



Brookside Primary School

PSHE and RSE

Our Vision for Personal, Social, Health and Economic Education (PSHE) including Relationships and Sex Education (RSE).

At Brookside School, our vision is to enable our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, spiritually, morally, socially and culturally whilst promoting British values. Throughout each school day we aim to bring out the best in every child. PSHE is at the core of what we do, underpinning all other aspects of learning. It is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

We have adopted the Jigsaw Approach to PSHE. This scheme, alongside other curriculum subject teaching, equips our children with relevant and meaningful content supported through a strong emphasis on mindfulness, emotional literacy, building resilience and nurturing mental and physical health. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. The implementation of our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be.

Jigsaw PSHE ensures careful scaffolding of children's learning and development through a spiral curriculum. In each year group this comprises of weekly dedicated lessons and celebrations of achievements plus an assembly each half term. All of this is based around the following programmes of study:

Autumn A - Being Me in My World

Autumn B - Celebrating Difference

Spring A - Dreams and Goals

Spring B - Healthy Me

Summer A - Relationships

Summer B - Changing Me

Within Foundation Stage, Jigsaw is aligned to the national EYFS Framework. Children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice. Children will use a mix of teacher directed activities such as 'Calm Me' time and whole class games and learning as well as opportunities for child led exploration and learning.

In KS1 children build upon their learning to deepen knowledge, understanding and skills. A strong emphasis is placed upon children becoming mindful with the use of 'Calm Me' time and 'Paws for thought'. We use a mixture of games, whole class and group activities, small group and paired discussion and time for personal reflection. Children will begin to create their own Jigsaw journal evidencing their personal journey in PSHE and RSE, this continues into KS2.

At KS2 we seek to embed further learning, values and attitudes developed in KS1. Continuing to use the Jigsaw structure, children will develop a good understanding of how to stay safe, healthy and develop good relationships alongside having an appreciation of what it means to be a positive member of a diverse, multicultural society. Our aim is that children will have a ready willingness and ability to try new things, push themselves and persevere as well as have a strong self-awareness, interlinked with compassion of others.

Although time is set aside each week for discrete lessons which explicitly teach and develop mindfulness, positive skills and attitudes, self-esteem, resilience and confidence we believe that such attributes need to be nurtured daily as well. As a school staff we strive to lead by example in our attitudes toward each other and the children and the daily situations we encounter. Children closely observe us and shape their behaviours based on how they see us react, both positively and negatively, to challenges. Through our daily conduct we aim to teach all aspects of the PSHE curriculum and, when necessary, use words!

At Brookside, we pride ourselves on being an inclusive school where everyone is made to feel welcome. It is implicit to our curriculum design that all children, including those with SEND, have full access to the PSHE curriculum. We encourage children to be actively involved in their own learning, integrating what they have been taught with their own experiences. We strive to provide a happy, supportive and inclusive environment in which all children become independent and confident learners and achievers in a continually changing world.

The involvement of all stakeholders in the school is imperative to our vision being realised. We aim to actively involve parents, support staff, governors and others within the wider community to ensure our children are supported in their development and learning.

Relationships and Sex Education (RSE):

Since September 2020 all Primary Schools in England are legally bound to teach RSE. At Brookside we believe that effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. Within the Jigsaw scheme, the last two programmes of study in each year group have a stronger emphasis on RSE yet maintain the same teaching structure and spiral curriculum as the rest of the units.

Our vision is to help our children to respect themselves and others and move with confidence from childhood through adolescence into adulthood by preparing them for the opportunities, responsibilities and experiences of adult life.

At Brookside, teaching is tailored to the age and the physical and emotional maturity of the children. In EYFS and KS1, RSE lessons focus on relationships and changes in nature and the children's lives. In the 'Relationships' unit we cover families and friendship, expressing thanks, secrets and trust including caring for themselves. In the 'Changing Me' unit we look at the basic life cycles of animals and humans, changes from being a baby to being a child, knowing the correct names for male and female external body parts and preparing for moving to their next class.

At KS2, the 'Relationships' unit covers bereavement, on-line safety, mental health and managing their feelings. While the 'Changing Me' unit focuses on being unique, body image, puberty for girls and boys, conception and having a baby. The latter two are also an objective of the KS2 Science Curriculum. We aim to ensure that all children, including those who develop earlier than the average, learn about puberty before they experience the onset of physical changes. This will be done in a factual, clear and supportive manner using age-appropriate teaching resources.

**National Framework for PSHE alongside SMSC development, British Values,
RSE and Citizenship**



Jigsaw, the mindful approach to PSHE



	Being me in my world	Celebrating Differences	Goals and Dreams	Healthy Me	Relationships	Changing Me
	↓	↓	↓	↓	↓	↓
EYFS	Being in a classroom Rights and responsibilities	Families Making new friends	Challenges and perseverance Setting goals	Exercise Healthy food Safety	Families Friendship Being a good friend	Growing up Fun and fears
	↓	↓	↓	↓	↓	↓
KS1	Our classroom Rights and responsibilities Choices	Making new friends Understanding bullying Celebrating difference	Setting goals Feeling of success Group co-operation	Keeping safe and healthy Relaxation	Friendship Belonging Secrets and trust People who help us	Changes since being a baby Life cycles Body parts
	↓	↓	↓	↓	↓	↓
KS2	Rights and responsibilities Choices and consequences Democracy	Understanding bullying and problem solving Celebrating difference Respect and empathy	Working as a group Motivation Overcoming set backs	Smoking, alcohol, anti-social behaviour Peer pressure Taking responsibility	Bereavement Self-esteem Online safety Managing feelings	Being unique Puberty for boys and girls Body image Conception and birth



**Children who are independent, confident, healthy, mindful and responsible
members of society.**

**Children who can function intellectually, spiritually, morally and socially.
Children who are the very best version of themselves they can possibly be.**