

PSHE / RSHE Scheme of Work



Jigsaw PSHE progression and curriculum coverage:

Puzzle	Reception	Year 1	Year 2
Being Me in My World	Developing a sense of belonging; understanding feelings; recognising what makes us special; following expectations and knowing who can help us.	Feeling safe and special; belonging to a class; understanding rights, responsibilities, rewards and consequences.	Recognising hopes and fears; understanding rights and responsibilities; contributing to a positive and safe learning environment.
Celebrating Difference	Recognising similarities and differences; understanding that everyone is unique; developing friendships and recognising unkind behaviour.	Celebrating differences; understanding what bullying is; knowing how to respond to unkind behaviour; making new friends.	Recognising and challenging stereotypes; understanding bullying; standing up for ourselves and others; respecting difference and maintaining friendships.
Dreams and Goals	Identifying strengths and interests; trying new things; developing perseverance; setting simple goals and asking for help.	Recognising successes and achievements; setting goals; tackling challenges and overcoming obstacles.	Setting realistic goals; developing perseverance and motivation; working with others and recognising how we can support one another.
Healthy Me	Understanding healthy food, physical activity, sleep and personal hygiene; recognising feelings and learning simple ways to keep safe and healthy.	Making healthy lifestyle choices; understanding oral and personal hygiene; medicine and household safety; road safety; recognising links between health and happiness.	Making healthy choices; understanding healthy eating and nutrition; recognising the importance of relaxation, physical activity and looking after our physical and emotional wellbeing.
Relationships	Understanding family and friendship; being a good friend; managing disagreements; recognising trusted adults; developing an understanding of personal space and boundaries.	Understanding families and friendships; recognising qualities of positive relationships; physical contact preferences and boundaries; knowing who can help us.	Understanding different families; friendship and conflict; cooperation; trust and appreciation; personal boundaries; recognising worrying secrets or situations and knowing how to seek help.
Changing Me	Understanding growth and change; recognising how we have changed since being babies; respecting and looking after our bodies.	Understanding life cycles and changes as we grow; recognising private parts of the body; developing confidence in managing change.	Understanding life cycles and growing from young to old; increasing independence; understanding privacy and personal boundaries; using age-appropriate correct anatomical terminology and developing confidence in managing change.

Planned well-being enrichment activities:

Reception	Cave Baby Making musical instruments Camping experience	Naughty Bus Colour Splatting Cosmic Yoga	I am Henry Finch Colour mixing Biscuit making	Billy and the Beast Ice play Home corner	The Extraordinary Gardener Gardening Outdoors mindfulness	The Night Pirates Sand sculptures Seaside experience
Year 1	Where the Wild Things Are Nature walk Natural object crown	Beegu Café/restaurant experience	Astro Girl Music and dance	The Odd Egg Music Gardening	Stanley's Stick/Dinosaurs and All That Rubbish Team building games	Izzy Gizmo/ A Walk in London Ribbon dancing/movement
Year 2	Lubna and Pebble Dark den building	Jim and the Beanstalk Samba music and dance	The Minpins/The Bear Under the Stairs Free painting	Iggy Peck Architect/Rosie Revere Engineer Waterplay	Ocean Meets Sky/Dear Earth Watch a film/documentary	The Last Stop on Market Street/The Journey Home Bear hunt/treat

Additional statutory RSHE coverage:

Statutory RSHE content which is not explicitly covered within the Jigsaw PSHE programme is taught through planned additional provision. This content may be delivered through planned stand-alone lessons, assemblies, theme weeks and wider curriculum opportunities, where these provide a meaningful and age-appropriate context for learning. Much of the statutory content relating to online relationships, online behaviour, privacy and internet safety is taught through the school's planned Online Safety curriculum, including Active Bytes.

All additional RSHE content is planned and monitored alongside Jigsaw lessons to ensure that pupils receive their age-appropriate statutory entitlement and that learning is progressive across Reception, Year 1 and Year 2. Coverage is reviewed regularly to identify and address any gaps and to ensure that statutory RSHE content taught through Jigsaw, Online Safety and wider curriculum opportunities is clearly evidenced.

Personal development:

Throughout the year, pupils take part in a range of planned assemblies, theme days, stand-alone activities and wider curriculum experiences which support their personal development, safety and wellbeing. These are planned at appropriate points throughout the year and are revisited where appropriate to ensure that key safety messages are understood and remembered.

- **Safety around unknown adults and in public places** - including staying with trusted adults, what to do if separated from an adult and identifying safe people to ask for help. This is reinforced in preparation for significant local events such as Bridgwater Fair and Bridgwater Carnival.
- **Firework and Bonfire Night safety** - understanding how to stay safe around fireworks, bonfires and other seasonal celebrations.
- **Water safety** - recognising dangers around water and knowing how to stay safe, including through links to walks and experiences in the local community and the Bridgwater and Taunton Canal.
- **Sun safety** - understanding how to protect ourselves during hot and sunny weather, including shade, appropriate clothing, hats, hydration and sun protection.
- **NSPCC PANTS and safeguarding** - reinforcing body ownership, privacy and personal space; understanding appropriate boundaries and permission seeking and giving; recognising appropriate and inappropriate or unsafe contact; understanding that some secrets should not be kept; identifying trusted adults; speaking out when something feels wrong and knowing how to seek help, including continuing to tell a trusted adult until they are heard.
- **Road and pedestrian safety** - developing age-appropriate knowledge of how to stay safe near roads, when walking in the local community and when travelling.
- **Fire safety** - understanding what to do in the event of a fire, the importance of alarms and following adult instructions in an emergency.
- **Emergency services and getting help** - recognising an emergency, understanding the role of the emergency services and developing age-appropriate knowledge of how to call 999 and what information may need to be given.
- **Basic first aid** - knowing how to get adult help when somebody is hurt and developing simple, age-appropriate knowledge of how to respond to common injuries.
- **Health and prevention** - age-appropriate teaching about germs and how illnesses can spread, effective handwashing, allergies and the role of immunisation and vaccination in helping to protect health.
- **Mental wellbeing and self-care** - recognising and talking about a range of emotions; developing simple strategies for supporting wellbeing, including rest, physical activity, time outdoors, hobbies and spending time with others; recognising feelings of loneliness and knowing when and how to seek support.