

Finlay Community School

Personal, Social, Health and Economic Education (PSHE) and Relationships Education 2025/2026

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. This correlates with our whole school vision of *Aspire, Belong and Achieve*. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our PSHE and Relationships Education Intent

At Finlay, we teach the National Curriculum. As part of our personal, social and health education, we follow Jigsaw which is a comprehensive scheme suitable for ages 3 to 11. Jigsaw is a "mindful approach to PSHE, [that] brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. We understand the importance of teaching a coherent PSHE curriculum, and the positive impact it can have on our children's mental health and wellbeing. Each class has an explicit taught PSHE session weekly, where they can discuss age appropriate issues in a safe environment. Many of these sessions are completed verbally, through discussion as a class and within groups. The class teacher then evidences these sessions either through a 'summary

Whole School Curriculum Overview: PSHE and Relationships Education Units

Reception

- R.1: *Being me in my world*
- R.2: *Celebrating difference*
- R.3: *Dreams and goals*
- R.4: *Healthy me*
- R.5: *Relationships*
- R.6: *Changing me*

Year 1

- 1.1: *Being me in my world*
- 1.2: *Celebrating difference*
- 1.3: *Dreams and goals*
- 1.4: *Healthy me*
- 1.5: *Relationships*
- 1.6: *Changing me*

Year 2

- 2.1: *Being me in my world*
- 2.2: *Celebrating difference*
- 2.3: *Dreams and goals*
- 2.4: *Healthy me*
- 2.5: *Relationships*
- 2.6: *Changing me*

Year 3

- 3.1: *Being me in my world*
- 3.2: *Celebrating difference*
- 3.3: *Dreams and goals*
- 3.4: *Healthy me*
- 3.5: *Relationships*
- 3.6: *Changing me*

Year 4

- 4.1: *Being me in my world*
- 4.2: *Celebrating difference*
- 4.3: *Dreams and goals*
- 4.4: *Healthy me*
- 4.5: *Relationships*
- 4.6: *Changing me*

Year 5

- 5.1: *Being me in my world*
- 5.2: *Celebrating difference*
- 5.3: *Dreams and goals*
- 5.4: *Healthy me*
- 5.5: *Relationships*
- 5.6: *Changing me*

Year 6

- 6.1: *Being me in my world*
- 6.2: *Celebrating difference*
- 6.3: *Dreams and goals*
- 6.4: *Healthy me*
- 6.5: *Relationships*
- 6.6: *Changing me*

PSHE and Relationships Education Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>I wonder: What it's like in space? What it's like in Australia? What it's like in Antarctica?</i>	<i>I wonder: What materials are waterproof? What the weather is like in each season? What it is like at The Farm?</i>	<i>Once Upon a Time Moving on up!</i>	
PSHE and Relationships Education Unit	<i>R.1 Being me in my world</i>	<i>R.2 Celebrating difference</i>	<i>R.3 Dreams and goals</i>	<i>R.4 Healthy me</i>	<i>R.5 Relationships</i>	<i>R.6 Changing me</i>
Year 1	<i>Finlay Toy Factory</i>		<i>Where oh Where is Finlay Bear</i>		<i>The Great Space Race</i>	
PSHE and Relationships Education unit	<i>1.1 Being me in my world</i>	<i>1.2 Celebrating difference</i>	<i>1.3 Dreams and goals</i>	<i>1.4 Healthy me</i>	<i>1.5 Relationships</i>	<i>1.6 Changing me</i>
Year 2	<i>The Great Fire of London & The Tudors</i>		<i>Around the World in ... Days Passport theme</i>		<i>Heroes in History Florence Nightingale and Mary Seacole</i>	

PSHE and Relationships Education unit	2.1 Being me in my world	2.2 Celebrating difference	2.3 Dreams and goals	2.4 Healthy me	2.5 Relationships	2.6 Changing me
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
PSHE and Relationships Education unit	3.1 Being me in my world	3.2 Celebrating difference	3.3 Dreams and goals	3.4 Healthy me	3.5 Relationships	3.6 Changing me
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
PSHE and Relationships Education unit	4.1 Being me in my world	4.2 Celebrating difference	4.3 Dreams and goals	4.4 Healthy me	4.5 Relationships	4.6 Changing me
Year 5	Invaders and Settlers - Saxons and Vikings		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya and Aztec Civilisation	
PSHE and Relationships Education unit	5.1 Being me in my world	5.2 Celebrating difference	5.3 Dreams and goals	5.4 Healthy me	5.5 Relationships	5.6 Changing me
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica		Let Me Entertain You! History of Entertainment	

PSHE and Relationships Education unit	6.1 Being me in my world	6.2 Celebrating difference	6.3 Dreams and goals	6.4 Healthy me	6.5 Relationships	6.6 Changing me
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Progression of Knowledge, Skills and Understanding in the National Curriculum

PSHE and Relationships Education – Being me in my world

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards

		Owning the Learning Charter	Choices Recognising feelings	Responsible choices Seeing things from others' perspectives	Having a voice What motivates behaviour	Democracy, having a voice, participating	Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
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PSHE and Relationships Education – Celebrating difference

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identifying talents Being special Families Where we live Making friends	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion

	Standing up for yourself		Gender diversity Celebrating difference and remaining friends	Recognising how words can be hurtful Giving and receiving compliments	Problem-solving Identifying how special and unique everyone is First impressions	Material wealth and happiness Enjoying and respecting other cultures	Differences as conflict, difference as celebration Empathy
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PSHE and Relationships Education – Dreams and goals

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements

		Identifying and overcoming obstacles		Evaluating learning processes	Positive attitudes		Compliments
		Feelings of success		Managing feelings			
				Simple budgeting			

PSHE and Relationships Education – Healthy me

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Exercising bodies	Keeping myself healthy	Motivation	Exercise	Healthier friendships	Smoking, including vaping	Taking personal responsibility
	Physical activity	Healthier lifestyle choices	Healthier choices	Fitness challenges	Group dynamics	Alcohol	How substances affect the body
	Healthy food	Keeping clean	Relaxation	Food labelling and healthy swaps	Smoking	Alcohol and anti-social behaviour	Exploitation, including 'county lines' and gang culture
	Sleep	Being safe	Healthy eating and nutrition	Attitudes towards drugs	Alcohol	Emergency aid	
	Keeping clean	Medicine safety/safety with household items	Healthier snacks and sharing food	Keeping safe and why it's important online and off line scenarios	Assertiveness	Body image	
	Safety	Road safety			Peer pressure	Relationships with food	Emotional and mental health
					Celebrating inner strength	Healthy choices	

		Linking health and happiness		Respect for myself and others Healthy and safe choices		Motivation and behaviour	Managing stress
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PSHE and Relationships Education- Relationships

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation	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	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness

		Self- acknowledgement Being a good friend to myself Celebrating special relationships	for special relationships	Awareness of how other children have different lives Expressing appreciation for family and friends		Dangers of online grooming SMART internet safety rules	Technology safety Take responsibility with technology use
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PSHE and Relationships Education- Changing me

	Pre-school and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	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	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

		Coping with change		Preparing for transition		Coping with change	
		Transition				Preparing for transition	

For evidence of how the modules in Jigsaw align to the DfE statutory relationships, sex and health education, please see the appendix document which is available in the RSHE subject leader folder.

Characteristics of Effective PSHE Teaching

What would I see in a unit of PSHE and Relationships Education?

What would I see in a Lesson?

<i>Children and adults to be arranged in an inclusive way so nobody is left out</i>	<i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i>	<i>Remind children of the Jigsaw Charter at the start of each lesson</i>
<u>Connect us</u> <i>Children and adults to all take part in this activity to start the lesson in a fun and inclusive way</i>	<u>Calm me</u> <i>Adult to read the 'Calm me' script and use the Jigsaw chime and prepare the children for learning by relaxing their body and quietening their thoughts and emotions</i>	<u>Open my mind</u> <i>Help to introduce children to the essence of the lesson that is about to follow</i>
<u>Tell me or show me</u> <i>The teaching part of the lesson where the teacher should teach the child new skills</i>	<u>Let me learn</u> <i>Children are provided with learning activities to integrate their learning</i>	<u>Help me reflect</u> <i>Help the children reflect, process and evaluate what they have learnt and help them celebrate their progress</i>

Knowledge Organisers are available via the Jigsaw Scheme of Work. These are available to download from the Jigsaw website and a hard copy is available for viewing in the Subject Leader file in school.