



Intent



PSHE

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PSHE

Why is PSHE important?

At Abbots Green Academy, all our teaching and learning builds on our core rainbow values. We recognise the importance of PSHE in every aspect of daily life; we encourage children to ask questions, listen to support them in becoming lifelong learners and equip them for life (in an ever-changing world). The PSHE curriculum fosters the ability for children to observe their thoughts and feelings as they arise, in the present moment, without judgement, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.



Intent



PSHE

Our PSHE curriculum is delivered through a whole school approach. PSHE as one way in which we support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.



Intent

Aims of the Personal, Social, Health Education & Sex and Relationships Education

The national curriculum for PSHE aims to ensure that schools teach a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school of the opportunities, responsibilities and experiences of later life;
- promotes British values. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

The table below gives the learning theme of each of the six Puzzles (Units) and these are ta

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change





Intent

PSHE- Outside The Classroom

UNICEF

Here at Abbots Green, PSHE goes beyond the teaching of the statutory curriculum, we make sure that our rainbow values are unpinned by the skills children will need later in life to be respectful members of their community. One way in which we do this is through, our 'Rights Respecting school' work.

The steering group includes a pupil from every class in the school from Years 1 to 6. They work together to ensure everyone is enjoying and learning about their rights. Our school has a whole class charter which celebrates everyone's commitment to learning and protecting children's rights.

The articles covered throughout the year have strong links to our PSHE learning and links made are clear and understood by children.



PSHE- Outside The Classroom

Rainbow Room

The Rainbow Room's purpose is to offer children opportunities to learn in small groups which promotes and supports their social and emotional development.

Within Rainbow Room, they use the Jigsaw units to support their planning, adapting and changing the order to suit the personal needs of the pupils in the group. They allow the children to lead the sessions, drawing on their personal experiences in the units. They focus on the children's mental health and supporting them into seeing differences as strengths.





Intent

PSHE- Outside The Classroom

Citizen Award-

Our citizen award recognises the children who are well rounded individuals and show our rainbow values consistently in all areas of school life. Each term, teachers nominate a child from each class, the children are then celebrated in a whole school assembly and the children awarded their citizen award badge.





PSHE- Outside The Classroom



Sports Leaders- children leading others in games and activities at lunchtime.

Whole School Involvement



Safety Squad- the children's voice in keeping everyone safe in school.



Change Makers- working together to ensure everyone is enjoying and learning about their rights.



JRSO's- promoting road safety amongst pupils, parents and careers.



Scrap Store- allowing children to use their imagination through play.



Healthy Selfies- promoting healthy eating.



Intent

PSHE- Outside The Classroom

Whole School Involvement



Jolly News- a chance to share news across the school and celebrate success.



Charity Events- working together to raise money for the community.



Children's Mental Health Week- Dress to Express Day



Tuckeroo- organised and run by the pupils. Encouraging healthy snacks.



Human Rights Day- celebrating our rights together.





Content Overview

EYFS

Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Early Learning Goals		
Self-Regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Year 1

Content Overview

<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>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</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>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</p>	<p>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</p>
<p>I can explain why my class is a happy and safe place to learn.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p>
<p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can explain why some changes I might experience might feel better than others.</p>



Year 2

Content Overview

Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
<p>I can explain why my behaviour can impact on other people in my class.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p>
<p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can explain how our skills complemented each other.</p>	<p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can explain why some types of touches feel OK and others don't.</p>
		<p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>			<p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>



Year 3

Content Overview

Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>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</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>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 choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>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</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>



Year 4

Content Overview

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>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 behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>



Year 5

Content Overview

Setting personal goals	Families and their	Difficult challenges and	Exercise	Family roles and responsibilities	How babies grow
<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>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</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>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 SMARTT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>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</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>



Year 6

Content Overview

Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>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 behavior Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>



Personal, Social, Health Education & Sex and Relationships Education Implementation

Whole School Approach

At Abbots Green Academy, PSHE is taught as a whole school approach focusing on an identified theme each half term. Lessons are taught weekly lasting 60 minutes and consist of 7 main points. Each unit aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Assemblies and weekly achievements support the whole school approach by sharing key themes which are explored in age appropriate ways.

At Abbots Green Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g. Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Year 6, Lesson 4 (Conception, birth).




Planning


Planning documents identify each element on the lesson which allow the children to discuss, reflect and share their thoughts, ideas and feelings.

1. Connect us
2. Calm me
3. Open my mind
4. Tell me or show me
5. Let me learn
6. Help me reflect
7. Closure






Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5
Piece 1 - Challenge



Learning Intention/s: I understand that if I persevere I can tackle challenges.

Foundation 2 Main session (length: 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'For Me'. Jigsaw Jenie wants to set you a big challenge today. Set the children a hard challenge for example build a tall tower using only spaghetti and marshmallows or wooden bricks, build a tower from cards, a bowl of small objects e.g sequins and beads and blindfold a child: can they only pick out the sequins? Find a challenge that is hard to complete.
	Help Me Learn	 Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and notice how they felt about the challenge. How did you find that challenge? How did it make you feel? Read one of the suggested stories or one similar with the theme of not giving up when facing a hard challenge or problem. Questions: How did you find that challenge? How did it make you feel? What sorts of things do we do everyday that are tricky? Do you ever have any problems with your friends? How do you sort these out?
	Let's Think	Talk about how sometimes we may come across things that are hard. Discuss how we could overcome them. If we were to do the challenges again, what could we do to help us achieve them? What sorts of things do we do every day that are tricky? Do you ever have any problems with your friends? How do you sort these out?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Put out challenges for children to attempt	Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking	What sorts of things are tricky to do at home? Can you challenge yourself to overcome them e.g. tying up shoelaces, putting clothes away?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Set up different challenge for children this can be maths linked, mini obstacle courses in PE	Jigsaw Song sheet: 'For Me' Resources for challenge in 'Interest Me' Book: 'Love Monster' by Rachel Bright Book: 'Don't worry, Hugless Douglas' by David Melling Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Take pictures of children doing the challenges or over coming problems when playing and put up on display	Put out physical challenges for children to attempt

In each EYFS lesson, there are:

- Child-initiated and adult-led activity ideas
- Assessment opportunities and cross-curricular links
- Home-learning and family links
- Resources
- Display ideas
- SMSC mapped opportunities
- Outside learning ideas



Knowledge and Skills Progression

Accompanying each module is a Knowledge and Skills Progression document which contains key vocabulary, information about objectives covered within the unit and support questions for families to explore at home.

BMIW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others 	<ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively 	<ul style="list-style-type: none"> What are you looking forward to this year? Are you worried about anything that might happen this year? Can you tell me some good (positive) choices a person can make in school? How do you show you are a good listener? What do you do to get on with other children? If you're worried about something, who can you ask for help in school and at home? How does your teacher reward /praise children who make positive/helpful choices? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<p>In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jig make the Jigsaw Charter.</p>			
<p>Key Vocabulary Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative Learning Charter, Problem-Solving.</p>			

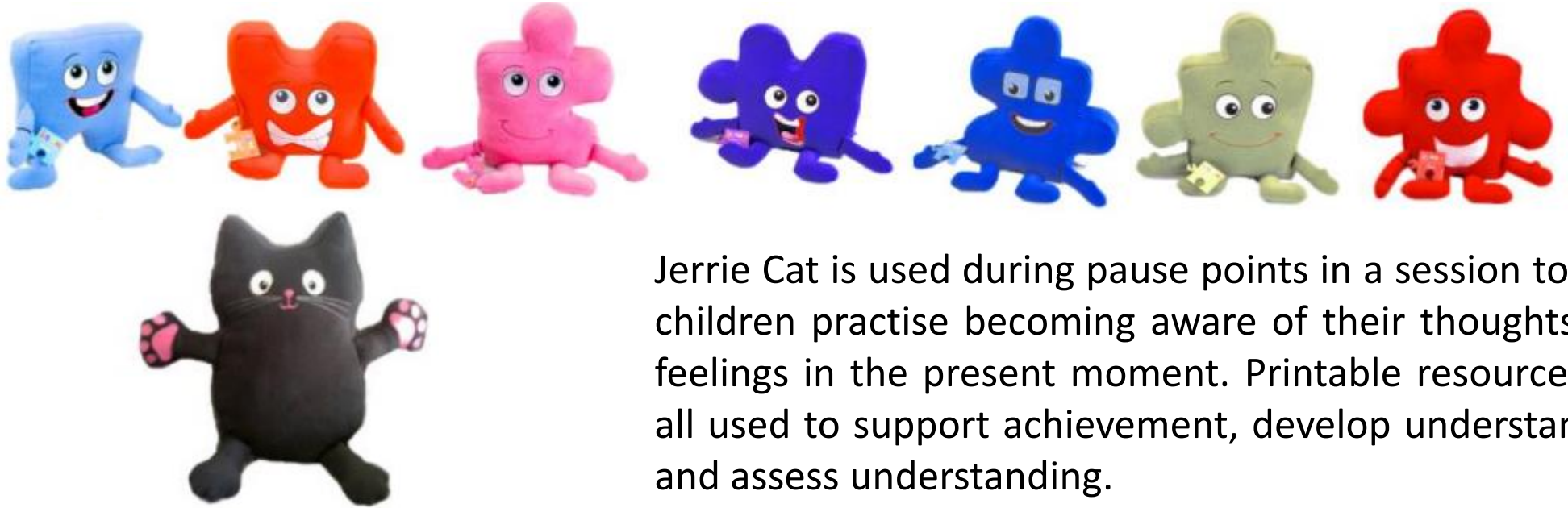
CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change 	<ul style="list-style-type: none"> Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> What is a life cycle? How will you change as you grow up? Who is the tallest / smallest in your class? Which parts of your body are private? Who is allowed to see your private body parts? What should you do if you don't like the way someone is touching you? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is the best part about being your age?
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p>Key Vocabulary Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			





Resources

To ensure PSHE sessions are interactive and inclusive all classes have a range of practical resources to support learning. Each year group is allocated a jigsaw friend which is used as the 'talking object' in circle discussions.



Jerrie Cat is used during pause points in a session to help children practise becoming aware of their thoughts and feelings in the present moment. Printable resources are all used to support achievement, develop understanding and assess understanding.

To develop children's understanding of the mindfulness approach, every teacher has a 'jigsaw chime'. This helps children relax their bodies and calm their minds, reaching an optimum state for learning.



Literacy within Personal, Social, Health Education & Sex and Relationships Education

Reading

In our PSHE curriculum we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information. Each lesson has recommended texts to encourage discussions and extend understanding of new concepts



As well as recommended texts, Jigsaw has created stories that support specific lesson aims.



Literacy within Personal, Social, Health Education & Sex and Relationships Education

Vocabulary

Vocabulary forms a key part of our wider curriculum. Each lesson identifies key vocabulary to be introduced and discussed within the session.

Different cultures	
Puzzle 2 Outcome Hall of Fame	Please teach me to... understand that cultural differences sometimes cause conflict be aware of my own culture
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jez Jigsaw Jerrie Cat Culture wheel template Jigsaw Journals Timer Scenario cards My Jigsaw Journey Laminated Jigsaw Charler	Vocabulary Culture Conflict Difference Similarity Belong Culture wheel



Oracy

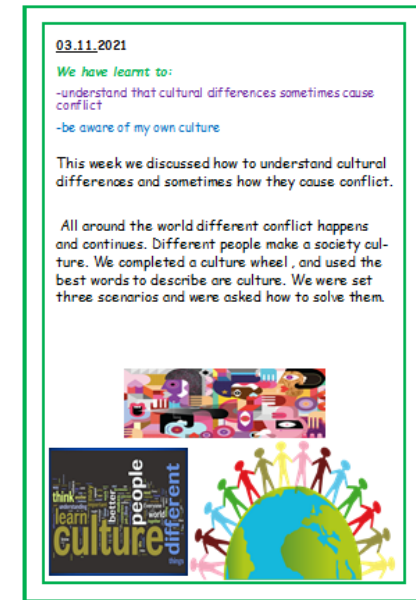
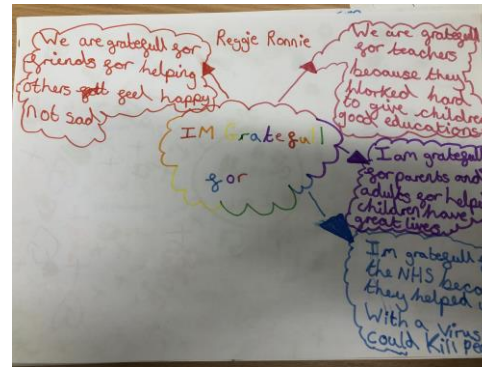
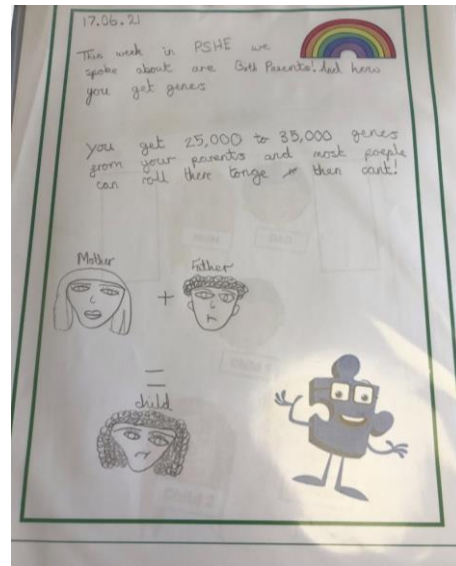
PSHE sessions encourage children to express themselves verbally using full sentences. During whole class and small group discussions children share their thoughts, feelings and questions using appropriate vocabulary. The use of Jerrie Cat and the Jigsaw friend ensure that children listen carefully to the person speaking, allowing them to develop oracy without interruption or judgement.



Literacy within Personal, Social, Health Education & Sex and Relationships Education

Writing

Opportunities for writing are incorporated into PSHE sessions, allowing children to show their understanding of discussion topics using full sentences. High levels of presentation are modelled by teachers, incorporating key features introduced in literacy sessions.



Continuous Professional Development

All staff have undergone training outlining the structure of a PSHE lesson and the objectives identified within each unit.

Puzzle Training Sets



Relationships and Changing Me Puzzle Training is now merged into the RSHE aspects of the Jigsaw Scheme

Being Me in My World Celebrating Difference Dreams and Goals Healthy Me

Teachers are encouraged to develop their subject knowledge by accessing resources in school and online using the Jigsaw website.

A range of online training is also available to support staff with planning and delivering quality PSHE sessions. In addition, staff have access to online videos that demonstrate quality delivery of each aspect of a lesson.



Caring friendships
DfE Training module with Jigsaw notes added beneath the slides
Teaching about caring friendships
Part of: Relationships education (primary)
September 2020

Changing Adolescent Body
DfE Training module with Jigsaw notes added beneath the slides
Teaching about the changing adolescent body
Part of: Physical health and mental wellbeing
June 2020

Health and prevention
DfE Training module with Jigsaw notes added beneath the slides
Teaching about health and prevention
Part of: Physical health and mental wellbeing
September 2020

Internet safety and harms
DfE Training module with Jigsaw notes added beneath the slides
Teaching internet safety and harms
Part of: Health education
September 2020





Impact



PSHE

Impact

Assessment

We use the Boxall profile as our main assessment tool for PSHE.

Teacher assessment

PSHE is assessed using the Boxall Profiles. Every class teacher completes a Boxall profile for each child at the start of the academic year. The results allows staff to adapt and target teaching for individual needs depending on what children need. During PSHE sessions and other class time, class teachers will use their teacher judgement to refer children to Rainbow Room or seek advise from Rainbow Room with how to support children.


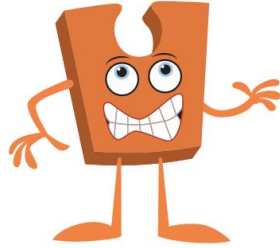


Key Stage One

We listened to a story about a penguin called Pauli who had lots of challenges but kept on going and achieved his goal of reaching the sea.
We talked about times when we have overcome obstacles.

Everett, "When I was swimming, I was afraid of putting my head underwater but I kept trying and now I can."

Ramona, "I have tried really hard to ride my bike without stabilisers. I was scared I might fall off but now I am confident."





Lesson 3 - Piece 3 - Rights and responsibilities


Our lesson started with a really fun circle time game 'roll the ball' which focused on turn taking. The children were so engaged and wanted to play again at the end of the lesson.

We looked at the six rights and responsibilities pictures and the children put their thumbs up or down for each picture, depending upon whether they thought the picture shows happy learning or not. This helped us to begin to establish the rights and responsibilities that make school/our class a conducive learning environment.

We used Jigsaw Jack as the talking object during our circle time discussion. The children thought of one rule they think is important for happy learning in school and shared with the class if they wanted to. Here are some of the things they came up with to help ensure we are all happy learners.




Design Template:



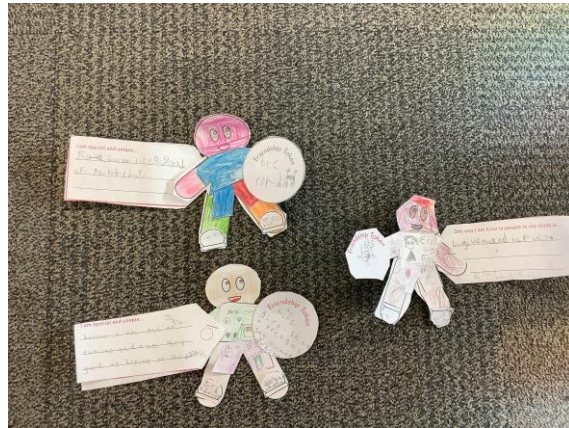
What is special about your bird?

My bird is special because it is like me. It is like me because it is like me. It is like me because it is like me.

In this lesson we discussed our dream garden. We thought about a bird that would be in our garden of dreams and goals. We worked as a team to design our birds.




SPRING 1



Special and Safe

We talked about the word 'success', looked at pictures of 'success' and thought about times when we have been successful.

Frankie, "That girl is successful at picking raspberries because she has a full basket of them."




Phoebe, "I was successful when I learnt to tie my shoe laces."

Lydia

Sub Jumping the pole as swimming


She made me happy and smiley



Jessica

coming to Italy class

In this lesson we thought about what success was and how different people feel when they achieve different things. We thought about a success we had achieved this year and how it made us feel.



SPRING 1



Lower Key Stage Two



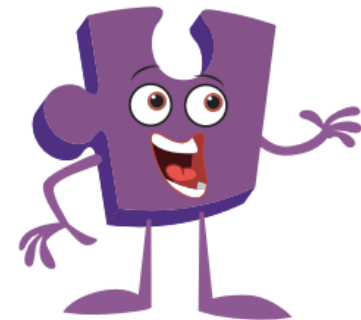
Impact

ibgarden		ibgarden	
Dreams and Goals		Dreams and Goals	
Product Resource Design Sheet - Ages 7-8 - Page 3		Product Resource Design Sheet - Ages 7-8 - Page 3	
Our Garden Plan		Our Garden Plan	
What is this garden for? garden and groups		What is this garden for? garden	
Name of team member and their role CHOMPING	Name of team member and their role MAMA	Name of team member and their role LOANER	Name of team member and their role MAMA
Name of team member and their role A BUNCH OF ST...	Name of team member and their role MAMA	Name of team member and their role MAMA	Name of team member and their role MAMA
Name of team member and their role Land Rover	Name of team member and their role Land Rover	Name of team member and their role Land Rover	Name of team member and their role Land Rover
Our first ideas...		Our first ideas...	
		In the garden I want birds, plants, ponds, but not big paths, I want trees, fresh air and not short big stores	



<p>1. I think we did well because we chose very bright colours and at least we finished in time.</p> <p>2. We were not disappointed at all.</p> <p>3. If we did the task again, we would change the theme and give more input.</p> <p>4. We would include more shared ideas.</p>	<p>1. They were working as a team.</p> <p>2. I lost.</p> <p>3. Not more quiet.</p> <p>4. Make it more fun.</p> <p style="text-align: right;">Toby</p>
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<p>My dream is to be a musician/singer.</p> <p>My goal is to be a professional musician.</p> <p>My dream is to be a professional musician.</p>	<p>My dream is to be a professional musician.</p> <p>My goal is to be a professional musician.</p> <p>My dream is to be a professional musician.</p>
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Upper Key Stage Two

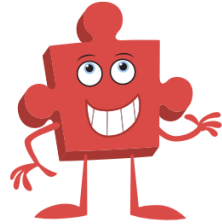
 -understand that I will need money to help me achieve some of my dreams.

10.01.2022 -identify what I would like my life to be like when I am 

Our garden of dreams and goals

In today's session, we identified a range of jobs and professions. We thought about what we would like to do when grow up. We took it in turns to complete the sentence- 'when I grow up I'd like to be...'

We then completed the star and cloud template writing what our dream job would be and the qualities we need to be good at it.

08.09.2021 

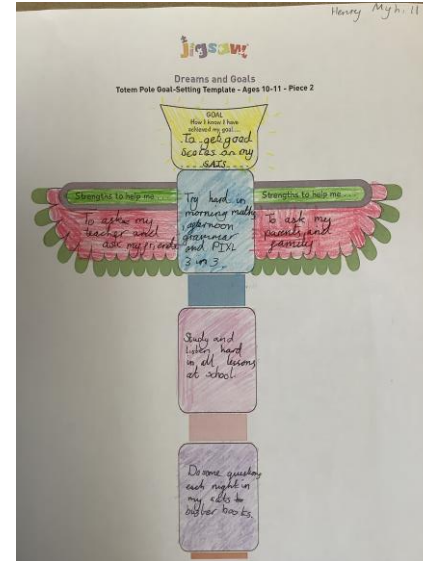
This week in PSHE we meet with Mrs Morrison to find out about the goals she has set for the school for the year and how year 5 play a part in helping the school achieve them.

Mrs Morrison gave us 5 words- 'interaction, responsibility, enrichment, change and expectation.'


We then set ourselves our own goals for the year. We focused on 5 goals for in school and 3 out of school. We loved discussing what we would like to get better at and the pathway we might take to achieve them.

We wrote our goals on bricks which can be found in the year 5 area!





31.01.2022 -describe the dreams and goals of young people in a culture different to mine

Our garden of dreams and goals - reflect on how these relate to my own 

Today we discussed the dreams and goals of young people in a different culture to ours. We reflected on how these relate to our own. Our first task was to look at three children from different cultures and guess their dreams and goals from what they were wearing and the activities they were carrying out. All of the children had different dreams and goals.

Then we had a piece of paper with a story on each side then we had to answer questions like what are each children's dreams and how do they vary to the other children and much more!

It was interesting to see that although our cultures are different some of your dreams and goal are very similar.

