PSHE at The Stoke Poges School

Personal, Social, Health and Economic Education • Reception to Year 6



Being Me in My World



Celebrating Difference



Dreams and Goals



Healthy Me



Relationships



Changing Me

Our PSHE vision

At The Stoke Poges School, PSHE helps children develop the knowledge, skills, language and values they need to be safe, healthy, respectful and confident. Through a progressive, inclusive and age-appropriate curriculum, pupils learn to understand themselves and others, build positive relationships, make informed choices, manage change and challenge, participate responsibly in their community and know when and how to seek help.

OUR PSHE SUBJECT AIMS

What we want every child to gain through PSHE

Identity & self-worth Develop a positive sense of identity, individuality, self-esteem and emotional literacy.	**Healthy lives** Understand physical and mental wellbeing and make informed, age-appropriate choices about health.	**Positive relationships** Build kind, respectful relationships and understand friendship, families, boundaries and consent.
Safety & safeguarding Recognise risk, unsafe behaviour, coercion or exploitation and know how to seek trusted help.	**Resilience & regulation** Manage feelings, setbacks, stress, change and transition using increasingly effective strategies.	**Respect & inclusion** Value difference, challenge stereotypes, prejudice, racism, bullying and discrimination.
Citizenship & responsibility Understand rights, responsibilities, democracy, consequences and contribution to communities.	**Digital life** Use technology safely and responsibly, including online relationships, gaming, grooming and reporting.	**Future readiness** Develop aspirations, goal-setting, economic awareness and the confidence to prepare for next steps.

Statutory foundation: Relationships Education is compulsory in primary schools and Health Education is compulsory in state-funded primary schools. Primary sex education beyond the science curriculum is not compulsory; where the school teaches it, this is delivered through the agreed RSHE policy and parental withdrawal arrangements.

OUR CURRICULUM APPROACH

How PSHE is taught and experienced at The Stoke Poges School

Spiral progression

The six Jigsaw themes are revisited every year, with knowledge and skills becoming more sophisticated from Reception to Year 6.

Knowledge + skills

Children learn essential content and practise the personal and social skills needed to apply it in real situations.

Safe & respectful

Clear ground rules create a classroom culture where children can ask questions, listen, disagree respectfully and seek help.

Active learning

Discussion, stories, scenarios, role play, visual resources, games and reflection make learning meaningful and memorable.

Wellbeing & self-regulation

Mindfulness and emotional literacy sit alongside the school's Zones of Regulation approach to help pupils recognise and manage feelings.

Real-life relevance

Teaching responds appropriately to pupils' experiences and emerging issues while remaining age-appropriate and safeguarding-led.

Inclusive practice

Different families, identities, cultures, experiences and needs are treated with dignity and respect, with teaching adapted where needed.

Safeguarding woven through

Boundaries, consent, bullying, online safety, grooming, exploitation, trusted adults and help-seeking build progressively across the curriculum.

Whole-school values

Our 11 school values provide a shared language for character, relationships, choices and behaviour throughout PSHE and wider school life.

OUR 11 SCHOOL VALUES THROUGH PSHE

A shared language for character, relationships and personal development

K

Kindness

Empathy, care and compassionate relationships

=

Equality

Fairness, inclusion and challenging discrimination

R

Respect

Listening, difference, boundaries and consent

H

Honesty

Trust, truthful communication and asking for help

RESP

Responsibility

Choices, consequences, citizenship and online behaviour

+

Positivity

Self-worth, optimism and healthy choices

F

Friendship

Kind relationships, cooperation and conflict resolution

RES

Resilience

Perseverance, coping with setbacks and managing change

P

Patience

Self-regulation, listening and turn-taking

I

Individuality

Identity, uniqueness, self-image and confidence

C

Courtesy

Politeness, consideration and respectful communication

These values are not taught as isolated ideas: they are repeatedly applied through Jigsaw themes, assemblies, behaviour expectations, pupil voice, relationships and everyday school life.

THE SIX JIGSAW AREAS

The visual key used throughout this learning journey



Being Me in My World

Identity • belonging • rights • responsibilities • democracy • citizenship



Celebrating Difference

Difference • equality • stereotypes • bullying • inclusion • empathy



Dreams and Goals

Aspirations • perseverance • resilience • careers • money • contribution



Healthy Me

Physical health • mental wellbeing • safety • substances • peer pressure • help



Relationships

Families • friendship • boundaries • online relationships • power • support



Changing Me

Growing • puberty • body image • reproduction • consent • transition

THE STOKE POGES SCHOOL

PSHE Learning Journey 2026-27

Reception to Year 6 | Modelled on Jigsaw PSHE 3-11

Our intent

To develop knowledgeable, emotionally literate, respectful and resilient pupils who can make safe and healthy choices, build positive relationships, understand rights and responsibilities, manage change and seek help when needed. Learning is revisited through a spiral curriculum so that knowledge and skills become increasingly sophisticated from Reception to Year 6.

Statutory context

This journey reflects the revised DfE statutory guidance for Relationships Education and Health Education effective from 1 September 2026, alongside age-appropriate primary sex education where taught through the school's agreed policy. It is structured around the six Jigsaw PSHE puzzles and the school's 2026-27 Knowledge and Skills Long-Term Plan.

Six whole-school Jigsaw themes

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

PSHE LEARNING JOURNEY - BEING ME IN MY WORLD

Progression from Reception to Year 6

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE Self-identity; feelings; classroom belonging; gentleness; rights and responsibilities. **SKILLS** Name feelings, follow routines, listen and take turns, ask trusted adults for help.	**KNOWLEDGE** Feeling special and safe; class membership; rights and responsibilities; choices and consequences. **SKILLS** Contribute to class expectations, recognise consequences and take simple responsibility.	**KNOWLEDGE** Hopes and fears; safe and fair learning; valuing contributions; choices; recognising feelings. **SKILLS** Express worries, value others' views, make fair choices and reflect on consequences.	**KNOWLEDGE** Personal goals; self-worth; rules, rights and responsibilities; responsible choices; perspectives. **SKILLS** Set goals, explain consequences, see another viewpoint and contribute positively.	**KNOWLEDGE** Class team; school citizenship; democracy; group decisions; pupil voice; motivation. **SKILLS** Participate in democratic decisions, take roles and explain how behaviour affects others.	**KNOWLEDGE** Citizenship; rights and responsibilities; behaviour in groups; democracy and participation. **SKILLS** Plan goals, participate constructively, balance rights with responsibilities and reflect on impact.	**KNOWLEDGE** Global citizenship; children's universal rights; group dynamics; democracy; anti-social behaviour; role-modelling. **SKILLS** Analyse choices and group dynamics, contribute democratically and model pro-social behaviour.

Journey outcome by the end of Year 6: Pupils understand their identity, rights and responsibilities and can participate positively and democratically in school and wider communities.

PSHE LEARNING JOURNEY - CELEBRATING DIFFERENCE

Progression from Reception to Year 6

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE Talents; being special; families; where we live; friendships; standing up for yourself. **SKILLS** Celebrate similarities and differences, make friends and use words to stand up for self.	**KNOWLEDGE** Similarities and differences; bullying; making friends; celebrating difference. **SKILLS** Identify difference respectfully, recognise bullying, seek help and celebrate uniqueness.	**KNOWLEDGE** Gender assumptions and stereotypes; bullying; standing up for self and others; friendship. **SKILLS** Challenge simple stereotypes, stand up safely and maintain friendships across difference.	**KNOWLEDGE** Different families; family conflict; witnessing bullying; hurtful words; compliments. **SKILLS** Respect family difference, manage conflict, act safely as a witness and use kind language.	**KNOWLEDGE** Assumptions; appearance; acceptance; influences; bullying; problem-solving; first impressions. **SKILLS** Challenge assumptions, recognise influences and problem-solve bullying situations.	**KNOWLEDGE** Culture and conflict; racism; rumours/name-calling; types of bullying; wealth and happiness. **SKILLS** Recognise and challenge racism/discrimination and respond safely to bullying and name-calling.	**KNOWLEDGE** Perceptions of normality; disability; power; bullying; inclusion/exclusion; difference; empathy. **SKILLS** Recognise power imbalance, challenge stereotypes, respond to discrimination and promote inclusion.

Journey outcome by the end of Year 6: Pupils respect diversity, challenge prejudice and discrimination, recognise bullying and power imbalance, and actively promote inclusion.

PSHE LEARNING JOURNEY - DREAMS AND GOALS

Progression from Reception to Year 6

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE Challenges; perseverance; goals; obstacles; seeking help; jobs. **SKILLS** Choose simple goals, keep trying, recognise achievement and ask for help.	**KNOWLEDGE** Goals; success; learning styles; partnership; challenges; obstacles; feelings of success. **SKILLS** Set simple goals, persevere, cooperate and describe feelings linked to achievement.	**KNOWLEDGE** Realistic goals; healthy habits; perseverance; strengths; group cooperation; shared success. **SKILLS** Plan achievable steps, use strengths, cooperate and celebrate success.	**KNOWLEDGE** Challenges; ambitions; motivation; obstacles; evaluating learning; community; feelings; simple budgeting. **SKILLS** Break goals into steps, evaluate progress, manage feelings and use a simple budget.	**KNOWLEDGE** Hopes and dreams; disappointment; realistic new goals; group work; resilience. **SKILLS** Reset goals after disappointment, plan steps, collaborate and use resilience.	**KNOWLEDGE** Future dreams; spending/saving/value; jobs and careers; pathways; charity; motivation. **SKILLS** Compare financial choices, connect learning to careers and plan ways to support others.	**KNOWLEDGE** Personal learning goals; success criteria; emotions in success; making a difference; motivation. **SKILLS** Set challenging goals, evaluate success/setbacks and plan realistic positive action.

Journey outcome by the end of Year 6: Pupils can set purposeful goals, persevere, evaluate progress, make increasingly informed financial/career choices and contribute positively to others.

PSHE LEARNING JOURNEY - HEALTHY ME

Progression from Reception to Year 6

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE Exercise; physical activity; healthy food; sleep; hygiene; safety. **SKILLS** Make simple healthy choices, practise hygiene, recognise unsafe situations and seek help.	**KNOWLEDGE** Healthy lifestyles; cleanliness; safety; medicines/household items; road safety; health and happiness. **SKILLS** Use healthy routines and apply medicine, household and road-safety rules.	**KNOWLEDGE** Motivation; healthier choices; nutrition; safety at home/outside; medicines. **SKILLS** Explain healthier choices, use safety strategies and understand safe medicine use.	**KNOWLEDGE** Exercise; food labels; attitudes to drugs; online/offline safety; outdoor/water safety; help-seeking. **SKILLS** Interpret simple health information, assess risks and ask for help assertively.	**KNOWLEDGE** Healthy friendships; peer influence; railway safety; smoking; alcohol and vaping; peer pressure. **SKILLS** Recognise peer pressure, communicate assertively and explain substance-related risks.	**KNOWLEDGE** Smoking/vaping; alcohol; anti-social behaviour; emergency aid; body image; food; healthy choices. **SKILLS** Evaluate health information, resist pressure, apply basic emergency aid and critique body-image messages.	**KNOWLEDGE** Personal responsibility; substances; exploitation/county lines/gang culture; emotional and mental health; stress. **SKILLS** Assess risks, recognise exploitation/coercion, manage stress and identify trusted support.

Journey outcome by the end of Year 6: Pupils can make informed physical and mental health choices, assess risk, resist pressure, recognise exploitation and know when and how to seek help.

PSHE LEARNING JOURNEY - RELATIONSHIPS

Progression from Reception to Year 6

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE Family life; friendships; falling out; bullying; being a good friend. **SKILLS** Show kindness, cooperate, repair simple fall-outs and tell an adult about bullying.	**KNOWLEDGE** Family belonging; friendship; physical-contact preferences; helpers; personal qualities. **SKILLS** Show friendship skills, express touch preferences and identify trusted adults.	**KNOWLEDGE** Different families; physical-contact boundaries; conflict; secrets; trust; appreciation. **SKILLS** Respect family diversity, communicate boundaries, solve conflict and share worries.	**KNOWLEDGE** Family roles; friendship and negotiation; online safety; media influence; global citizenship. **SKILLS** Negotiate difficulties, behave safely online, question media influence and consider impact on others.	**KNOWLEDGE** Jealousy; love and loss; memories; falling out; girlfriends/boyfriends; appreciation. **SKILLS** Manage jealousy/loss, resolve difficulties and communicate respectfully about changing relationships.	**KNOWLEDGE** Self-worth; self-esteem; online communities; online rights/responsibilities; gaming; grooming; screen time. **SKILLS** Assess online safety, recognise grooming, use reporting/help-seeking strategies and manage screen time.	**KNOWLEDGE** Mental health; support; love/loss; power/control; assertiveness; technology safety. **SKILLS** Seek support, identify power/control, maintain boundaries and use technology safely and respectfully.

Journey outcome by the end of Year 6: Pupils can build respectful relationships, maintain boundaries, recognise unsafe or controlling behaviour, protect themselves online and access support.

PSHE LEARNING JOURNEY - CHANGING ME

Progression from Reception to Year 6

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE Bodies; respecting my body; growing up; growth/change; feelings about change. **SKILLS** Talk about growth, use appropriate body words and express feelings about change.	**KNOWLEDGE** Life cycles; changes since babyhood; female/male bodies; correct terminology; transition. **SKILLS** Describe growth, use correct terminology, recognise privacy and cope with transition.	**KNOWLEDGE** Life cycles; growing older; independence; female/male bodies; assertiveness; transition. **SKILLS** Use correct terminology, communicate unwanted touch/discomfort and prepare for change.	**KNOWLEDGE** How babies grow; outside/inside body changes; hygiene; family stereotypes; transition. **SKILLS** Describe growing-up changes, use accurate vocabulary, apply hygiene and challenge stereotypes.	**KNOWLEDGE** Being unique; girls and puberty; family; confidence/acceptance in change; environmental change. **SKILLS** Talk respectfully about puberty, build confidence and use strategies to manage change.	**KNOWLEDGE** Self/body image; media influence; puberty for girls and boys; conception including IVF; responsibility. **SKILLS** Describe puberty accurately, challenge unrealistic body messages and explain conception age-appropriately.	**KNOWLEDGE** Self/body image; puberty; conception to birth; attraction; respect and consent; relationships; sexting; transition. **SKILLS** Discuss puberty/relationships respectfully, understand consent/boundaries, identify sexting risks and prepare for secondary transition.

Journey outcome by the end of Year 6: Pupils understand age-appropriate growth, puberty and reproduction, respect consent and boundaries, manage changing feelings and prepare confidently for transition.

STATUTORY & WHOLE-SCHOOL THREADS

How the learning journey supports the revised 2026 statutory expectations

Progression thread	What pupils encounter across the journey
Families and respectful relationships	Different families; friendship; kindness; conflict resolution; respect; healthy and changing relationships; consent and boundaries.
Online safety and digital relationships	Online communities; gaming; screen time; grooming; reporting; technology responsibility; sexting risks.
Physical health and prevention	Healthy choices; food; exercise; hygiene; medicines; smoking; alcohol; vaping; emergency aid and safety.
Mental wellbeing	Feelings; self-worth; resilience; body image; managing stress; mental-health worries; trusted sources of support.
Safety, safeguarding and help-seeking	Bullying; unwanted touch; peer pressure; exploitation; county lines/gang risks; coercion; assertiveness; asking for help.
Growing, puberty and change	Correct body terminology; privacy; puberty; body image; age-appropriate reproduction; conception/birth; transition.
Respect, equality and inclusion	Difference; stereotypes; culture; racism; disability; discrimination; inclusion; empathy and challenging prejudice.
Citizenship, economic wellbeing and future pathways	Rights/responsibilities; democracy; global citizenship; budgeting; spending/saving/value; careers, aspirations and contribution.

Notes for use: Relationships Education is compulsory in primary schools and Health Education is compulsory in state-funded primary schools. Primary sex education beyond the science curriculum is not compulsory and should be delivered in line with the school's published policy and parental right of withdrawal. The Jigsaw programme has been updated to align with the revised statutory guidance effective 1 September 2026.