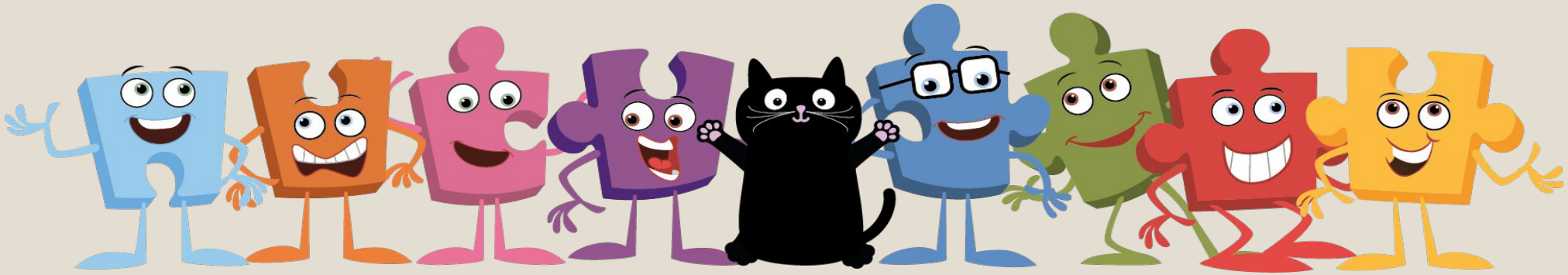
P.S.H.E.

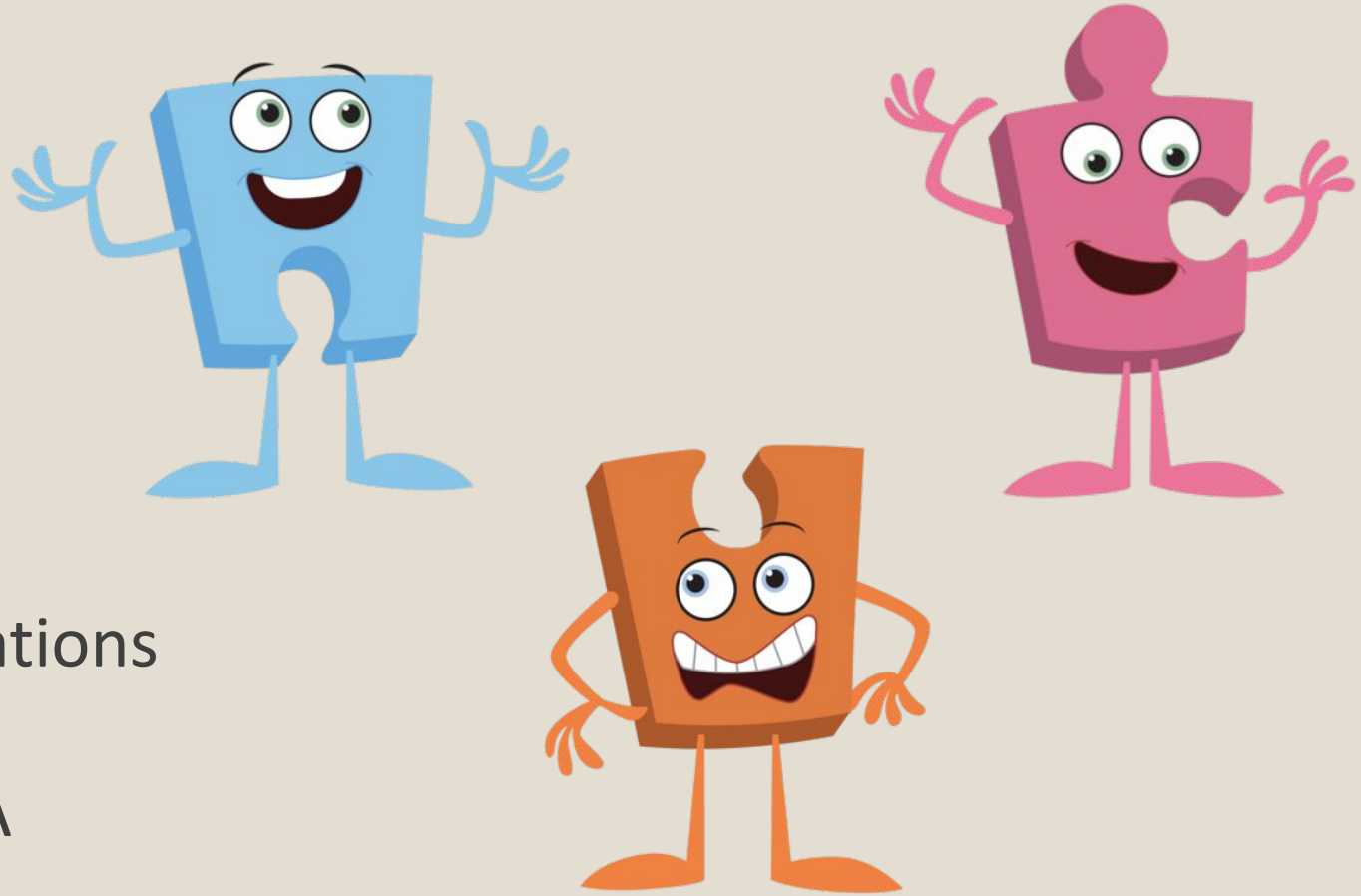
at IVIA

PSHE – Personal, Social, Health and Economic



WELCOME

- Introductions
- What is PSHE?
- DfE RSHE Guidance (2025)
- National Curriculum Obligations
- How we teach PSHE at IVIA



What is PSHE?

PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning that equips children with the knowledge, understanding and skills they need to manage their lives — both now and in the future.

Through a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as

- Confident individuals
- Responsible family members
- Active members of society

The National Curriculum requires every school to provide a broad and balanced curriculum that:

- Promotes pupils' spiritual, moral, social, cultural, mental and physical development
- Prepares them for the opportunities, responsibilities and experiences of later life
- Promotes British values

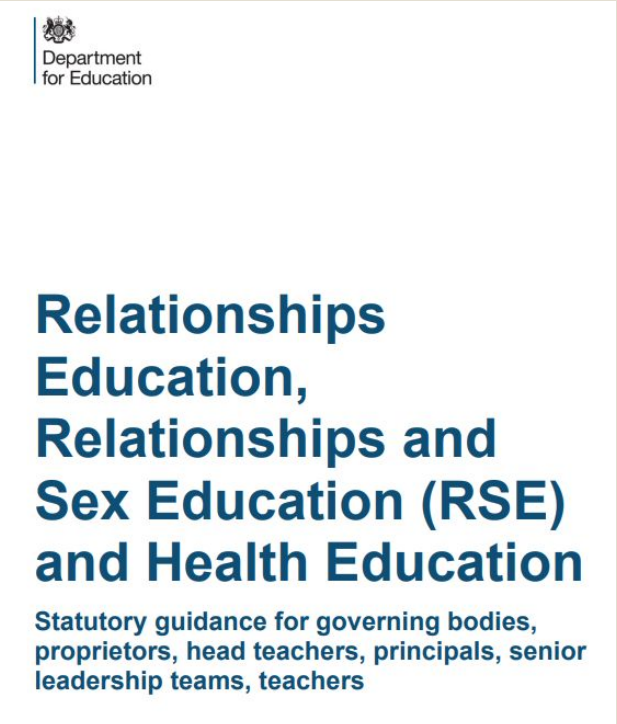
PSHE & RSHE

PSHE & RSHE at Our School
At school, we teach PSHE (Personal, Social and Health Education), including the statutory Relationships and Health Education curriculum introduced in 2020.
Schools have always helped children stay safe, be kind and look after themselves. Since 2020, this learning has become a compulsory part of every primary school curriculum.

Why is this important?
Children need age-appropriate knowledge and skills to:

- Stay safe and know who to talk to
- Build healthy friendships
- Look after their physical and mental health
- Stay safe online
- Understand and respect different types of families

This learning helps children thrive now and prepares them for adolescence and adulthood.


Department for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Relationship Education

The focus in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

- What a relationship is, what friendship is, what family means and who the people are who can support them
- The differences between appropriate and inappropriate or unsafe physical, and other, contact
  - From the beginning, teachers talk about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
  - Address online safety and appropriate behaviour

Sex education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools but sex education is **not compulsory in primary schools.**

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (life cycles). Parents do not have the right to withdraw their children from RHE lessons. It is mandatory for RHE to be taught in all schools.

IVIA do not teach sex education. We teach **health education** and teach children how to keep themselves safe.

National Curriculum - Health Education

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is a normal part of daily life, in the same way as physical health.

PSHE at IVIA

- Personal, Social, Health and Economic Education (PSHE) will be delivered to every pupil.

- PSHE at Iver Village Academy focuses on giving children the knowledge they need to make informed decisions about their safety, well-being, health, relationships and to build independence, ready for secondary school and beyond.

- We focus on equipping pupils the knowledge they need to make good decisions about their own health wellbeing and to become active, independent members of society.

- We also provide a safe learning environment for children within lessons through the jigsaw charter rules.

- Any concerns about a child's wellbeing would lead to the teacher consulting with the **Designated Safeguarding Lead.**

British Values

PSHE at IVIA makes links to the British Values.

- Respect
- Democracy
- Liberty
- Tolerance

Jigsaw – Scheme of work

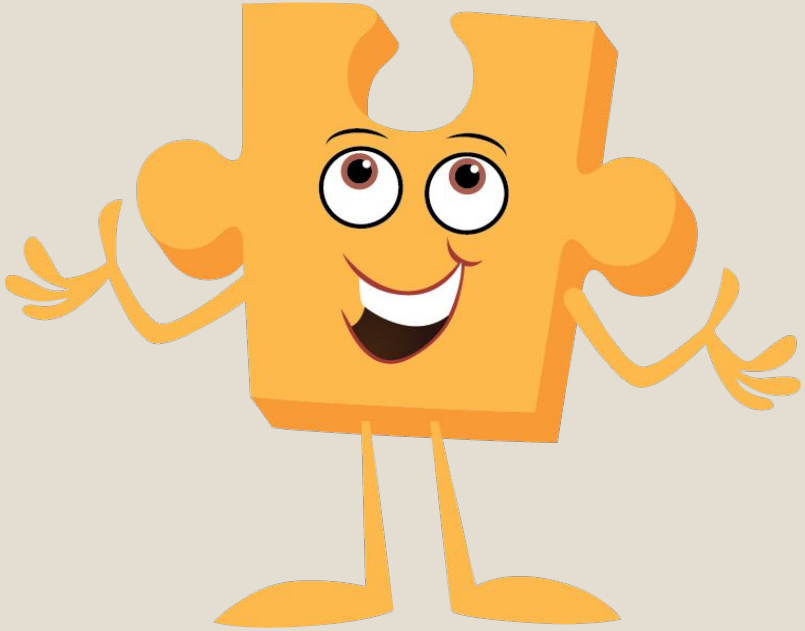
Jigsaw is a comprehensive, original PSHE Education programme for the whole primary school from EYFS through to Year 6 (Ages 3-11).

Jigsaw has two aims for all children:

1. To build their capacity for learning
2. To equip them for life

Jigsaw brings together PSHE education, emotional literacy, mindfulness, social skills and spiritual development.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.



Units Covered

There are six Puzzles (half-term units of work) each with 6 Pieces (Lessons)

The 6 units covered are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships

Puzzle 1: Being me in my world (Autumn 1)

Being me in my world covers a wide range of topics including;

- Develop a **sense of belonging** and welcome others
- Understand **rights, responsibilities, and rules**
- Work and socialise positively with others
- Know how to **stay safe, make good choices, and identify trusted adults**
- Be part of a **school, local, and global community**, developing pupil voice and citizenship skills

Puzzle 2: Celebrating difference (Autumn 2)

Celebrating difference focuses on;

- Learn that **everyone is unique** and differences should be respected
- Understand **diversity**, including disability and different families
- Recognise and challenge **racism and discrimination**
- Know what **bullying is (including cyber bullying - online)** and how to prevent it
- Develop **empathy and respect** for others

Puzzle 3: Dreams and goals (Spring 1)

Dreams and goals aims to help children think about;

- dreams; success looks different for each person
- personal strengths and effort to reach goals
- overcoming challenges
- Setting goals and working as a team
- Developing pride, ambition, and coping skills
- Healthy choices support wellbeing and success
- (Older students) Be safe online and manage money wisely

Puzzle 4: Healthy Me (Spring 2)

Healthy Me aims to help children think about:

- How to **look after their physical and mental health**
- **Healthy eating, exercise, sleep, and hygiene**
- How to **stay safe** (road, rail, water, and fire safety)
- (Older students) The **effects of smoking, vaping, and alcohol**
- **Mental health and emotional wellbeing** throughout

Puzzle 5: Relationships (Summer 1)

Relationships aims to help children think about:

- Learn about **building positive relationships** with family, friends, and others
- Understand **feelings** and emotions
- Recognise **healthy and unhealthy relationships**
- Learn to **respect personal boundaries**
- (Older students) Consider **media messages** and **staying safe online**
- Focus on **kindness, respect, and knowing how to get help**

Puzzle 6: Changing Me (Summer 2)

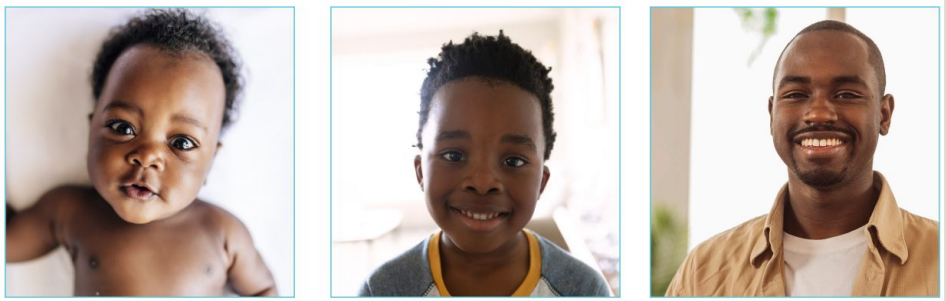
Changing Me aims to help children think about:

- Learn about **body changes as we grow**
- Younger children learn **life cycles** and **body part names**
- Older children learn about **puberty and menstruation (KS2)**
- Explore **changes in relationships, families, classes, and moving home or school**
- Learn **words and strategies to cope with change**

This puzzle links with the science curriculum when teaching about life cycles

Changing Me – Knowledge - Reception

- Know the names and functions of some parts of the body (see vocabulary list)
- Know that we grow from baby to adult
- Know who to talk to if they are feeling worried
- Know that sharing how they feel can help solve a worry
- Know that remembering happy times can help us move on

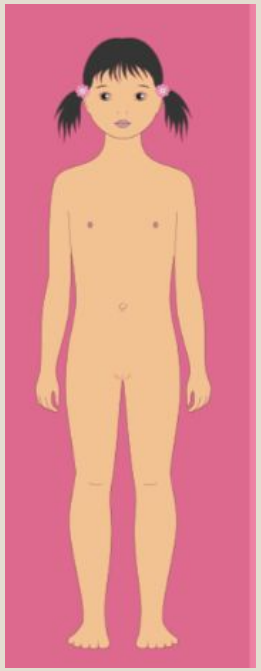


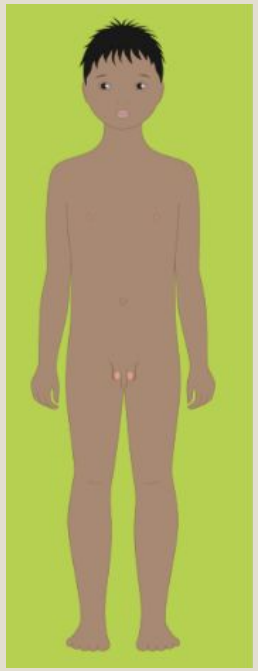
eye	ear	knee	finger
foot	mouth	nose	stomach
eyebrow	arm	tongue	toe
forehead	chest	hand	leg

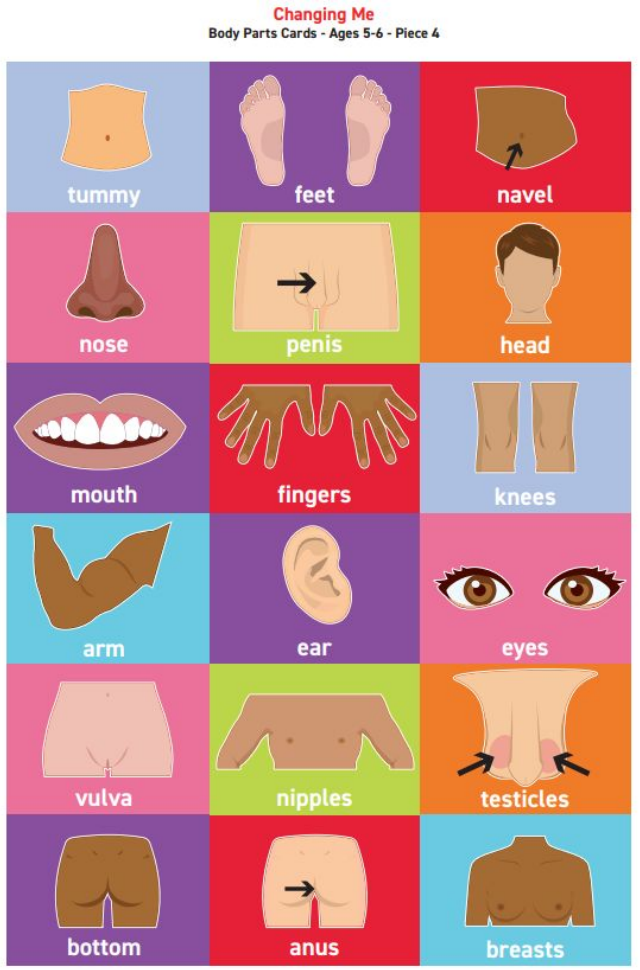
Changing Me – Knowledge – Year 1

- Know that animals including humans have a life cycle
- Know that changes happen when we grow up
- Know that people grow up at different rates and that is normal
- Know the names of male and female private body parts
- Know that there are correct names for private body parts and nicknames, and when to use them
- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know that learning brings about change

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private

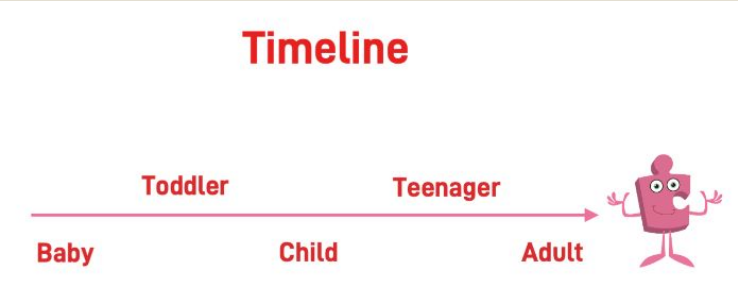




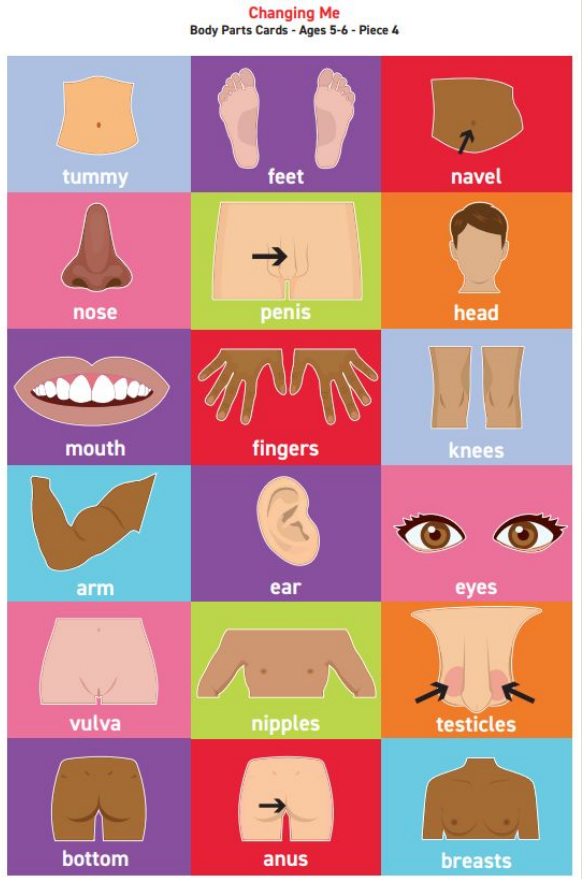


Changing Me – Knowledge – Year 2

- Know that life cycles exist in nature
- Know that aging is a natural process including old-age
- Know that some changes are out of an individual's control
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age
- Know the physical differences between male and female bodies
- Know the correct names for private body parts
- Know that private body parts are special and that no one has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know there are different types of touch and that some are acceptable and some are unacceptable



I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl



Overview of coverage- EYFS(R)/KS1

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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 Achieving and setting goals Overcoming obstacles Seeking help Jobs	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 Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	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

When/how often it PSHE taught

- Each year group is taught one lesson per week and all lessons are delivered in an age-appropriate way so they meet the children's needs.

- Lessons are for around 30 minutes to 45 minutes and are backed by weekly assemblies on safeguarding messages

Activities

Each lesson, the aim is children will complete different activities to show their understanding of different PSHE concepts and to keep the lessons exciting.

Types of Learning Activities

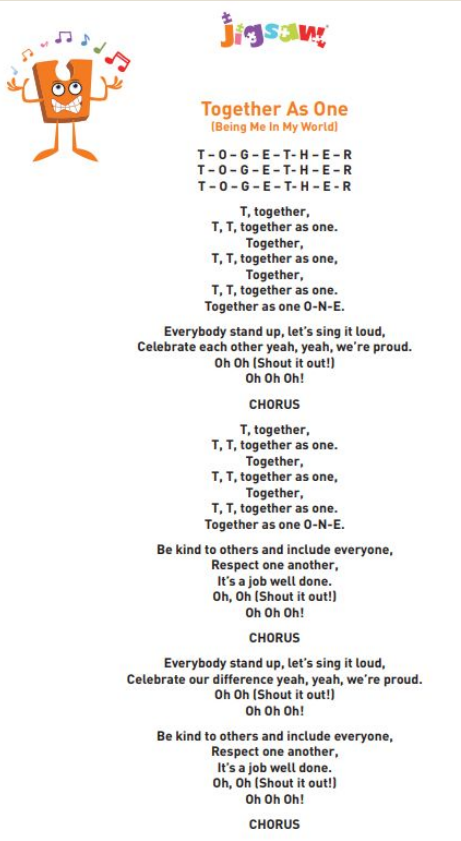
- Circle time
- Play
- Jigsaw worksheets
- Drama activity
- Writing responses on post it notes
- Activities on chromebooks
- Creating posters
- Drawings
- Debates
- Mind maps
- Group work
- Puppets

Resources to aid teaching

Jigsaw Friends
Jigsaw shaped soft toys used in EYFS and KS1

Jigsaw chimes
used to help encourage calming techniques

Songs



Together As One
(Being Me In My World)

T – O – G – E – T- H – E – R
T – O – G – E – T- H – E – R
T – O – G – E – T- H – E - R

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Everybody stand up, let's sing it loud,
Celebrate each other yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

CHORUS

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

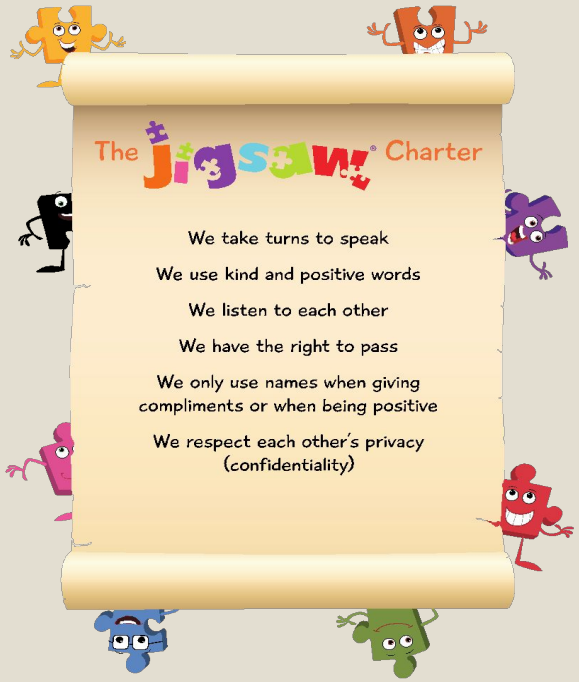
CHORUS

Everybody stand up, let's sing it loud,
Celebrate our difference yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS

Jigsaw Charter
Helps develop a safe learning environment.



The Jigsaw Charter

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

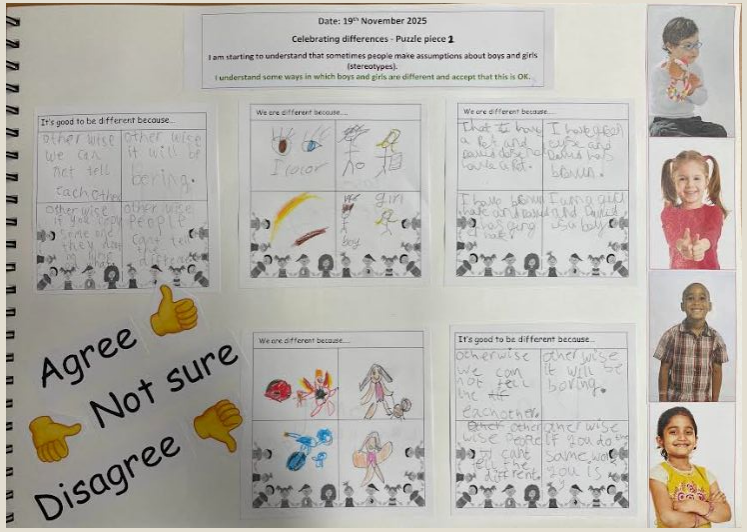
We only use names when giving compliments or when being positive

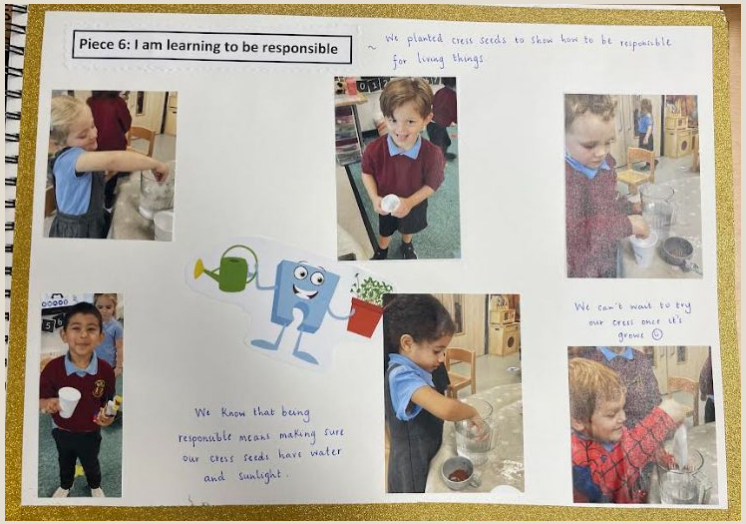
We respect each other's privacy (confidentiality)

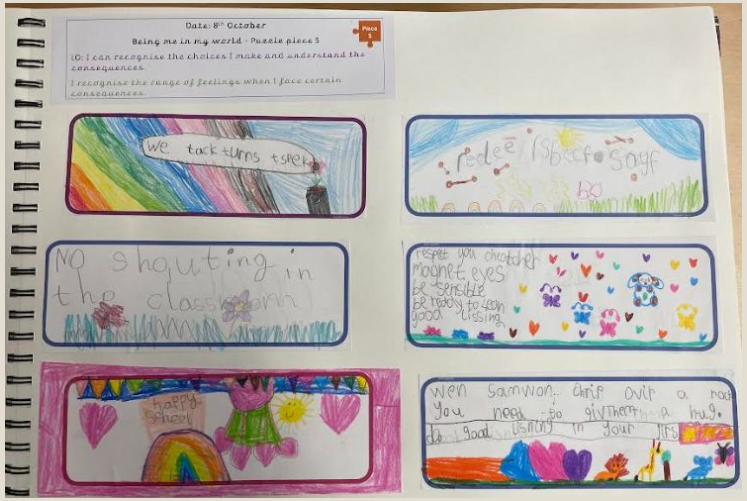
PSHE Journals

Each year group has a PSHE jigsaw journal that showcases the children's work from each lesson.

Each evidence book is unique to show the learning happening within the class.







Any Questions?