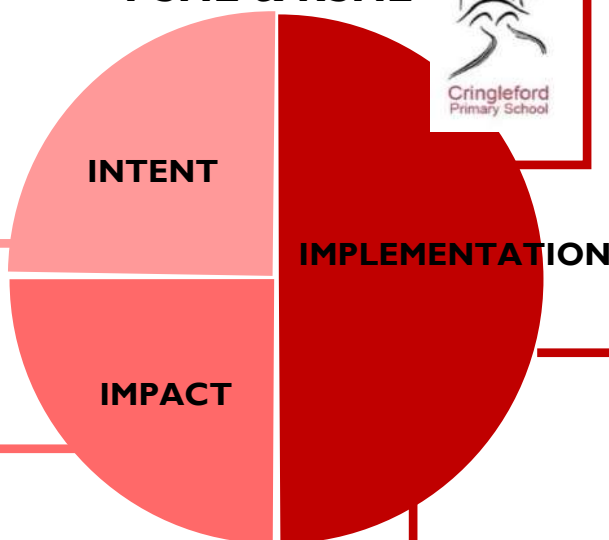


Our Curriculum:

- aims to help prepare our children to live safe, healthy and fulfilled lives.
- is underpinned by and strongly linked to our school vision and JONK learning skills.
- offers opportunities for children to reflect on how they are developing personally and socially.
- allows children to learn about their own and others' rights and responsibilities.
- asks children to consider many of the moral, social and cultural issues that they will face as they grow up.
- gives all our children the opportunity to develop the knowledge, skills, values, courage and compassion they need to make informed choices about their lives now, and as they prepare for their future roles in our diverse, global community.
- covers core statutory content.
- is reviewed and adapted to reflect the outcomes of regular pupil voice and parent surveys, as well as new or changing local, national and global challenges.

Spiritual Development - our curriculum integrates Personal, Social, and Health Education with emotional literacy, social skills, and spiritual development. Through this holistic approach, children not only learn to celebrate their own uniqueness but also cultivate mutual respect and tolerance for those of different faiths and beliefs. They develop the essential values and skills needed to build safe, healthy, and positive relationships, fostering a sense of belonging and self-worth.

PSHE & RSHE



Inclusive for all

We use a range of strategies to ensure all children feel safe and supported in PSHE / RSE lessons:

- classroom 'safe' charters
- using 'ask-it baskets' and 'distancing' techniques during lessons
- signposting children to help and support at the end of lessons
- allowing children to have an "exit pass" if they have been personally affected by a situation being discussed.

Three key concepts:

Relationships, Living in the Wider World and Health and Well-being



- Each concept is revisited throughout the school using a spiral approach
- Learning is carefully sequenced to build on previous learning and to deliver age and stage appropriate information, skills and knowledge.
- Children learn about:
 - the importance of building and maintaining safe and healthy relationships.
 - the roles they and others play in the community; about how to develop and show compassion for those with whom we share our world.
 - recognising and managing emotions in themselves and others and about how to stay safe and keep healthy.
 - how to recognise when they feel unsafe and where and how to ask others for help in those situations.
- learning is delivered in a variety of engaging and EYFS ↔ 6 impactful ways, including:
 - small groups conversations
 - whole class teaching led by class teachers
 - carefully chosen and supported guests
 - key stage assemblies
 - whole school events such as Anti-Bullying Week, Black History Month and Children's Mental Health Week
 - whole school initiatives such as JONK and Zones of Regulation

- A range of summative and formative assessment strategies are used to enable teachers to support children's progress in PSHE/RSHE.
- The subject lead monitors the impact of our curriculum through:
 - lesson visits
 - floor-book looks
 - pupil voice conversations
 - annual parent/carer/stakeholder reviews
- Children leave our school with the knowledge, skills and values required to live safe, fulfilled and healthy lives so they are well-prepared for the next stages of their personal, social, health and economic journeys.

Accessible for all

Strategies we use to support SEND and EAL children

- Effective use of adults to provide support
- Provide opportunities for collaborative learning or participation.
- Using dual coded, visual and concrete resources

Our vision for PSHE & RSHE:

By grounding PSHE - which includes statutory RSHE - in our core values of compassion, courage and community, Cringleford CE Primary School ensures that:

- Teaching on relationships, diversity, identity and wellbeing is delivered with care and respect
- Every child feels safe, valued and supported, enabling them to “live life to the full”
- Classrooms provide a nurturing environment where pupils can explore ideas confidently and respectfully

This approach reflects the 2025 Department for Education’s statutory guidance by promoting:

- A whole-school commitment to equality and kindness
- Resilience and emotional wellbeing
- Strong social, moral and personal development

It also remains firmly rooted in our school’s vision and Christian values, ensuring consistency between what we teach and what we believe as a community.

We use ‘JIGSAW PSHE’ as our main teaching resource to ensure consistency, coverage and a holistic approach. On occasion we supplement this resource with other quality assured resources from the PSHE Association, Pol-Ed or the NSPCC, subject to approval by the PSHE Lead and Head Teacher. More detail of our approach to teaching this subject can be found in our PSHE, including RSHE, policy.

An overview of the main Jigsaw curriculum can be found below.

PSHE Knowledge Content Snapshot Overview

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

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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
Ages 7-8	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 Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene 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
Ages 8-9	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 Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead 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 Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	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 <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

NB: At Cringleford CE Primary School we will be teaching SRE (sex and relationships education), as recommended by the July 2025 DFE updated guidance for RSHE. Currently, all SRE content will be taught in Year 6 in the 'Changing Me' puzzle piece in Summer 2 (*Conception (inc. IVF) and Conception to Birth*), rather than across year 5 and 6. Although this may change, after consultation. This content is non-compulsory and parents/carers have the right to withdraw children from these lessons, following the process outlined in our PSHE policy