

PSHE/RSE Curriculum

Rationale

At Crompton Primary School, we aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Subject Intent

PSHE /RSE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Implementation

At Crompton Primary School we use “Jigsaw” to deliver our Personal, Social, Relationship and Health Education. Jigsaw is a produced scheme that completely fulfils the statutory guidance (2020), in addition to covering aspects that are not mandatory.

Each half term, a “Puzzle” is completed by all children, from Nursery up and including Year 6. The theme for the puzzle is the same for all children, with the content delivered progressively, at an age appropriate level. Jigsaw covers all areas of PSRHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationship Education and puberty in the context of looking at change

Delivery and Inclusion

Each “puzzle” is launched during an assembly and then the content is delivered in class, usually by the class teacher, in such a way that all children, regardless of their ability, can participate. Learning opportunities are matched to the individual needs of children, including those with SEND. This may be done by adaptation of task or through the support provided during lessons.

Jigsaw RSE Content

The grid below shows a brief summary of how we will deliver the “Changing Me” Puzzle (unit) in Jigsaw with respect to what is taught/when, relating to puberty. After careful consideration and consultation with SLT and staff it was decided that children would not be taught beyond the statutory content of puberty. Work has been adapted in the Jigsaw scheme to reflect this. The puberty work covered, fulfils the requirements that sit under the ‘Changing Adolescent Body’ strand of statutory Health Education, and parents **cannot** withdraw their children from this.

Year Group	Puzzle Piece title	Content
FS1/2	Growing Up	How we have changed since we were babies
1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and Girls' Bodies	Appreciating the parts of the body that make us different and using the correct names for them.
2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys' and Girls'	Differences between boys and girls – how do we feel about them? Which parts of me are private.
3	Outside body changes	How our bodies change as we grow up – outside changes and how we feel about them.
	Inside body changes	How our bodies change as we grow up – inside changes and how we feel about them
4	The human body	The correct names for internal and external parts of male and female bodies that change as we go through puberty.
	Girls and Puberty	How a girl's body changes as she goes through puberty
5 and 6	Puberty for Girls	The physical and emotional changes associated with puberty for girls, and the importance of looking after yourself physically and emotionally (taught in single sex groups to both girls and boys).
	Puberty for Boys	The physical and emotional changes associated with puberty for boys, and the importance of looking after yourself physically and emotionally (taught in single sex groups to both girls and boys).
	Girl Talk/Boy Talk	A chance to ask questions and reflect (single sex groups).

NB – There are 2 puzzle pieces related to puberty for Y5 and Y6, and an additional Q&A session – in order to facilitate single sex groupings for these sessions, Y5 & Y6 will work together for these puzzle pieces only.

Teachers will make summative assessments at the end of each puzzle based on the level descriptors - Working towards, working at, Working beyond.

Desired Impact

PSHE will be a whole-school approach, engaging pupils across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike.

- lessons will be interactive, participative and engaging; pupils' voice will be sought,
- Content and delivery will be inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity.

Our children developing skills for life.