



## PSHE & RSHE CURRICULUM OVERVIEW FOR PARENTS

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### OUR SCHOOL VISION

*“Striving for excellence together in a caring Christian community.”*

RESPECT COMPASSION COURAGE

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

*“I came to give life—life in all its fullness.” John 10:10*

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### LIVING OUR VISION THROUGH PSHE & RSHE

Our PSHE & RSHE curriculum helps children grow into kind, confident and responsible members of their communities by teaching them how to look after their physical and emotional wellbeing, form respectful relationships and make safe choices. Children learn together through discussion, role play and real-life scenarios that build empathy, resilience and a sense of shared responsibility. Learning is rooted in our school values of Respect, Compassion and Courage and in our church ethos, so children learn about diversity, mutual respect and how their actions affect others while being supported to make positive choices now and in the future.

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### YEAR GROUP BREAKDOWN

#### Year 1

Children identify what makes them special and safe, meeting "Jigsaw Jack" and creating their first Learning Charter. They explore life cycles in nature and humans, learn the correct names for private body parts (penis, testicles, vulva, anus), and understand that these parts are private. They also learn basic road safety (Stop, Look, Listen).

#### Year 2

Children learn about healthy lifestyle choices like balanced diets, sleep, and dental hygiene. They are introduced to the Jigsaw Safety STAR to assess risks at home and outdoors, including kitchen and water safety. They explore friendship conflict and learn positive problem-solving to find "win-win" solutions.



### Year 3

Children set fitness challenges, learning how exercise affects the heart and lungs. They develop emergency aid skills, learning when and how to call 999. In Changing Me, they learn about puberty, focusing on external changes like breasts and pubic hair, and explore how family roles can challenge stereotypes.

### Year 4

Children explore their unique identity and how it is shaped by personal choices and family influences. They learn about internal puberty changes, including the menstrual cycle and period products. They also develop critical thinking for online safety, investigating age limits and personal information protection.

### Year 5

Children explore self-image and body image, learning how media and "influencers" can create unrealistic comparisons. They study puberty for boys (testosterone, sperm production) and, as part of non-statutory sex education, how babies are conceived. They also learn the recovery position for emergency aid.

### Year 6

Children focus on mental health, learning about the "emotional well" and spotting early warning signs of stress or anxiety. They explore romantic relationships, focusing on mutual respect, consent, and the risks of sharing intimate images online. They prepare for secondary school transition, building resilience for upcoming changes.

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## PROGRESSION

### Self and Relationships

Children move from identifying their own special qualities and family members to navigating complex friendship dynamics, understanding the difference between "good" and "worry" secrets. By Year 6, they can recognise power imbalances and practice assertive communication to stand up for themselves and others.

### Health and Safety

Progression moves from basic personal hygiene and handwashing to understanding the effects of smoking, vaping, and alcohol on the body. Safety education advances from road crossing to using the Safety STAR framework to make informed decisions in risky situations, both in the real world and online.

### Growing and Changing

Children begin by observing life cycles and naming body parts. This develops into a detailed understanding of puberty (physical and emotional), menstruation, and human reproduction. The journey concludes with a focus on emotional literacy, self-esteem, and the resilience needed for major life transitions.

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## HOW PARENTS CAN SUPPORT

- Talk about the Learning Charter: Ask your child about the rules they helped create for their classroom to ensure everyone feels safe and valued.



- Use the "Safety STAR": Encourage your child to Stop, Think, Assess, and React when they face a new challenge or a risky choice.
- Open the "Jigsaw Journal": Use your child's journal as a starting point to discuss their hopes, fears, and achievements.
- Normalise Change: Talk about puberty and growing up as a natural process; reassure them that feeling a mixture of emotions during transitions is completely normal.
- Support Digital Literacy: Discuss age restrictions on social media and gaming, and help them identify who their "trusted adults" are if they see something upsetting online.

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## GLOSSARY OF TECHNICAL TERMS

- Learning Charter: A set of rights and responsibilities created by the children to make the classroom a safe place for everyone to learn.
- Safety STAR: A tool used to help children make safe choices (Stop, Think, Assess, React).
- Puberty: The natural process of physical and emotional changes that turn a child's body into an adult body.
- Menstruation: A natural monthly process (a period) where the female body prepares for potential reproduction.
- Conception: The process where an egg is fertilised by sperm to begin a pregnancy.
- Assertive: Standing up for yourself or others in a way that is firm but respectful, without being aggressive or controlling.
- Mental Health: A continuum of wellbeing that affects how we think, feel, and act; it is something everyone needs to look after.
- Consent: When someone freely agrees to something without feeling pressured or forced