



# **PSHE/RHE AT BURLINGTON**

# EMBODIMENT MAP

General School	Nursery	Reception	Year 1	Year 2
<p><u>Embedded into daily school life</u></p> <ul style="list-style-type: none"> <li>• Learning characters – lessons, displays, assembly</li> <li>• Learning trees</li> <li>• 20 minute weekly lessons</li> <li>• Golden tickets – including lunchtime staff-marbles in the jar – golden time</li> <li>• Good deed assembly / display board</li> <li>• Top Table</li> <li>• Small hall lunch help - nurture table</li> <li>• Rainbow bench</li> <li>• Picture news (British values linked)</li> <li>• Celebration assembly</li> <li>• Open door policy</li> <li>• ELSA support</li> <li>• Lunchtime / indoor behaviour ladder</li> <li>• SMSA is class based – build relationship</li> <li>• Be There Bear – linked to attendance</li> <li>• Dramatherapy</li> <li>• Links to external services</li> <li>• Music lessons linked to PSHE</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits</li> <li>• Stay and play</li> <li>• Family tree display</li> <li>• Marvellous me first term- songs, books, celebrating differences</li> <li>• Fire engine visit</li> <li>• Music club before school</li> <li>• Butterflies</li> <li>• 2-year-old teddy bears picnic</li> <li>• Hobble down trip – lifecycles</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits</li> <li>• Stay and play</li> <li>• Weekly Good Deed assembly</li> <li>• Grandparents tea party</li> <li>• Show and tell</li> <li>• Class rules voting / displays</li> <li>• Behaviour chart (sun/rain cloud)</li> <li>• Marvellous me first term- songs, books, celebrating differences</li> <li>• Weekly PE lesson- independently changing</li> <li>• Proud Cloud</li> <li>• Advent calendar of Kindness at Christmas time</li> <li>• Book week- buddy reading with Juniors</li> <li>• Rhyme Time concert to parents</li> <li>• Star helpers</li> <li>• Tapestry for observations and</li> </ul>	<ul style="list-style-type: none"> <li>• Proud pegs</li> <li>• Superheroes topic- people who are important / help us</li> <li>• Golden rules display</li> <li>• Story voting</li> <li>• Olympics / Paralympics</li> <li>• Teddy bear picnic</li> </ul>	<ul style="list-style-type: none"> <li>• Proud pegs</li> <li>• Story voting</li> <li>• Golden Rules/Classroom rules display, reward charts</li> <li>• Trip to Allotment (keeping healthy – healthy eating)</li> <li>• Y2 <u>Leaver's</u> Assembly</li> <li>• Transition to Y2 – Reading Morning A1</li> <li>• Transition to Juniors – Buddy Sports Day with Y5, Buddy reading, meet new teacher in their own classroom, then meet new teacher in the Junior School classroom and go for lunch</li> <li>• SATs- Workshop for Parents, breakfast on day of tests, trip</li> </ul>

# EMBODIMENT MAP (CONT.)

## roups / training

- Social skills groups
- Family groups
- Happy Club
- Buddy times - working with juniors
- Councils – eco/ learning/ school
- Parenting groups
- Emotional welfare practitioner working with parents to support child
- Trained 'Youth Mental Health First Aiders in school (MD,CB)
- Workshops – maths/phonics/reading/writing
- Jenny Mosley training (circle time)
- Attachment training

## Supporting Parents

- Family Links Parenting Course
- Good Start/Great start
- Anxiety Workshop
- Practical Ideas for Better Living (New course led by Your Healthcare) to support parent's stress and mental wellbeing
- Ongoing parent surveys

- KS1 Class Assemblies
- Think boxes
- School Council, Eco Council, Learning Council

## vents

- Fudge and Mango days
- Healthy living week
- Road safety week – zebra visit
- Visit from nurse (Height/weight checks R) / dentist (N, targeted Yr 1 & 2)
- Around the world week
- WWF week
- Mental health awareness week
- Wear it pink day
- Children in need
- Safer internet week / assembly / music and songs linked
- Transitions – meet new class. Teacher sessions, welcome to New Year Group Meeting for Parents
- Don Rae- dance and movement
- Sports day
- NSPCC Assembly
- Remembrance Day Assembly
- KS1 football trips
- Internet Safety Day

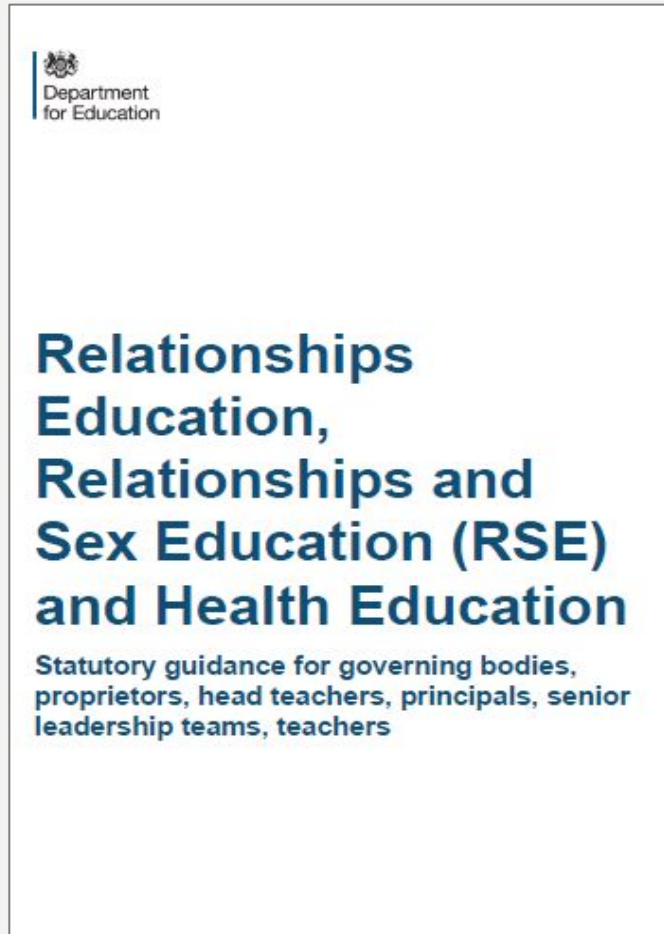
home/school communication

- Clubs- Sunshine singers, Art/RE after school club, Lego club, Good Start Great Start
- People who help us- invited into school

to park to celebrate

- Science/Florence Nightingale– hygiene, exercise, diet

# Statutory Changes- September 2020



## PRIMARY

RELATIONSHIPS EDUCATION IS  
COMPULSORY

HEALTH EDUCATION IS COMPULSORY

But Sex Education is at school's discretion (will not  
be taught in Infants)

## SECONDARY

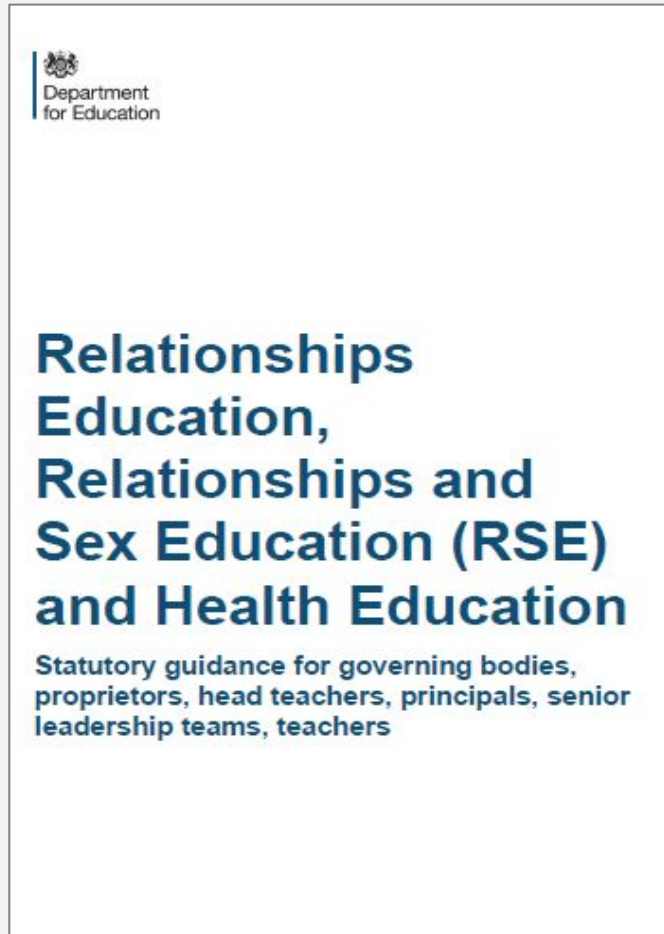
RELATIONSHIPS EDUCATION IS  
COMPULSORY

SEX EDUCATION IS COMPULSORY

HEALTH EDUCATION IS COMPULSORY

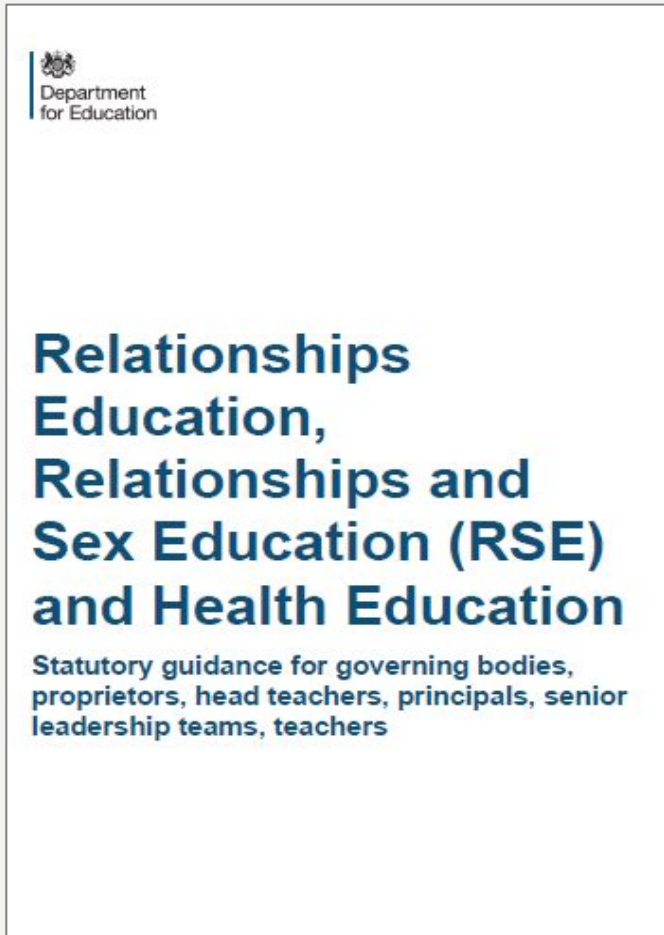
Guidance does not apply to: Sixth Forms colleges,  
16-19 academies or FE colleges

# What are the expectations for Primary Health Education?



- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (Puberty)

# What are the expectations for Primary Relationships Education?



- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



# Science at KS1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults

## Puberty and Human Reproduction in Jigsaw 3-11 Changing Me Puzzle

FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?

**Key Vocabulary:**

Male  
Female  
Vagina  
Penis  
Testicles  
Anus  
Public  
Private

# What is Jigsaw?



## A whole-school PSHE programme comprising:

- A comprehensive and original scheme of work
- PSHE (Personal, Social, and Health Education)  
Includes statutory Relationships and Health Education
- A detailed weekly lesson plan for all year groups, including all teaching resources
- Underpinned by mindfulness



# The Jigsaw Charter



Connect  
Us



Calm  
Me



Open  
My Mind



Tell Me  
or  
Show Me



Let Me  
Learn



Help Me  
Reflect

# PSHE/RSE LONG TERM PLAN



## Long term plan - PSHE

Jigsaw themes	Nursery	Reception	Year 1	Year 2
Being Me In My World (KW)	<ul style="list-style-type: none"> <li>• Know that we all belong to the same class and that we have similarities and differences</li> <li>• Understand how feeling happy and sad can be expressed</li> <li>• Know that I can work together with others and can consider their feelings</li> <li>• Know how to use kind hands and understand that it is good to be kind to people</li> <li>• Understand how actions affect others</li> <li>• Begin to learn what being responsible means</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we all belong to the same class and have similarities but are also unique</li> <li>• Understand why myself and others might be feeling happy or sad</li> <li>• Know that I am a part of my class and how I can take responsibility to look after it and others</li> <li>• Know how to use kind hands and why it is good to be kind to people</li> <li>• Understand why we have class rules and what they are</li> <li>• Tell you different rights and responsibilities they have</li> </ul>	<ul style="list-style-type: none"> <li>• Know what makes me feel special and safe.</li> <li>• Know that I belong to my class and have certain rights and responsibilities</li> <li>• Understand and talk about the rights and responsibilities of belonging to my class</li> <li>• Recognise how it feels to be proud of an achievement</li> <li>• Recognise the choices I make and understand the consequences</li> <li>• Understand my rights and responsibilities within my learning charter</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of my hopes and dreams for this year and some of the things I might feel worried about</li> <li>• Understand the rights and responsibilities of being a member of my class and school</li> <li>• I can listen to others and contribute my ideas about rules and consequences</li> <li>• I can help make my class a fair and safe place</li> <li>• Understand how following the learning charter will help me and others learn</li> <li>• Recognise the choices I make and understand the consequences</li> </ul>

# PSHE/RSE LONG TERM PLAN

		have	based on the Learning Charter.	
Celebrating Differences (AO)	<ul style="list-style-type: none"> <li>Know how it feels to be proud of something I am good at</li> <li>Tell you one way I am special and unique.</li> <li>Know that all families are different</li> <li>Know there are lots of different houses and homes</li> <li>Tell you how I could make new friends</li> <li>Use my words to stand up for myself</li> </ul>	<ul style="list-style-type: none"> <li>Identify something I am good at and understand everyone is good at different things</li> <li>Understand that being different makes us all special</li> <li>Know we are all different but the same in some ways</li> <li>Tell you why I think my home is special to me</li> <li>Tell you how to be a kind friend</li> <li>Know which words to use to stand up for myself</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities between people in my class - tell you some ways in which I am the same as my friends</li> <li>Identify differences between people in my class - tell you some ways I am different from my friends-understand these differences make us all special and unique</li> <li>Tell you what bullying is - understand how it might feel.</li> <li>Know who I could talk to if I was feeling unhappy or being bullied - be kind to children who are bullied</li> <li>Know how to make new friends -know how it feels to make a new friend</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>Understand some ways in which boys and girls are similar and different and accept that this is OK.</li> <li>Understand that bullying is sometimes about difference - Tell you how someone who is bullied feels -be kind to them.</li> <li>Recognise what is right and wrong and know how to look after myself - know when and how to stand up for myself and others-know how to get help if I am being bullied</li> <li>Understand we shouldn't judge people if they are different. Know how it feels to be a friend and have a friend</li> </ul>
		when someone says or does something unkind		<ul style="list-style-type: none"> <li>Tell you some ways I am different from my friends - Understand these differences make us all special and unique.</li> </ul>
Dreams and Goals	<ul style="list-style-type: none"> <li>Understand to never give up</li> </ul>	<ul style="list-style-type: none"> <li>Understand that if I</li> </ul>	<ul style="list-style-type: none"> <li>Set simple goals. I can tell you about</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a realistic goal and think</li> </ul>



# PSHE/RSE LONG TERM PLAN

Dreams and Goals (CM)	<ul style="list-style-type: none"> <li>• Understand to never give up</li> <li>• Keep trying until I do something</li> <li>• Set a goal and work towards it</li> <li>• Use some kind words</li> <li>• Think about the jobs I would like to do when I am older</li> <li>• Feel proud when I achieve</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that if I persevere I can tackle challenges</li> <li>• I can tell you about a time that I didn't achieve my goal</li> <li>• Set a goal and work towards it</li> <li>• Use kind words to encourage people</li> <li>• Understand the link between what I learn and the jobs I might do when I am older</li> <li>• Say how I feel when I achieve a goal and know what it means to be proud</li> </ul>	<ul style="list-style-type: none"> <li>• Set simple goals. I can tell you about the things I do well</li> <li>• Set a goal and work out how to achieve it. I can tell you how I learn best</li> <li>• Understand how to work well with a partner; celebrate achievement with my partner</li> <li>• Tackle a new challenge and say how this might stretch my learning</li> <li>• Identify how I feel when faced with a new challenge</li> <li>• Identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. I can explain how I feel when I face obstacles and how I feel when I overcome them</li> <li>• Tell you how I felt when I succeeded in a new challenge and how I celebrated. I know how to store my feelings of success in my internal treasure chest</li> </ul>	<p>unique.</p> <ul style="list-style-type: none"> <li>• I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and how that makes me feel.</li> <li>• I can carry on persevering even when I find things difficult. I can tell you some of my strengths as a learner</li> <li>• I can recognise who I work well with and who is more difficult for me to work with. I can tell you how working with other people helps me learn.</li> <li>• I can work well in a group. I can work with others in a group to solve problems</li> <li>• I can tell you some ways I worked well with my group. I can tell you how I felt about working in my group.</li> <li>• I know how to share success with other people. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.</li> </ul>
Healthy Me (AO)	<ul style="list-style-type: none"> <li>• Know some body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that I need to</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between</li> </ul>	<ul style="list-style-type: none"> <li>• Know what I need to keep my body</li> </ul>

# PSHE/RSE LONG TERM PLAN

Healthy Me (AO)	<ul style="list-style-type: none"> <li>• Know some body parts.</li> <li>• Tell you some of the things I need to do to be healthy.</li> <li>• Know what the word 'healthy' means and that some foods are healthier than others</li> <li>• Know how to help myself go to sleep and that sleep is good for me.</li> <li>• Wash my hands and know it is important to do this before I eat and after I go to the toilet</li> <li>• Know what to do if I get lost and how to say NO to strangers</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that I need to exercise to keep my body healthy</li> <li>• Understand how moving and resting are good for my body.</li> <li>• Know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>• Know how to help myself go to sleep and</li> <li>• understand why sleep is good for me.</li> <li>• Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>• Know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between being healthy and unhealthy. Know some ways to keep myself healthy -feel good about myself when I make healthy choices.</li> <li>• Know how to keep myself clean and healthy, and understand how germs cause disease/illness-know that all household products including medicines can be harmful if not used properly- know I am special so I keep myself safe.</li> <li>• Understand that medicines can help me if I feel poorly and know how to use them safely-know some ways to help myself when poorly</li> <li>• Know how to keep safe when crossing the road, and about people who can help me to stay safe -recognise when feeling frightened and know who to ask for help</li> <li>• Tell you why I think my body is amazing and can identify some ways to keep it</li> </ul>	<ul style="list-style-type: none"> <li>• Know what I need to keep my body healthy - motivated to make healthy lifestyle Choices.</li> <li>• Show or tell you what relaxed means and know some things that make me feel relaxed and some that make me feel stressed - tell you when a feeling is weak and when a feeling is strong</li> <li>• Understand how medicines work in my body and how important it is to use them safely - feel positive about caring for my body and keeping it healthy.</li> <li>• Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy - have a healthy relationship with food and know which foods I enjoy the most.</li> <li>• Make some healthy snacks and explain why they are good for my body - express how it feels to share healthy food with my friends</li> </ul>
-----------------	---	---	---	---

			safe and healthy- recognise how being healthy helps me to feel happy	<ul style="list-style-type: none"> <li>• Decide which foods to eat to give my body energy - have a healthy relationship with food and know which foods are most nutritious for my body.</li> </ul>
--	--	--	--	--



# PSHE/RSE LONG TERM PLAN

				Relationships for my life
Relationships (KW)	<ul style="list-style-type: none"> <li>• Can tell you about my family</li> <li>• Understand how to make friends if I feel lonely</li> <li>• Know what to do/say to make friends with people</li> <li>• Know what to say and do if somebody is mean to me</li> <li>• Talk about my feelings and ways I can manage them</li> <li>• Can say how I am a good friend and what makes others good friends</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about my family members and their likes/activities/jobs</li> <li>• Know how to help myself and others not feel lonely</li> <li>• Think of ways to solve problems and stay friends</li> <li>• Begin to understand the impact of unkind words</li> <li>• Know what makes me angry and things I can do to help myself calm down</li> <li>• Know how to be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the members of my family and understand there are lots of different types of families</li> <li>• Identify what being a good friend means to me</li> <li>• Recognise which forms of physical contact are acceptable and unacceptable to me</li> <li>• Know when I need help, who can help me at school and how to ask for it</li> <li>• Recognise my qualities as a person</li> <li>• To say why I appreciate someone who is special to me and express how I feel about them</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the members of my family, understand my relationship with each of them and why it is important to share and cooperate</li> <li>• Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>• Identify some of the things that cause conflict with my friends and demonstrate how to use positive problem-solving techniques to resolve these conflicts</li> <li>• Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>• Recognise and appreciate people who can help me in my family, my school and my community</li> <li>• Express my appreciation for the people in my special relationships</li> </ul>

# PSHE/RSE LONG TERM PLAN

Changing Me (KW)	<ul style="list-style-type: none"> <li>Name parts of my body</li> <li>Say what I can do to help me be healthy</li> <li>Understand that we all start as babies and grow into children and then adults</li> <li>Know I grow and change</li> <li>Talk about how I feel moving to School from Nursery</li> <li>Remember some fun things about Nursery this year</li> </ul>	<ul style="list-style-type: none"> <li>Label parts of the body and say what some parts do</li> <li>Say some things I can do and foods I can eat to be happy and healthy</li> <li>Understand that we all grow from babies to adults and talk about how we will change</li> <li>Express how I feel about moving to Year 1</li> <li>Talk about my worries and/or the things I am looking forward to about being in Year 1</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the life cycles of animals and humans</li> <li>Say some things about me that have changed and some things about me that have stayed the same</li> <li>Say how my body has changed since I was a baby</li> <li>Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>Understand that every time I learn something new I change a little bit</li> <li>Say changes that have happened in my life</li> </ul>	<ul style="list-style-type: none"> <li>Recognise cycles of life in nature</li> <li>Talk about the natural process of growing from young to old and understand that this is not in my control and identify people I respect who are older than me</li> <li>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>Recognise the physical differences between boys and girls, using the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</li> <li>Understand that there are different types of touch and can tell you which ones I like and don't like</li> </ul>
		<ul style="list-style-type: none"> <li>Share memories of the best bits of this year in Reception</li> </ul>		<ul style="list-style-type: none"> <li>Identify what I am looking forward to when I move to my next class</li> </ul>



# Changing Me FAQs

1. **When will “Changing me” be taught at school? Could you please let us know when it is happening and what will be taught so that we can put things in place at home and prepare/pre-empt some of the conversations with our children? How can we mirror the words/language that will be used at school, at home? Will there be visual images shown?**
  - Taught in Summer 2
  - Coffee morning at the beginning of Summer 2 to share everything that will be taught
  
2. **Why is the decision made to include parts of the anatomy now when you have previously chosen to exclude it? I am also concerned that the language may not be suitable for the children that it is aimed at.**
  - Statutory requirement from Year 1
  - In teaching the children the appropriate terminology, it takes away the giggle factor or embarrassment and encourages honesty. The new curriculum normalises those specific anatomy words and teach children that those parts have scientific names. The curriculum also hopes to make children be confident of their bodies and be respectful of their and other people’s bodies.
  - It ensures all teachers are consistent.

# FAQs (cont.)

## **3. Will the PSHE session be taught as a whole class or will it be split into different gender groups?**

- These lessons will be presented the same way as other subjects.

## **4. I can see that PSHE is already being taught at Burlington in association with the NSPCC Pantosaurus. Going forward with the RHE being a statutory requirement, does this mean that it will still go ahead?**

- NSPCC visitor to talk about safeguarding
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

## **5. Will the new PSHE curriculum cover online safety?**

- Online safety is already being taught as part of the ICT/Computing curriculum and will now also be added to the PSHE curriculum.
- <https://www.burlingtoni.kingston.sch.uk/parents/keeping-your-child-safe>
- 9th October 2020, Peter Cowley (from the AfC)

## **6. My child is currently in Year 2 and would have missed out on this part of the education as this curriculum will only be introduced from September 2020. Will there be a catch up session for when they go to juniors?**

- Most of the Jigsaw units are very similar to how PSHE curriculum is already delivered at the Infant school.

# Any questions?

