THE STOKE POGES SCHOOL PSHE Long Term Plan

Our PSHE curriculum is delivered through Jigsaw, the mindful approach to PSHE, a progressive and spiral programme of learning that enables children to build on prior knowledge, skills and understanding year by year. Through six carefully sequenced units, learning is revisited and extended to support children's personal, social, emotional and health development, while meeting the requirements of the DfE Relationships, Sex and Health Education (RSHE) statutory guidance.

Our lessons places children at the centre of learning, helping them to understand their place in the world and develop positive relationships with themselves and others. The programme promotes emotional literacy, resilience, mental and physical wellbeing, alongside opportunities for mindfulness, enabling children to develop self-awareness, self-regulation, concentration and empathy.

Through a whole-school approach, Jigsaw provides engaging and relevant learning experiences that support children's spiritual, moral, social and cultural (SMSC) development. The curriculum is carefully planned to ensure progression in knowledge, skills and vocabulary from Early Years to Year 6, preparing pupils to navigate an ever-changing world with confidence and respect.

Intent, Implementation and Impact

Intent
To provide a high-quality PSHE education that develops confident, resilient and responsible individuals who understand how to stay healthy, build positive relationships and contribute positively to society.

Implementation
PSHE is taught through the Jigsaw programme, which delivers a structured, progressive and spiral curriculum. Lessons incorporate mindfulness, emotional literacy and opportunities for SMSC development, while providing children with the knowledge and skills needed to support their wellbeing and relationships.

Impact
Children demonstrate increased confidence, emotional awareness and social understanding. Progress is evidenced through pupil voice, outcomes from learning activities, teacher assessment, behaviour records and attendance data, showing that pupils are equipped with the skills and knowledge needed for their future lives.

	Autumn Term	Spring Term	Summer Term
Year Reception	**Being Me in My World** ***Knowledge*** • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities ***Skills*** • Name and express simple feelings • Follow class routines and agreed expectations • Listen to others and take turns • Ask a trusted adult for help when needed **Celebrating Difference** ***Knowledge*** • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself ***Skills*** • Notice and celebrate similarities and differences • Talk positively about themselves and others • Join in play and begin to make friends • Use words to stand up for themselves appropriately	**Dreams and Goals** ***Knowledge*** • Challenges • Perseverance • Achieving and setting goals • Overcoming obstacles • Seeking help • Jobs ***Skills*** • Choose a simple goal or challenge • Keep trying when something is difficult • Recognise when they have achieved something • Ask for help and celebrate effort **Healthy Me** ***Knowledge*** • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety ***Skills*** • Make simple healthy choices about food, activity and rest • Practise basic personal hygiene • Recognise situations that may be unsafe • Tell a trusted adult when they need help	**Relationships** ***Knowledge*** • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend ***Skills*** • Show kindness and cooperate with others • Recognise what makes a good friend • Use simple strategies after falling out • Tell an adult if someone is unkind or bullying **Changing Me** ***Knowledge*** • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations ***Skills*** • Talk about ways they have grown and changed • Use appropriate words for their body • Show respect for their own and others' bodies • Express feelings about change and new experiences
Year 1	**Being Me in My World** ***Knowledge*** • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the learning charter ***Skills***	**Dreams and Goals** ***Knowledge*** • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles	**Relationships** ***Knowledge*** • 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

	• Explain how it feels to belong and feel safe • Contribute to a class charter and follow agreed rules • Recognise choices and their consequences • Take responsibility for simple classroom actions **Celebrating Difference** ***Knowledge*** • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone ***Skills*** • Identify similarities and differences respectfully • Recognise bullying and know who can help • Use friendly behaviours when making new friends • Celebrate what makes themselves and others unique	• Feelings of success ***Skills*** • Set a simple goal and identify steps towards it • Keep going when faced with an obstacle • Work cooperatively with a partner • Describe feelings linked to success and achievement **Healthy Me** ***Knowledge*** • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety / safety with household items • Road safety • Linking health and happiness ***Skills*** • Make choices that support health and happiness • Demonstrate routines for cleanliness and safety • Explain how to use medicines and household items safely • Apply simple road-safety strategies	• Celebrating special relationships ***Skills*** • Show friendship skills and give/receive kindness • Express preferences about physical contact • Identify trusted adults and people who help • Recognise and appreciate special relationships **Changing Me** ***Knowledge*** • 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 ***Skills*** • Describe changes from babyhood to now • Use correct terminology for private body parts • Recognise privacy and personal boundaries • Use strategies to cope with change and transition
Year 2	**Being Me in My World** ***Knowledge*** • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings ***Skills*** • Express hopes, worries and feelings appropriately • Listen to and value other people's contributions	**Dreams and Goals** ***Knowledge*** • Achieving realistic goals • Staying healthy to achieve goals • Perseverance and strengths • Learning with others • Group co-operation • Contributing to and sharing success ***Skills*** • Choose a realistic goal and plan steps to achieve it • Use perseverance and recognise personal strengths • Cooperate effectively in a group • Share and celebrate success with others	**Relationships** ***Knowledge*** • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships ***Skills*** • Respect different family structures • Communicate physical-contact boundaries • Use problem-solving skills in friendship conflict

	• Make choices that help create a safe and fair class • Reflect on consequences and take responsibility **Celebrating Difference** ***Knowledge*** • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Celebrating difference and remaining friends ***Skills*** • Challenge simple gender stereotypes • Stand up for themselves and others safely • Recognise bullying and seek appropriate help • Maintain friendships while respecting difference	**Healthy Me** ***Knowledge*** • Motivation • Healthier choices • Healthy eating and nutrition • Safety in the home • Safety out and about • Medicines ***Skills*** • Explain and make healthier choices • Use basic strategies to stay safe at home and outside • Understand how to use medicines safely • Recognise what motivates healthy behaviour	• Distinguish safe surprises/secrets from worries and seek help **Changing Me** ***Knowledge*** • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition ***Skills*** • Describe how people grow and become more independent • Use correct body terminology confidently and respectfully • Be assertive about unwanted touch or discomfort • Prepare positively for transition and change
Year 3	**Being Me in My World** ***Knowledge*** • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives ***Skills*** • Set personal goals and recognise strengths • Make responsible choices and explain consequences • See situations from another person's perspective • Contribute positively to class and school life **Celebrating Difference** ***Knowledge*** • Families and their differences • Family conflict and how to manage it (child-centred)	**Dreams and Goals** ***Knowledge*** • 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 ***Skills*** • Break ambitions into achievable steps • Persist and adapt when obstacles arise • Evaluate progress and identify next steps • Manage feelings linked to challenge • Use a simple budget to make choices about limited money **Healthy Me** ***Knowledge*** • Exercise	**Relationships** ***Knowledge*** • 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 ***Skills*** • Negotiate and solve friendship difficulties • Use safe online behaviours and identify sources of help • Question media influence appropriately • Explain how choices can affect people locally and globally • Show appreciation for family and friends

	• Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments ***Skills*** • Respect different families and viewpoints • Use child-centred strategies to manage conflict • Act safely as a witness to bullying • Recognise hurtful language and give sincere compliments	• Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe online and offline • Respect for myself and others • Healthy and safe choices outdoors • Water safety • Asking for help ***Skills*** • Interpret simple food information to make healthier choices • Assess risks online, outdoors and around water • Make safe choices about medicines/drugs • Use assertive language and ask for help when needed	**Changing Me** ***Knowledge*** • How babies grow • Outside body changes • Inside body changes • Personal hygiene • Family stereotypes • Challenging my ideas • Preparing for transition ***Skills*** • Describe physical changes associated with growing up • Use accurate vocabulary sensitively • Apply personal-hygiene routines • Recognise and challenge family stereotypes • Use strategies to manage transition
Year 4	**Being Me in My World** ***Knowledge*** • 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 ***Skills*** • Participate in group decision-making and pupil voice • Take on roles and responsibilities within a team • Explain how behaviour affects others • Use democratic processes respectfully **Celebrating Difference** ***Knowledge*** • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving	**Dreams and Goals** ***Knowledge*** • Hopes and dreams • Overcoming disappointment • Creating new realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes ***Skills*** • Set realistic goals after disappointment • Use resilience and a positive attitude • Plan steps towards a goal • Collaborate effectively and celebrate group contributions **Healthy Me** ***Knowledge*** • Healthier friendships • Peer influences • Railway safety • Staying safe with friends • Smoking • Alcohol and vaping • Assertiveness • Peer pressure	**Relationships** ***Knowledge*** • Jealousy • Love and loss • Memories of loved ones • Getting and falling out • Girlfriends and boyfriends • Showing appreciation to people and animals ***Skills*** • Recognise and manage jealousy and loss • Use strategies for resolving friendship difficulties • Communicate respectfully about changing relationships • Show appreciation for important people and animals **Changing Me** ***Knowledge*** • Being unique • Girls and puberty • Being part of a family • Confidence in change • Accepting change • Preparing for transition

	• Identifying how special and unique everyone is • First impressions ***Skills*** • Challenge assumptions and first impressions • Recognise influences on judgements • Problem-solve bullying situations and seek help • Show acceptance and respect for individual uniqueness	• Celebrating inner strength ***Skills*** • Recognise and respond to peer influence and pressure • Use assertive communication to stay safe with friends • Explain risks linked to smoking, alcohol and vaping • Identify personal strengths that support healthy choices	• Environmental change ***Skills*** • Talk respectfully about puberty and change • Recognise uniqueness and develop positive self-confidence • Identify strategies for accepting change • Prepare emotionally and practically for transition • Consider how environmental change can affect feelings

Year 5	**Being Me in My World** ***Knowledge*** • Planning the year ahead • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating ***Skills*** • Plan personal goals for the year • Participate constructively in democratic processes • Explain rights alongside responsibilities • Reflect on how individual behaviour affects a group **Celebrating Difference** ***Knowledge*** • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures ***Skills*** • Discuss cultural difference respectfully • Recognise and challenge racism, rumours and bullying	**Dreams and Goals** ***Knowledge*** • 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 ***Skills*** • Set longer-term aspirations and identify pathways towards them • Compare spending and saving choices and recognise value for money • Link skills, learning and qualifications to jobs and careers • Respect different aspirations and cultures • Plan ways to contribute to or support others **Healthy Me** ***Knowledge*** • Smoking including vaping • Alcohol and vaping • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour ***Skills***	**Relationships** ***Knowledge*** • 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 ***Skills*** • Build self-esteem and recognise personal worth • Assess whether online communities and games feel safe • Apply privacy, reporting and help-seeking strategies online • Recognise grooming behaviours and unsafe contact • Manage screen time and online responsibilities **Changing Me** ***Knowledge*** • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF)

	• Use strategies to respond to name-calling or discrimination • Reflect on the relationship between material wealth and happiness	• Evaluate health information and make informed choices • Use strategies to resist pressure around smoking, vaping and alcohol • Apply basic emergency-aid responses • Critically reflect on body-image messages • Develop balanced attitudes towards food and healthy lifestyles	• Growing responsibility • Coping with change • Preparing for transition ***Skills*** • Describe puberty changes accurately and sensitively • Challenge unrealistic online/media body-image messages • Ask questions and seek trusted support about puberty • Explain conception at an age-appropriate level • Use coping strategies for growing responsibility and transition
Year 6	**Being Me in My World** ***Knowledge*** • 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 ***Skills*** • Set purposeful goals and reflect on progress • Discuss rights, global citizenship and responsibility • Contribute to democratic decision-making • Analyse choices, consequences and group dynamics • Model positive, pro-social behaviour **Celebrating Difference** ***Knowledge*** • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion / exclusion • Differences as conflict, difference as celebration • Empathy	**Dreams and Goals** ***Knowledge*** • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments ***Skills*** • Set challenging personal learning goals with success criteria • Evaluate emotions linked to success and setbacks • Use motivation strategies and recognise achievements • Plan realistic actions that can make a positive difference **Healthy Me** ***Knowledge*** • Taking personal responsibility • How substances affect the body • Exploitation including 'county lines' and gang culture • Emotional and mental health • Managing stress ***Skills*** • Take increasing responsibility for physical and emotional health	**Relationships** ***Knowledge*** • 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 ***Skills*** • Recognise mental-health worries and seek appropriate support • Manage feelings connected with love, loss and change • Identify power and control in relationships • Use assertive communication and maintain boundaries • Use technology safely, responsibly and respectfully **Changing Me** ***Knowledge*** • Self-image • Body-image • Puberty and feelings • Conception to birth • Reflections about change

	Skills • Challenge perceptions of “normality” and disability stereotypes • Recognise power imbalance, exclusion and bullying • Use safe strategies to respond to conflict and discrimination • Show empathy and actively promote inclusion	• Explain and assess risks associated with substances • Recognise exploitation, coercion and county-lines/gang risks • Use strategies to manage stress • Identify trusted sources of help and support	• Physical attraction • Respect and consent • Boyfriends / girlfriends • Sexting • Transition ***Skills*** • Talk accurately and respectfully about puberty, attraction and relationships • Understand conception-to-birth at an age-appropriate level • Recognise the importance of respect, consent and boundaries • Identify risks linked to sexting and seek help • Use strategies to manage self-image, body image and transition to secondary school