







PSHE at The Nethersole CofE Academy Primary School

**To be light (living in our community and reaching out beyond it)
bringing out the God-colours in the world.'**

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' **Matthew 5:16**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

Summer 2025

Intent -

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, in order to achieve their full potential.

Vision -

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - *'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.'* Matthew 5:16

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each of other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Curriculum Design -

Our curriculum is ambitious for our children and is based on the National Curriculum. Nevertheless, we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing our curriculum, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered our local context, diversity, environmental awareness and health education when designing our curriculum.

The 4R's The Nethersole CofE Academy Primary School encourages children to display the following positive learning behaviours -

Resilient Learners - Children persevere, and they do not give up, even when a task is difficult.

Responsible Learners - Children will have their equipment ready, reading books and reading diaries in school daily. Tables tidy and organised.

Resourceful Learners - Children will use their previous learning to support their new learning. They will utilise working walls and choose appropriate equipment.

Respectful Learners - Children show kindness to all and illustrate good manners to all.

What is PSHE?

PSHE is a programme of school-based learning opportunities and experiences that deal with real life issues children and young people face as they grow up. This includes emotional health and wellbeing, diet and healthy lifestyle and enterprise education.

The overarching aim of Jigsaw, the mindful approach to **PSHE (Personal, Social, Health Education)** at the Nethersole CofE Academy is to ensure that all pupils:

- Become healthy, independent and responsible members of our society.
- Understand how they are developing personally and socially.
- Develop confidence to tackle many of the moral, social and cultural issues that are part of growing up.
- Are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

RSE is covered within PSHE.

The Nethersole CofE Academy RSE Policy

PSHE Intent –

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE Implementation -

PSHE is taught weekly using the Jigsaw scheme. Each half term has a different core focus: Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me (RSE).

Children are taught in their year groups so that the content is specific to their age and stage of development. Children within the mixed age classes in Key Stage 2, split into year groups specifically for PSHE.

Whole School Long Term Plan –

	Autumn 1 <i>Being me in my World</i>	Autumn 2 <i>Celebrating Difference</i>	Spring 1 <i>Dreams and Goals</i>	Spring 2 <i>Healthy Me</i>	Summer 1 <i>Relationships</i>	Summer 2 <i>Changing Me</i>
EYFS F1-Nursery	<ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom 	<ul style="list-style-type: none"> • Identifying talents • Being special • Families 	<ul style="list-style-type: none"> • Challenges • Perseverance • Goal Setting • Overcoming 	<ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep 	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships 	<ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and

F2- Reception	<ul style="list-style-type: none"> • Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Where we live • Making friends • Standing up for yourself 	<ul style="list-style-type: none"> obstacles • Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Keeping clean • Safety 	<ul style="list-style-type: none"> • Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> change • Fun and fears • Celebrations
Year 1	<ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter 	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone 	<ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success 	<ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness 	<ul style="list-style-type: none"> • 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 • Celebrating special relationships 	<ul style="list-style-type: none"> • 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
Year 2	<ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings 	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends 	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success 	<ul style="list-style-type: none"> • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food 	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition
Year 3	<ul style="list-style-type: none"> • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives 	<ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (childcentred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments 	<ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting 	<ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and offline scenarios • Respect for myself and others • Healthy and safe choice 	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	<ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition
Year 4	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<ul style="list-style-type: none"> • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes 	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength 	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and falling out • Girlfriends and boyfriends • Showing appreciation to people and animals 	<ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change

Year 5	<ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation 	<ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour 	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMART internet safety rules 	<ul style="list-style-type: none"> • Self and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition
Year 6	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	<ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments 	<ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress 	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Taking responsibility with technology use 	<ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Transition

Examples of Links –

Vertical Link

- In year 1, children learn about making friends within the Celebrating Difference unit. This builds on their prior learning within the same unit from the EYFS. This is strengthened later on in the year, in the Relationships unit, when children delve further into the qualities of being a good friend to others and self.

(Vertical Link – small steps within year groups or classes.)

Horizontal Link

- As the 6 core foci are the same each year, children build on their prior learning within the PSHE curriculum. For example, within the Dreams and Goals unit, children begin their learning in the EYFS and KS1 by thinking about their personal achievements and how the path to success may have had obstacles and difficulties. They reflect on how they persevered and overcame challenges. Children then learn how to set realistic goals, achieve their dreams and manage feelings that come with success and disappointment.

(Horizontal Link – same subject across the whole curriculum.)

Diagonal Link

- PSHE has many cross curricular links. Across all units and in all year groups, children use texts and media to develop their understanding of others and their empathy skills, which links with our reading curriculum.
- In the healthy me unit, children learn about healthy choices including nutrition and exercise, which links with cooking and nutrition within design and technology, as well physical education, where children learn how to exercise.
- The being me in my world and celebrataing difference units, support children with their learning in religious education, particularly the worldview syllabus where children learn about other people's different beliefs, values and practises.
- In the changing me unit, children learn about body parts, life cycles and puberty which links with the animals including humans and biology units in science, where children learn about reproduction and life cycles.

(Diagonal Link – between subjects – how learning something in one subject supports the children to learn something similar in another subject.)

Impact -

Throughout each unit, excluding being me in my world, there is an assessment piece where children's understanding of the core learning and knowledge is monitored by an assessment criteria.

Pupils should:

- Be enthusiastic and confident in knowing where to seek help if needed.
- Present as confident and well-rounded individuals who understand their place in the world.
- Be able to identify problems and how to overcome them.
- Have a secure understanding of how to deal with real life issues.
- Transition to secondary school with an understanding of themselves and others around them.