

Bonneygrove and Millbrook Primary Federation

PSHE / Relationships and Health Education Subject Guidance

INTENT

At Bonneygrove and Millbrook Primary Federation, we believe that Personal, Social, Health and Economic Education (PSHE), including Relationships and Health Education (RHE), is fundamental to pupils' wellbeing, personal development and future success. Our PSHE curriculum is designed to support pupils to become healthy, confident, resilient and responsible members of society.

Our intent is firmly rooted in **statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019)** and is shaped by the shared values and ethos of both schools. PSHE is delivered through the **Jigsaw programme**, ensuring a structured, progressive and spiral approach to learning.

Through PSHE, pupils develop:

- Knowledge to keep themselves physically and mentally health
- Understanding of relationships, respect and equality
- Emotional literacy and self-awareness
- Skills to manage change, challenge and risk
- Confidence to make informed and responsible choices

In line with the **Ofsted Inspection Framework (November 2025)**, our PSHE curriculum is ambitious, inclusive and carefully sequenced from EYFS to Year Six so that pupils **build understanding progressively and develop the knowledge and skills needed for life beyond school**.

WHY WE TEACH PSHE THE WAY WE DO

We teach PSHE through discussion, reflection and real-life contexts because children learn best when learning is meaningful, relevant and supportive.

Our approach encourages pupils to:

- Understand themselves and others
- Build positive relationships
- Develop emotional resilience
- Make informed decisions

- Recognise and manage risk

The **Jigsaw PSHE programme** provides a spiral curriculum that revisits key themes, allowing pupils to deepen understanding over time. It supports a safe, inclusive learning environment where pupils feel confident to share ideas and ask questions.

We include three weekly assemblies focused on achievement, school values and singing, offering regular opportunities to celebrate success and reflect. Teacher-led lunchtime clubs and Forest School further promote teamwork, resilience and wellbeing through practical experiences. We also enrich PSHE through cultural celebration days and whole-school awareness events that foster respect, diversity and inclusion, ensuring learning is relevant and purposeful, particularly for pupils who may experience digital poverty or limited access to wider opportunities. Through discussion, circle time, role play and presentation opportunities, pupils develop confidence, empathy and communication skills, with cross-curricular links made wherever possible to embed learning across the curriculum.

PSHE builds **cultural capital** by broadening pupils' understanding of themselves and others, promoting respect and empathy, and preparing them to thrive in a diverse, interconnected society.

ROLE OF THE PSHE SUBJECT LEADER

The PSHE Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the PSHE curriculum is ambitious, coherently sequenced and effectively implemented, in line with **statutory Relationships, Sex and Health Education guidance** and the **Ofsted Inspection Framework (November 2025)**.

The Subject Leader:

- Provides strategic direction for PSHE across the school
- Oversees the effective delivery of the **Jigsaw PSHE programme**
- Ensures progression in knowledge, skills and vocabulary from EYFS to Year Six
- Monitors the quality of teaching and learning through lesson visits, book looks and pupil voice
- Supports teachers in delivering sensitive content with confidence and care
- Ensures SEND and EAL provision is embedded within PSHE lessons
- Works closely with safeguarding leads to ensure curriculum alignment
- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the PSHE Subject Leader ensures pupils leave the Federation with confidence, resilience and a positive attitude towards their personal, social, and emotional development.

SEND INCLUSION

SEND inclusion is integral to the design and delivery of the PSHE curriculum. Guided by the *nasen Teacher SEND Handbook (January 2024)*, we follow the graduated approach of:

Assess → Plan → Do → Review

All pupils receive **Quality First Teaching**, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious curriculum as their peers.

SUPPORTING PUPILS WITH SEND IN PSHE

Pupils with SEND are supported through:

- Visual aids, diagrams and social stories to support understanding of concepts and routines
- Knowledge organisers and graphic organisers to structure learning
- Pre-teaching and revisiting key vocabulary related to feelings, relationships, health and wellbeing
- Practical activities, role play and discussion to make abstract ideas concrete
- Flexible outcomes and alternative recording methods, such as oral explanations, drawings, or digital tools
- ICT and immersive experiences to enhance engagement and participation
- Being sensitive to children who are vulnerable in PSHE due to their additional needs

These strategies reduce barriers and support confidence and engagement.

EAL SUPPORT

Pupils with English as an Additional Language are supported through:

- Visual scaffolds, diagrams and dual coding to support understanding of key concepts
- Explicit teaching and rehearsal of PSHE vocabulary related to feelings, relationships, health and wellbeing

- Modelling of sentence structures to support discussion, reflection and explanation
- Structured talk opportunities, partner work and group discussions to develop confidence in sharing ideas
- Use of images, scenarios, stories and role play to make abstract concepts concrete

IMPLEMENTATION

The PSHE curriculum is carefully planned, coherently sequenced, and progressive. Lessons are taught regularly using a structured framework that provides clear learning objectives, supports personal and social development, and includes built-in assessment to monitor understanding and growth.

PSHE lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

Across the school, pupils revisit:

- Being Me in My World (Autumn 1)
- Celebrating Difference (Autumn 2)
- Dreams and Goals (Spring 1)
- Healthy Me (Spring 2)
- Relationships (Summer 1)
- Changing Me (Summer 2)

Teaching Approach in PSHE

Teaching is underpinned by:

- Visual aids to support key PSHE concepts
- Explicit teaching and reinforcement of subject-specific vocabulary related to health, wellbeing, relationships, and personal development
- Regular opportunities for recall and reflection to strengthen understanding and embed learning
- High-quality resources, including stories, scenarios, case studies and role-play activities
- Opportunities for discussion, reflection, debate, and reasoning to develop social and emotional skills

Enrichment opportunities, such as workshops, visitors, practical activities, and immersive experiences, are used purposefully to deepen understanding, enhance engagement, and build pupils' personal, social, and cultural awareness.

EXAMPLES OF WHAT WE TEACH IN PSHE

EYFS

Understanding themselves and their families

Recognising feelings and emotions

Developing early social skills: sharing, taking turns, and making friends

Understanding routines, safety, and wellbeing

Key Stage One

Building positive relationships and understanding differences

Recognising and managing emotions

Making safe, healthy, and responsible choices

Understanding rules, responsibilities, and belonging to a community

Key Stage Two

Developing self-awareness, resilience, and coping strategies

Exploring healthy relationships, including respect, consent, and boundaries

Managing personal safety, risks, and wellbeing

Understanding diversity, equality, and social responsibility

Developing financial awareness and understanding the wider world

Reflecting on personal growth, goals, and aspirations

IMPACT

- The impact of the PSHE (Jigsaw) curriculum is seen in pupils who:
- Enjoy learning about themselves, their feelings, relationships, and the world around them
- Talk confidently about their thoughts, emotions, and experiences
- Make meaningful connections between their learning and real-life situations
- Use PSHE vocabulary accurately, including terms related to wellbeing, relationships, safety, and diversity
- Show empathy, respect, responsibility, and curiosity

By the end of Key Stage Two, pupils can:

- Understand and manage their emotions, make informed decisions, and set personal goals
- Build and maintain healthy relationships based on respect, consent, and inclusivity
- Recognise risks, stay safe, and take responsibility for their wellbeing
- Understand diversity, equality, and their role in the wider community
- Pupils leave the school with the knowledge, skills, and attitudes to lead healthy, safe, and responsible lives, equipped to make positive choices and contribute meaningfully to society.

OUTCOMES – STATUTORY GUIDANCE

By the end of the Federation, pupils meet the expectations of **Statutory Relationships and Health Education guidance**, developing knowledge, skills and understanding to support wellbeing and safety.

DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be confident, resilient individuals who:

- Understand themselves and others
- Build healthy, respectful relationships
- Make informed decisions
- Show empathy, kindness and inclusion
- Are curious, resilient, honest, ambitious, creative, kind and inclusive learners

PUPIL VOICE

EYFS

“We learn about caring, sharing, smiling, making children laugh and love”

“We get to talk about how we feel”

Key Stage One

“We like using Jigsaw Jack to talk about being kind”

“I like PSHE because we can listen to our friends and we can also calm down and learn how to calm down.”

Key Stage Two

“I like learning about our differences and what you think is unique about yourself and other people”

“Recently in PSHE, we have been talking about what our goals are. We talked about what we want to be when we grow up and where we want to live. We thought about how we can make this happen.

“If I am upset, I can write a note to Miss and put it in the worry box then she sorts it out. Also, we use the zones of regulation if we feel particularly upset or angry.”

SEND

“I like using the music”

EAL

“I like talking in a circle”

“It is nice to talk about how we must be in our world. Sometimes we don’t understand other people until we talk”.

Why Intent is STRONG

PSHE is prioritised because leaders recognise its importance in developing pupils’ personal, social, emotional, and economic skills, as well as their wellbeing and resilience. Leaders have deliberately designed a progressive PSHE curriculum, delivered through the **Jigsaw scheme**, that reflects the needs of the Bonneygrove and Millbrook community and prepares pupils for life beyond primary school.

Leaders understand that supporting pupils’ emotional literacy, relationships, and understanding of health and wellbeing broadens their horizons and builds essential life skills. As a result, the curriculum places strong emphasis on self-awareness, empathy, healthy relationships, and responsible decision-making. This intent ensures equity, ambition, and inclusion for all pupils.

Why Implementation is STRONG

Teaching is consistent, structured, and progressive, with clear sequencing of PSHE topics and Jigsaw units. Lessons provide regular opportunities for discussion, reflection, role-play, and active participation to build confidence, self-awareness, and social skills.

Assessment information is used to identify pupils working below age-related expectations. These pupils are supported through repetition, visual aids, modelling, and

scaffolded activities to develop understanding and emotional literacy. Pupils working at age-related expectations consolidate learning by applying PSHE concepts to real-life situations and demonstrating empathy and responsible decision-making.

Pupils working at greater depth are challenged to apply their learning independently, explore complex scenarios, and reflect critically on their choices and emotions. SEND pupils access the same ambitious curriculum through adapted tasks, repetition, and visual support, while EAL pupils benefit from discussion, modelling, and confidence-building activities to support understanding and participation.

Why Impact is STRONG

As a result, pupils develop confidence in expressing their feelings, making decisions, and communicating respectfully with others. Pupils who begin below age-related expectations make sustained progress and participate confidently in lessons. Pupils working at age-related expectations apply PSHE knowledge to real-life situations, while pupils at greater depth reflect independently, demonstrate empathy, and make thoughtful, responsible choices.

Pupils leave Bonneygrove and Millbrook Primary Federation well prepared for secondary school, with positive attitudes towards their own wellbeing, relationships, and social responsibility. PSHE is taught in a cross-curricular way, with topics planned to link with other curriculum areas wherever appropriate throughout the year. Learning PSHE enhances cognitive skills such as problem-solving, critical thinking, and self-reflection, supports emotional literacy, and strengthens communication and collaboration. Pupils' understanding of themselves and others is enriched through activities such as role-play, circle time, mindfulness, and practical projects, helping them develop empathy, resilience, and respect for diversity.