

Appendix 3: Woodlands PSHE/RSHE Enhancement

How we adapt and enhance the Jigsaw PSHE curriculum at Woodlands Infant School.

Woodlands Infant School uses Jigsaw PSHE as its core curriculum for Personal, Social, Health and Economic Education, including statutory Relationships Education and Health Education. Jigsaw provides a carefully sequenced, age-appropriate curriculum across the six puzzle units:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

As an infant school, our taught curriculum covers Nursery, Reception, Year 1 and Year 2 only. We do not teach non-statutory primary sex education. Our curriculum does include age-appropriate statutory learning about relationships, families, friendships, feelings, health, safety, growing up, body privacy, personal boundaries, correct anatomical vocabulary and trusted adults. This learning is taught as part of statutory Relationships Education, Health Education and safeguarding, not as non-statutory sex education.

The purpose of this enhancement map is to show how we strengthen the Jigsaw curriculum by linking it to the specific needs of our pupils, our safeguarding priorities, our local context and our school values.

Woodlands values and behaviour principles:

Across all PSHE and RSHE learning, pupils are supported to understand and live out our school values of Belief, Respect, Independence, Curiosity, Creativity and Kindness.

These values are reinforced through our behaviour Pocket Principles:

- Be Kind
- Be Responsible
- Be Respectful
- Be Ready to Learn

Staff make explicit links between PSHE learning, school values, behaviour expectations, assemblies, class discussions, nurture provision and everyday routines.

Enhancement 1: Trusted adults and help-seeking

Why this matters at Woodlands

As an infant school, we want pupils to know clearly who they can talk to if they feel worried, unsafe, confused or upset. This is a key part of our safeguarding culture. Pupils are taught that worries should be shared and that they should keep telling a trusted adult until they are heard and helped.

What we teach and reinforce

Across Nursery, Reception, Year 1 and Year 2, pupils are taught:

- that everyone has the right to feel safe
- that there are trusted adults in school and at home who can help them
- that they can talk to an adult if something worries them
- that they should not keep secrets that make them feel worried, unsafe or uncomfortable
- that they can ask for help for themselves or for someone else

- that if one adult does not understand, they should tell another trusted adult
- that worries can be about things that happen in person, online or in the wider community

How this is enhanced beyond Jigsaw lessons

This is reinforced through:

- assemblies focused on safety
- modelling of how to ask for help
- class worry boxes or mood monsters
- classroom and corridor displays
- emotional check-ins
- class charters and relationships work
- NSPCC/PANTS-style body safety messages
- reminders about Designated Safeguarding Leads and trusted adults in school
- pastoral support, nurture work and individual support plans where needed

Enhancement 2: Online safety

Why this matters at Woodlands

Many of our pupils use tablets, phones, gaming devices, smart TVs and online platforms at home. Even very young children may encounter online content, messages, adverts, videos or games that worry or confuse them. We therefore make online safety messages simple, repeated and age-appropriate.

What we teach and reinforce

In Nursery and Reception, pupils are taught:

- to tell a trusted adult if something on a screen makes them feel worried, scared or unsure
- that adults help children choose safe things to watch, play or use
- that kindness matters when using devices with others
- that they should ask before using devices

In Year 1, pupils are taught:

- to tell a trusted adult if something online worries them
- that they should not share personal information
- that people should be kind and respectful online, just as they should be face to face
- that not everything they see online is suitable for children
- that adults help keep them safe online

In Year 2, pupils are taught:

- that not everyone online is who they say they are
- that they should not share personal information such as their name, school, address, passwords or location
- that they should ask before clicking links, accepting messages or using new apps or games
- that online bullying or unkindness should be reported to a trusted adult
- that some games, apps and websites have age restrictions to help keep children safe
- that children should ask an adult before buying anything, clicking adverts or making purchases in games

How this is enhanced beyond Jigsaw lessons

This is reinforced through:

- Computing lessons
- online safety assemblies
- Safer Internet Day
- parent online safety information and guidance
- newsletters
- school website
- reminders linked to school devices and acceptable use
- conversations with families where online safety concerns arise

Enhancement 3: Body safety, privacy and boundaries

Why this matters at Woodlands

Teaching pupils accurate, age-appropriate language about their bodies helps them understand privacy, boundaries and safety. This learning is part of safeguarding and Health Education. It is not taught as non-statutory sex education.

What we teach and reinforce

Across the school, pupils are taught:

- that their body belongs to them
- that some parts of the body are private
- that they can say no to unwanted touch
- that they should tell a trusted adult if anyone makes them feel uncomfortable or unsafe
- that it is important to respect other people's personal space and boundaries
- that everyone has the right to feel safe
- the correct anatomical names for body parts, taught in an age-appropriate way
- that children should not be asked to keep secrets about touch, bodies or safety

How this is enhanced beyond Jigsaw lessons

This is reinforced through:

- safeguarding messages
- NSPCC/PANTS-style language
- classroom routines around privacy, toileting and changing
- reminders about consent in everyday situations, such as asking before hugging or touching someone else's belongings
- staff responses to incidents involving personal space, privacy or inappropriate language
- individual support for pupils who need additional help understanding boundaries

Enhancement 4: Basic first aid and emergency help

Why this matters at Woodlands

Young children need simple, memorable messages about what to do in an emergency. They do not need to take responsibility for adult situations, but they should know how to get help quickly and safely.

What we teach and reinforce

Pupils are taught:

- what an emergency is
- that they should get an adult quickly if someone is hurt, very unwell or unsafe
- that they should stay calm and speak clearly
- that they should not touch blood or dangerous objects
- that they should not move someone who may be badly hurt unless an adult tells them to
- that 999 is used for serious emergencies
- that emergency services include the police, fire service and ambulance service

In Year 2, pupils will also learn simple emergency information such as:

- knowing their full name
- knowing the name of their school
- knowing how to describe where they are
- knowing that making a false emergency call is wrong

How this is enhanced beyond Jigsaw lessons

This is reinforced, where age-appropriate, through:

- safety assemblies
- visits from emergency services, where possible
- role play in EYFS
- first aid awareness activities
- fire drill discussions
- links to Healthy Me and local safety learning

Enhancement 5: Local safety and community awareness

Why this matters at Woodlands

We want pupils to understand how to keep themselves safe in the places they know: school, home, roads, parks, shops and the local community. This helps pupils apply their PSHE learning to real-life situations in Shirley and the surrounding area.

What we teach and reinforce

Pupils are taught:

- how to stay safe when walking to and from school
- how to cross roads safely with an adult
- why car parks, gates and roads can be dangerous
- how to stay safe near water, including ponds, streams, canals or lakes
- why railway lines and level crossings are dangerous
- how to stay safe around dogs and other animals
- how to stay safe around fire, fireworks and matches
- that they should stay close to their trusted adult when out in the community
- that they should ask for help from a safer adult (police, shop worker, member of staff wearing uniform or a name badge) if they become lost

How this is enhanced beyond Jigsaw lessons

This is reinforced through:

- local area walks and fieldwork
- road safety messages
- firework and bonfire safety reminders
- water safety messages during warmer months
- assemblies linked to seasonal risks
- risk assessments for visits and trips
- conversations with families where safety concerns arise

Enhancement 6: Emotional literacy, nurture and self-regulation

Why this matters at Woodlands

Pupils need the language and strategies to understand feelings, manage emotions, build relationships and ask for help. This supports learning, behaviour, attendance, inclusion and wellbeing.

What we teach and reinforce

Pupils are taught:

- to name and describe feelings
- that all feelings are normal
- that feelings can change
- that different people may feel differently in the same situation
- that there are safe and unsafe ways to respond to feelings
- that adults can help when feelings feel too big
- simple strategies for calming down and self-regulation
- how to show kindness, empathy and respect for others
- why coming to school regularly matters
- why routines help us feel safe
- how sleep, punctuality and preparation help us learn
- how adults help children when change feels difficult

How this is enhanced beyond Jigsaw lessons

This is reinforced through:

- Zones of Regulation
- nurture approaches
- emotion check-ins
- social stories
- restorative conversations
- individual regulation plans
- sensory circuits or movement breaks, where appropriate
- pastoral support
- assemblies and whole-school wellbeing themes
- planned transitions

Enhancement 7: Inclusion, difference and belonging

Why this matters at Woodlands

We want all pupils and families to feel welcome, respected and represented. Pupils are taught that families, people and communities can look different and that everyone should be treated with kindness and respect.

What we teach and reinforce

Pupils are taught:

- that every person is unique
- that families can be different
- that difference should be respected
- that unkind words or actions can hurt others
- that bullying is wrong
- that pupils should tell a trusted adult if they see or experience bullying
- that people may have different beliefs, cultures, abilities, interests, appearances and family structures
- that everyone belongs at Woodlands
- the difference between falling out, unkind behaviour and bullying
- what to do if you see someone else being treated unkindly
- the role of bystanders, in simple age-appropriate language

How this is enhanced beyond Jigsaw lessons

This is reinforced through:

- Celebrating Difference work
- anti-bullying work
- assemblies
- stories and books that reflect different families and communities
- school values
- work linked to protected characteristics in an age-appropriate way
- support for pupils with SEND
- inclusive displays and classroom resources

Enhancement 8: Money, choices and responsibility

Why this matters at Woodlands

Although pupils at Woodlands are very young, they are beginning to understand that people make choices about money, belongings, resources and helping others. We want pupils to develop simple, age-appropriate understanding of money, responsibility and fairness. This supports independence, respect for belongings, care for the school environment and early economic understanding.

What we teach and reinforce

Across Nursery, Reception, Year 1 and Year 2, pupils are taught:

- that money is used to pay for things
- that adults use money to buy things people need, such as food, clothes and a home
- that some things are needs and some things are wants
- that people sometimes have to make choices about what they buy
- that it is important to look after our own belongings and other people's belongings
- that school resources cost money and should be used carefully
- that we can show responsibility by not wasting food, water, paper or other resources

- that people can save money for something they need or want
- that some people may have more or less money than others and that we should treat everyone with respect
- that giving, fundraising and charity can be ways of helping other people
- that pupils should ask a trusted adult before buying anything online, clicking adverts or making purchases in games

How this is enhanced beyond Jigsaw lessons

This is reinforced through:

- maths learning linked to recognising and using coins
- role play shops, cafés, homes and real-life contexts in EYFS
- stories and class discussions about choices, fairness and sharing
- school fundraising and charity events
- Eco work linked to reducing waste and looking after resources
- classroom routines for looking after equipment and shared areas
- discussions about needs and wants in an age-appropriate way
- online safety messages about adverts, purchases and in-game spending
- links to our school values, particularly Respect, Independence, Kindness and Responsibility

This is reviewed alongside the PSHE/RSHE policy and Jigsaw curriculum documentation to ensure that our provision remains age-appropriate, relevant and responsive to the needs of our pupils.