 girls compete in an inter school football competition – June 2023

PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success (PSHE Association, 2023).

Key Concepts for teaching and learning in PSHE



1. Being Me in My World – Children learn about themselves and develop a sense of self-worth before recognising and valuing the similarities and differences between them and the people around them. They learn about their own and others emotions. Children are taught to recognise their own and others rights and responsibilities and how we can all make positive contributions to our school and wider community.

2. Celebrating Difference – Children continue to recognise similarities and differences between themselves and others but to respect and value those differences. Children are taught about bullying, what it is and isn't, what they can do to prevent or stop it – exploring different techniques and strategies. As they get older children begin to understand cultural differences and terms such as *racism* – drawing attention to their own feelings towards people who are different. Children also examine the life of some disabled people and recognise achievement in the face of adversity.



3. Dreams and Goals – Children have the opportunity to begin to think about things



that challenge them and the benefits of growing positive character traits to help face them. The feelings that are associated with challenges are also recognised and named as well as qualities such as resilience and perseverance. This is linked to their aspirations for the future and they are taught about the importance of education in association with achieving these goals. Older children reflect on various global issues and explore places where people may be suffering or living in difficult situations, reflecting on their own emotions linked to this learning.

4. Healthy Me – Children learn about their body and what they can do to keep physically



healthy and safe. This includes the importance of a healthy diet and as they get older they are taught about medicine and drugs and the impact they have on their body. Children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe. Children reflect on the relationships within friendships groups and the impact on themselves and others. They begin to learn about what makes them feel relaxed and what doesn't and as they progress through the school they learn about mental health/illness, recognise the triggers for and feelings of being

stressed and the strategies they can use to mitigate this. Children discuss taking responsibility for their own physical and emotional health and recognise what they have control over – linking this to choices they can make for themselves.



5. Relationships - Children are introduced to the key relationships in their lives. Children



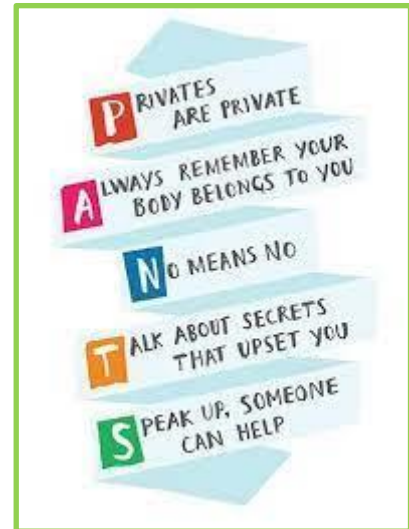
learn roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. Children reflect upon different types

of physical contact in relationships, which are acceptable and which ones are not. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe.



6. Ready, Respectful and Safe Me –

Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. Children in year 1 – 4 are taught the NSPCC PANTS lesson plan (60 minutes). As part of a school's safeguarding duty, pupils in year 3 and above are taught the correct words for private parts of the body (those kept private by underwear: *vagina, anus, penis, testicles, vulva*). Puberty and the changes your body goes through is taught as a natural and normal part of getting older with children in year 5 and year 6. Human Reproduction is also taught in year 6 and parents have the right to withdraw their children if they so wish.



How PSHE and HRE teach children about how to build positive relationships and keep physically and mentally healthy

- Children are taught to **Respect** and value themselves and where they come from first and foremost before recognising, respecting and celebrating the differences between them and others around them
- Children are supported in understanding the benefits and risks of the internet in the context of building and maintaining healthy relationships and their own and others' mental health – this includes understanding what bullying is and what they can do to prevent or stop it
- Throughout the PSHE curriculum children have opportunities to recognise and name emotions which are both positive and negative, before being taught how to overcome challenges and within this the importance of resilience as a character trait
- Children are taught how to keep themselves physically and mentally safe and reflect upon who the people are that they can trust when they need help
- Children are given the opportunity to reflect upon their learning in a local and global context and explore the importance of their own choices and recognise and value their rights but also their responsibility

What makes PSHE at Woolmore special?

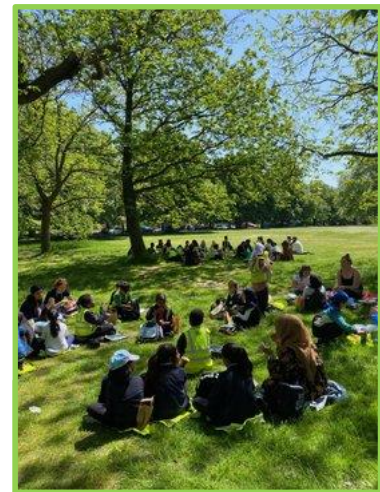
1. Our amazing values

Our values lead us in everything we do and in every interaction with the children. They weave in and out of our PSHE curriculum and every moment of every day. They serve to make PSHE feel relevant to our children and the teaching of it sincere. It is hoped that children choose to adopt these values not just whilst they are with us at Woolmore but throughout their lives – truly having a positive impact in their family, their community and beyond.



2. Our phenomenal families

The diversity of the community we serve is a gift to us all. Our children and families bring so many real life opportunities to acknowledge, respect and celebrate difference. We don't have to look far to learn about difference and so our PSHE maximises on this and we take advantage of the many different languages, cultures and backgrounds of our phenomenal families to make our PSHE curriculum come to life and feel real.



3. Our commitment to our children – All children can achieve success

We know there is extensive evidence associating well taught PSHE in primary school with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Good social and emotional skills developed by the age of ten, are predictors of a range of adult outcomes such as life satisfaction and wellbeing, labour market success, and good overall health. It is our job to ensure our children have every chance to achieve success and reach their potential – whatever that may be.



*'Between stimulus and response there is a space.
In that space is our power to choose our response.
In our response lies our growth and our freedom.'* - **Viktor E Frankl**

Health and Relationships Curriculum

We have reviewed and updated our HRE curriculum in line with the 2026 statutory guidance from the Department for Education. Our Health and Relationships curriculum continues to develop the taught knowledge and social and emotional skills that children need to stay safe, respectful, and healthy in an increasingly connected and technologically advanced world. The 2026 updates placed additional emphasis on positive relationships, online safety, wellbeing, recognising trusted sources of support, all of which is reflected in our curriculum. Please find the resources below which map out our HRE curriculum, and we are happy to answer any further questions.

Being Me in My World – Piece 1 About this Puzzle This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.							
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	Children learn about similarities and differences between them and their friends, and how that is ok. Children begin to name and identify feelings. Children learn about working together, being kind, safe, and responsible. Children discuss their right to learn and play.	Children explore belonging, safety and wellbeing in their class through Jigsaw Journals. They learn about rights, responsibilities, welcoming others and valuing different views. They reflect on rewards, consequences and emotions, helping them contribute to a positive, respectful and safe school community	In this Puzzle, children explore hopes and fears, recognise worry, seek help, and develop belonging within their class and school community. Through rewards, consequences, rights, responsibilities, choices, and the Learning Charter, they learn to contribute positively to a safe, fair school environment.	In this Puzzle, children reflect on their worth, achievements and goals, explore worries and fears, and learn how to make others feel welcome. Through rights, responsibilities, behaviour, choices and the Learning Charter, they promote teamwork, fairness, inclusion and a safe school community.	In this Puzzle, children explore belonging, inclusion and friendship within their class team and wider school community. Through rights, responsibilities, democracy, empathy, rewards, consequences and the Learning Charter, they learn how responsible choices, participation and cooperation positively contribute to community life.	In this Puzzle, children set personal goals, value their school community, and explore leadership, motivation and challenge. Through rights, responsibilities, empathy, fairness, privilege, disadvantage, rewards, consequences, democracy and the Learning Charter, they learn cooperation, having a voice, and positive citizenship.	In this Puzzle, children identify goals, worries and fears, and explore belonging. Through global citizenship, wants and needs, children's rights, responsibilities, rewards, consequences, democracy and the Learning Charter, they learn how positive choices support safe behaviour and a strong school community.
Taught Knowledge	- I belong in my class and am part of a group - I understand that people are similar and different - I am beginning to recognise and talk about different feelings - I understand that my classroom is a place where	- I know how to use my Jigsaw Journal - I understand the rights and responsibilities as a member of my class - I understand the rights and responsibilities for being a member of my class - I know my views are valued and can contribute	- I can identify some of my hopes and fears for this year - I know how to use my Jigsaw Journal - I understand the rights and responsibilities for being a member of my class and the importance of making contributions - I can listen to other people and contribute my	- I recognise my worth and can identify positive things about myself and my achievements - I can set personal goals - I know how to use my Jigsaw Journal - I can face new challenges positively, make responsible choices and ask for help when I need it - I understand why rules are needed and how they relate to rights and responsibilities	- I know my attitudes and actions make a difference to the class team - I know how to use my Jigsaw Journal - I understand who is in my school community, the roles they play, how I fit in and how I can contribute - I understand how democracy works through the School Council - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	- I can face new challenges positively and know how to set personal goals - I know how to use my Jigsaw Journal - I understand my rights and responsibilities as a citizen of my country - I understand my rights and responsibilities as a citizen of my country and as a member of my school - I can make choices about my own behaviour because I understand how rewards and consequences feel	- I can identify my goals for this year, understand my fears and worries about the future and know how to express them - I know how to use my Jigsaw Journal - I know that there are universal rights for all children but for many children these rights are not met - I understand that my actions affect other people locally and globally - I can make choices about my own behaviour because I understand how

	we learn and play together • I know that working together helps make school a good place to be • I understand why kindness matters and how it affects others • I know what using gentle hands looks like • I know that everyone has the right to learn and play • I understand what being responsible means • I know how we look after our classroom and resources • I can describe how they help everyone feel safe and able to learn	to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences	• I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	• I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community	• I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this	rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community
Social and Emotional Skills	• I can name my feelings • I know how work and play with others • I know why it is important to be kind and gentle • I understand why it is important to care about others' feelings • I can make	• I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences	• I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter	• I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group I am choosing to follow the Learning Charter	• I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits from a Learning Charter	• I know what I value most about my school and can identify my hopes for this school year • I can empathise with people in this country whose lives are different to my own • I understand that my actions affect me and others • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and can help others to follow it	• I feel welcome and valued and know how to make others feel the same • I understand my own wants and needs and can compare these with children in different communities • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and how I can help

PSHE at Woolmore

	good choices I can follow our class rules	I understand my choices in following the Learning Charter			and can help others to follow it		others to follow it by modelling it myself
Vocabulary	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights sad share similar taking turns turn taking unique	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special upset valued views	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible responsibilities reward rewards rights safe worried worries	achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group dynamics ideal school include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions support team work valued view point welcome wellbeing worries	authority charter choices community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy help included job description learning charter observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting welcome wellbeing	appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership learning charter manners migrant motivation opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth	behaviour choice choices collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard/risk illegal lawful laws learning charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities rewards rights trusted adult value welcome wants west Africa worries

