



This scheme of work has been created with the aim to be part of early intervention and preventative work with our families and children in order to reduce future safeguarding incidents and to support the children in forming positive relationships. This scheme incorporates the guidance for Relationships Education and Health Education which is statutory from September 2020 (DfE February 2019 and KCSIE (DfE September 2019)).

The scheme includes objectives on sensitive areas, including Domestic Abuse, Child Sexual Exploitation, Grooming, Up-skirting, FGM, 'So-called' Honour Based Violence, Mental Health, Peer on Peer Abuse, Self-Harm, Radicalisation, Gang Violence and Knife Crime. Sadly, primary school children are exposed to these issues and they can interlink, affecting children and families in many ways. This list is not exhausted and planning will be adapted to reflect current issues as they arise. These safeguarding issues are highlighted in yellow throughout the Long Term Plan. Such areas will not be addressed directly through lessons but are linked as underlying issues related to the specific objectives and therefore aim to provide the foundations to support children in these areas in the future.

We are aware of the London Borough of Sutton's priority of tackling the high number of reported incidents of domestic abuse in the area (The Sutton Plan, 2019). Public Health England's Fingertips statistics also informs us of areas in which Sutton is below the National Average. The following are areas of concern: homelessness, self-harm and substance misuse. The following areas are very close to the National Average: dental care/tooth decay, Year 6 - prevalence of obesity and under 18s conception rate/teenage mothers. We have therefore endeavoured to address these issues within our Long Term Plan.

This scheme has been produced using lesson plans and resources from Jigsaw, The Mindful Approach to PSHE, but has been adapted by teaching staff to ensure that it specifically meets the needs of our pupils and our school ethos. The scheme includes learning objectives covering each area of the Relationships Education and Health Education curriculum, delivered through 6 themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. These will form the basis of our curriculum but teachers will be responsible for delivering content that is appropriate to the age, requirements and maturity of the children. Lessons will be accessible to children with SEND, who are often some of our most vulnerable children, and will allow for progression as the children move up the school.



**SPJS PSCH E Progression Document (linked to Jigsaw resources)**



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)
	<u>Being Me in My World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>	
3	1) I can recognise my worth and can identify positive things about myself and my achievements. <b>IL</b> <b>P S C H E</b>	1) I understand that everybody's family is different and important to them. <b>MR</b> <b>Forced Marriage</b> <b>P S C H E</b>	1) I can tell you about a person who has faced difficult challenges and achieved success. <b>P S C H E</b>	1) I understand how exercise affects my body and know why my heart and lungs are such important organs. <b>P S C H E</b>	1) I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. <b>MR, T</b> <b>Domestic Violence</b> <b>P S C H E</b>	1) I can express how I feel when I see babies or baby animals. <b>P S C H E</b>	<b>ANIMALS INCLUDING HUMANS:</b> Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. What living things (plants and animals) need to grow and survive).  <b>LIGHT:</b> Pupils recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
	2) I can face new challenges positively, make responsible choices and ask for help when I need it. <b>IL</b> <b>P S C H E</b>	2) I understand that differences and conflicts sometimes happen among family members. <b>D, RL, MR, T</b> <b>Parenting</b> <b>P S C H E</b>	2) I can identify a dream/ambition that is important to me. <b>P S C H E</b>	2) I can identify how I feel towards medicines and how to deal with them safely. <b>P S C H E</b>	2) I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener. <b>MR</b> <b>Peer on Peer Abuse</b> <b>Positive Relationships</b> <b>P S C H E</b>	2/3) I understand what a baby needs to live and grow; I can express how I might feel if I had a new baby in my family. <i>Linked to children's own pets and younger siblings/new babies - How do different animals look after their babies before and after birth? What does a new baby need to keep it happy and healthy?</i> <b>P S C H E</b>	
	3) I understand why rules are needed and how they relate to rights and responsibilities. <b>RL</b> <b>P S C H E</b>	<b>ANTI-BULLYING WEEK:</b> 3) I know what it means to be a witness to bullying. <b>MR, T</b>  4) I know what witnesses can make the situation better or worse by what they do (anti-bullying week activity). <b>MR, T</b> <b>Bullying &amp; prejudice</b> <b>P S C H E</b>	3) I enjoy facing new learning challenges and working out the best ways for me to achieve them. <b>P S C H E</b>	3) I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. <b>RL</b> <b>Awareness of online safety and security</b> <b>P S C H E</b>	3) I know how to express my appreciation to my friends and family. <b>Domestic Violence</b> <b>P S C H E</b>	4/5) I can identify how boys' and girls' bodies change on the inside and outside during this growing up process. <i>How has my body changed visually since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than the boys? How do girls and boys grow differently? What are similarities and differences between boys and girls? What happens when people get older? MR</i> <b>Physical abuse - NSPCC Pants rule</b> <b>P S C H E</b>	
	4) I understand that my actions affect myself and others and I care about other people's feelings. <b>MR</b> <b>P S C H E</b>	5) I recognise that some words are used in hurtful ways; I try hard not to use hurtful words (e.g. gay, fat). <b>MR, T</b> <b>Positive relationships</b> <b>P S C H E</b>	4) I can recognise obstacles which might hinder achievement and can take steps to overcome them - managing feelings e.g. frustration. <b>P S C H E</b>	4) I can take responsibility for keeping myself and others safe at home. <b>RL</b> <b>P S C H E</b>	4) I know how my behaviour affects others (not from Jigsaw planning). <b>Tolerance</b> <b>P S C H E</b>	6/7) I can identify what I am looking forward to when I am in Year 4 (class mix - making new friends). <b>P S C H E</b>	
		6) I can tell you about a time when my words affected someone's feelings and what the consequences were. <b>IL</b> <b>P S C H E</b>	5) I know about the different ways to pay for things and the choices people have about this (representations of money: coins, notes, card, cheques, bank transfers; the purpose	5) I understand how complex my body is and how important it is to take care of it. <b>P S C H E</b>	5) I know when to listen to others, deciding which information is important and which to ignore e.g. telling tales (not from Jigsaw planning) <b>Good and bad secrets</b>		



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			of a bank) (not from Jigsaw Planning) <b>P S C H E</b>		<b>P S C H E</b>		
			6) I understand that people have different attitudes towards saving and spending money (pocket money - who does/does not get it, What do you do with your money? What would you save for?) (not from Jigsaw Planning) <b>P S C H E</b>				

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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)
	<u>Being Me in my World</u>	<u>Celebrating Differences</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>	
4	1) I understand how democracy works through the school council. P S C H E	1) I understand that, sometimes, we make assumptions based on what people look like. MR, T 2) I can question why I think what I do about other people. P S C H E	1) I can tell you about some of my hopes and dreams. P S C H E	1) I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most. CSE P S C H E	1) I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. Radicalisation Parenting and relationships Domestic Violence P S C H E	1) I understand that some of my personal characteristics have come from my birth parents. P S C H E	N/A
	2) I know my attitudes and actions make a difference to the class team. MR P S C H E	<b>ANTI-BULLYING WEEK:</b> 3) I know why sometimes bullying is hard to spot and I know what to do if I think it is going on at SPJS. MR, T 4) I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. MR, T Bullying & prejudice Emotional and physical abuse P S C H E	2) I understand that sometimes hopes and dreams do not come true and that this can hurt (work-life balance). P S C H E	2) I can recognise the changing dynamics between people in different groups. Peer on Peer Abuse P S C H E	2) I can identify someone I love and can express why they are special to me - I know how most people feel when they lose someone or something they love. Parenting and relationships Domestic Violence P S C H E	2) I know how the circle of change works and can apply it to changes I want to make in my life. P S C H E	
	3) I know who is in my school community, the roles they play and how I fit in. P S C H E	5) I can identify what is special about me and value the ways in which I am unique (accepting other people's aspirations, such as choice of high school). Peer pressure P S C H E	3) I know that reflecting on positive and happy experiences can help me to counteract disappointment. P S C H E	3) I can relate to feelings of shame and know how to act assertively to resist pressure from myself and others (dealing with 'banter'). Online safety P S C H E	3) I can tell you about some I know that I no longer see - I know that we can remember people. P S C H E	3) I can identify changes that have been and may continue to be outside of my control that I learnt to accept; I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. P S C H E	
	4) I understand that my actions affect myself and others; I care about other people's feelings and empathise with them. IL, MR, T Peer on Peer Abuse P S C H E	6) I can explain why it is good to accept people for who they are. <i>Why are some girls 'tomboys' and some boys a bit 'girly'? (linked to stereotypes)</i> <i>Is my body normal? What is a 'normal' body?</i> P S C H E	4) I know what it means to be resilient and to have a positive attitude. P S C H E	4) I can recognise when people are putting me under pressure and can explain ways to resist this when I want. Peer on peer abuse P S C H E	4) I can explain different points of view on an animal rights issue (balanced arguments). P S C H E	4) I know about some of the changes we go through as the body changes (such as emotional and physical changes, including height & personality - not covering puberty). <i>What body changes do boys and girls go through as your body grows? - linked to hygiene</i> P S C H E	
	5) I can enjoy 'friendly' competition (4-square/playground games). P S C H E	7) I know about the different types of family set-ups and that everybody's family is different that is OK (same gender parents, adopted families). <i>If pupil-led, the following may be discussed: What is love? How do we show love to one another?</i>	5) I can enjoy being part of a group challenge. MR P S C H E	5) I know myself well enough to have a clear picture of what I believe is right and wrong. Peer on peer abuse P S C H E	5) I understand how people feel when they love a special pet. P S C H E	5) I can identify what I am looking forward to when I am in Year 5. P S C H E	



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		<p>Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean? How do families with same-sex parents have babies? (response: adopted, fostered, helped by science) P S <b>C</b> H E</p>	<p>6) I understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (not from Jigsaw Planning). P <b>S</b> <b>C</b> H E</p>		<p>6) I know how to show love and appreciation to the people and animals who are special to me. Emotional and physical abuse Domestic Violence P S C <b>H</b> E</p>	
			<p>7) I know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (borrowing from and lending money to friends - book fair, secret presents, loans from the bank) (not from Jigsaw) P <b>S</b> C H E</p>			

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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)
	Relationships	Being Me in my World	Healthy Me	Changing Me (not all lessons are linked to Jigsaw)	Celebrating Differences	Dreams and Goals	
5	<p>1) I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities - I know how to keep building my own self- esteem.</p> <p>Physical or sexual abuse Domestic Violence P S C H E</p>	<p>1) I can face new challenges positively know how to set personal goals. P S C H E</p>	<p>1/2) I can make informed decisions and know how to resist peer pressure (smoking, alcohol, low-level crime, social media, use of iPads etc.).</p> <p>Online safety / sexting P S C H E</p>	<p>1) I am aware of my own self-image and how my body image fits into that (taught in normal classes - mixed boys and girls).</p> <p>FGM / forced marriage P S C H E</p>	<p>1) I understand that cultural differences sometimes cause conflict. P S C H E</p>	<p>1) I understand that I will need money to help me achieve some of my dreams. P S C H E</p>	<p><b>ANIMALS INCLUDING HUMANS:</b> Pupils should be taught to describe the changes as humans develop to old age: - Pupils should draw a timeline to indicate stages in growth and development of humans. - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. - They should learn the changes experienced in puberty. (What is puberty? What are the signs of puberty? How is a girl's body different to a boy's body? Do we all change/develop at the same time? How does my body change? How can I look after my body now I am going through puberty? How can I cope with these different feelings and mood swings?)</p> <p><b>LIVING THINGS AND THEIR HABITAT:</b> Describe the life process of reproduction in some plants and animals: - Pupils should find out about the different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. (How do different animals have babies? E.g. live young, eggs, in water etc.)</p>
	<p>2) I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>Peer on Peer Abuse, Gang Violence, Knife Crime, Emotional abuse P S C H E</p>	<p>2) I understand my rights and responsibilities as a British Citizen. D, RL, MR, T P S C H E</p>	<p>3) I know how to manage dares and seek help (not from Jigsaw planning). P S C H E</p>	<p>2) I know what puberty is and some internal and external changes that might occur (taught in normal classes - mixed boys and girls).</p> <p>What is puberty? What are the signs of puberty? How is a girl's body different to a boy's body? Do we all change/develop at the same time? How can girls manage periods (menstruation)? Why do boys get erections? What are wet dreams? If pupil-led, the following may be discussed: How many sperm does a man produce? How many eggs does a woman have? (teaching will not include any mention of sexual intercourse) P S C H E</p>	<p>2) I understand what racism is. P S C H E</p>	<p>2) I know about a range of jobs carried out by people I know (with an awareness of how you earn money through jobs). P S C H E</p>	
	<p>3/4) I can make choices about my own behaviour, including resisting pressures to use technology in ways that may be risky or may cause harm to myself or others (in addition to computing lessons). Grooming, CSE, Peer on Peer abuse, Online safety / sexting P S C H E</p>	<p><b>ANTI-BULLYING WEEK:</b> 3) I understand how rumour-spreading and name-calling can be bullying behaviours. 4) I can explain the different between direct and indirect types of bullying. P S C H E</p> <p>5) To learn about discrimination, teasing, bullying and aggressive behaviour and its affect on others (anti-bullying week). MR, T Emotional abuse P S C H E</p>	<p>4) I know and can put into practice basic emergency aid procedures and know how to get help in emergency situations. P S C H E</p> <p>5) I understand how the media and celebrity culture promotes certain body types (self-esteem, transphobia). P S C H E</p>	<p>3) I can describe physical changes that occur in puberty and know ways to manage emotional and relationship changes (taught in normal classes - mixed boys and girls).</p> <p>How does my body change? How can I look after my body now I am going through puberty? How can I cope with these different feelings and mood swings? P S C H E</p> <p>4) To identify myths and facts about puberty and how to get help (taught in gender groups). P S C H E</p>	<p>3) I can compare my life with people in the developing world (appreciation). P S C H E</p> <p>4) I can enjoy the experience of a culture other than my own. P S C H E</p>	<p>3) I can identify a job I would like to do when I grow up and understands what motivates me and what I need to do to achieve it. P S C H E</p> <p>4) I can describe the dreams and goals of young people in a culture different to mine. P S C H E</p>	



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	<p>6) I can make choices about my own behaviour because I understand how rewards and consequences feel. MR CSE P S C H E</p>	<p>6) I know what a stereotype is and how stereotypes can be negative, unfair or destructive, and should be challenged (not from Jigsaw planning). P S C H E</p>	<p>5) I can ask the questions I need answered about puberty and my body (taught in gender groups). P S C H E</p>		<p>5) I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other (respect). P S C H E</p>	
	<p>7) I understand how an individual's behaviour can impact on a group. Honour Based Violence P S C H E</p>	<p>7) I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. P S C H E</p>	<p>6) I can deal with important challenges that I may face now and in the future (11+ and high school choices). P S C H E</p>		<p>6/7) Transition to Y6 preparation, as needed for the year group. P S C H E</p>	

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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	NC Science Objectives (taught during science lessons)
	<u>Being Me in my World</u>	<u>Celebrating Differences</u>	<u>Healthy Me</u>	<u>Changing Me</u>	<u>Dreams and Goals</u>	<u>Relationships</u>	
6	1) I can identify my goals for this year, understand my fears and worries about the future and know how to express them. MR, T P S C H E	1) I understand how having a disability could affect someone's life. MR P S C H E	1) I know the impact of food on the body (food groups, lifestyle, budget a weekly shop in computing). P S C H E	1) I am aware of the pressure to conform to a physical stereotype (link back to media image from Y5). Why do the media show so many pictures of thin/muscley/ perfect celebrities? Should we all look like this? P S C H E	1) I know my learning strengths and can set challenging but realistic goals for myself. P S C H E	1) I can identify the most significant people to be in my life so far and give reasons for their importance. P S C H E	<p><b>Animals including Humans:</b> Pupils should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><i>(How do hormones affect boys and girls differently? Am I normal? What is normal for my age? If I am a late-developer, will I catch up?)</i></p>
	2) I know that there are universal rights for children but for many children these rights are not met. D, RL, MR, T P S C H E	2) I can explain some of the ways in which one person or a group can have power over another. MR <b>Honour Based Violence</b> P S C H E	2/3) I know about different types of addiction, (including energy drinks, alcohol, tobacco, vaping and drugs) and their effects on the body and future health. RL, IL P S C H E	2) I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (the right to protect your body from unwanted/inappropriate contact). <i>How do hormones affect boys and girls differently?</i> <b>FGM, CSE</b> P S C H E	2) I can identify problems in the world that I may be able to support and talk to other people about them. RL, T, MR P S C H E	2) I can use some strategies to manage feelings associated with loss (different types of loss) and can help other people to do so. P S C H E	
	3) I understand that my actions affect other people locally and globally. P S C H E	3) I appreciate people for who they are (and not who I want them to be). P S C H E	4) I know I can put in to practice basic emergency aid procedures and know how to get help in emergency situations (recap from Y5). RL, IL P S C H E	3) I can ask the questions I need answered about changes during puberty (link to secondary school and problems they may have). <i>If pupil-led, the following may be discussed: How are babies made? (response: when a sperm from a male and egg from a female come together - sometimes this results in a baby being made)</i> P S C H E	3) I can work with other people to make the world a better place (linked to school's chosen charity). P S C H E	3) I can recognise when people are trying to gain power or control (keeping something secret/confidential - when to tell). <b>Peer on Peer Abuse</b> <b>Honour Based Violence</b> <b>Emotional abuse</b> <b>Domestic Violence</b> P S C H E	
	4) I understand that people make spending decisions based on priorities, needs and wants. (not from Jigsaw Planning) P S C H E	<b>ANTI-BULLYING WEEK:</b> 4) I understand some of the reasons why people use bullying behaviours. 5) I can tell you a range of strategies in managing my feelings in bullying situations. P S C H E	5) I understand what it means to be emotionally well and can explore people's attitudes towards mental health. P S C H E	4) I understand how being physically attracted to someone changes the nature of the relationship - I can show affection appropriately. <i>Is it normal to have a crush on somebody? What does it feel like to have a crush on somebody? (link back to healthy relationships in Y3 - same gender relationships)</i> P S C H E	4) I can identify the ways that money can impact on people's feelings and emotions (problems around the world and how we can help - charities) (not from Jigsaw Planning) P S C H E	4) I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. <b>Up-skirting, Grooming, Prevent, Extremism and Radicalisation, CSE, Peer on Peer abuse</b> P S C H E	
	5) I understand how an individual's behaviour can impact on a group (age of criminal responsibility). MR, T P S C H E	6) I can explain ways in which difference can be a source of conflict and a cause for celebration. P S C H E	6) I can recognise when I feel stressed and the triggers that cause this (Mental Health Week). P S C H E	5) I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. <i>Am I normal? What is normal for my age? If I am a late-developer, will I catch up?</i> P S C H E	4) I know what some people in my class like or admire about me and can accept their praise. P S C H E	5) I can identify what I am looking forward to and what worries me about the transition to secondary school. P S C H E	



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	6) To learn about discrimination and how we can respond to it. MR, T P <b>S</b> C H E				5) I know about the different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. (not from Jigsaw Planning) P <b>S</b> C H E		
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