

**Intent**

The PSHE curriculum at Mendlesham develops children's resilience, focus, enquiry and creativity. It helps them to stay safe, healthy and prepares them for life's challenges and opportunities in 21st century Britain. PSHE supports children's wellbeing, encouraging mindfulness, and their ability to tackle issues that can affect their ability to learn, such as anxiety and unhealthy relationships: emotionally healthy pupils do better at school. PSHE empowers children to develop key skills and aptitudes, like teamwork, communication and resilience.

As a rural, predominantly white, British community, PSHE also exposes our pupils to the diversity of modern life. Jigsaw contributes to our safeguarding and equality duties and staff are vigilant of the safeguarding issues that may be revealed during this subject. Jigsaw incorporates the British Values agenda and SMSC development opportunities for our children.

Pupils are taught about making positive choices and these are recognised and rewarded regularly. Building positive and respectful relationships with those around you is central to the way in which our school creates a strong, supportive school community. Our teachers set out to instil a strong sense of empathy in the pupils by starting from a position of empathy themselves. We seek to understand the challenges that pupils face as a way of building their resilience through positive reinforcement of their successes, achievements and individuality. We aim to give pupils a genuine sense of their place in the world, both on a local level, a national level and, ultimately as part of a global community.

From September 2020, the Department for Education (DfE) introduced compulsory teaching of Relationship Sex Education (RSE), to put in place the building blocks needed for positive and safe relationships of all kinds. Through the Jigsaw scheme that we use, children will learn about changes to their body, conception and physical attraction, tailored to the age of the physical and emotional maturity of our pupils. Parents have the right to withdraw their child from sex education lessons if they wish to do so.

**Implementation**

The PSHE curriculum is delivered through a combination of dedicated Jigsaw lessons, assemblies and enrichment opportunities. The values that we believe in are constantly reinforced through our positive behaviour system and through the planning of engaging sequences of learning that link to issues in the world and in our community. Many of the texts that pupils study are chosen to elicit discussions about the emotions of characters as a way into pupils being able to discuss their own issues and concerns.

**Impact**

The impact of our enriched PSHE provision is the development of well-rounded pupils with a strong sense of ethics and values. Pupils at our school understand the importance of positive interaction with all members of the school community and the responsibility that we all share to create a harmonious and purposeful environment. The positive behaviour system has instilled a strong sense of what it means to be a good learner and a positive member of the school community. By tapping into issues in the world, our pupils can also see the wider impact that they can have through their voices and actions.

**Enrichment**

Our enriched curriculum offers pupils a wide range of opportunities to develop into responsible, well-rounded citizens through inspirational visits and visitors, regular sharing assemblies and parent workshops.

## Long Term Plan

### EYFS

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	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

### KS1 (two year rolling programme)

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>YEAR A</b>	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	<b>YEAR ONE*</b> 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
<b>YEAR B</b>	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	<b>YEAR TWO*</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

\*Please note: The units Relationships and Changing Me (Summer 1 + 2) is to be taught as separate year groups, and children are taught the 'Year one' and 'Year two' units according to their age.

## LKS2

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Cycle A</b>  <b>Ages 7-8</b>	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
<b>Cycle B</b>  <b>Ages 8-9</b>	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

## UKS2

<b>Cycle A</b>  <b>Ages 10-11</b>	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
<b>Cycle B</b>  <b>Ages 9-10</b>	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 SMART 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

\*Please note: The units Relationships and Changing Me (Summer 1 + 2) is to be taught as separate year groups, and children are taught the 'Year Five' and 'Year Six' units according to their age.\*