St Mary's Primary School
PSHE Curriculum

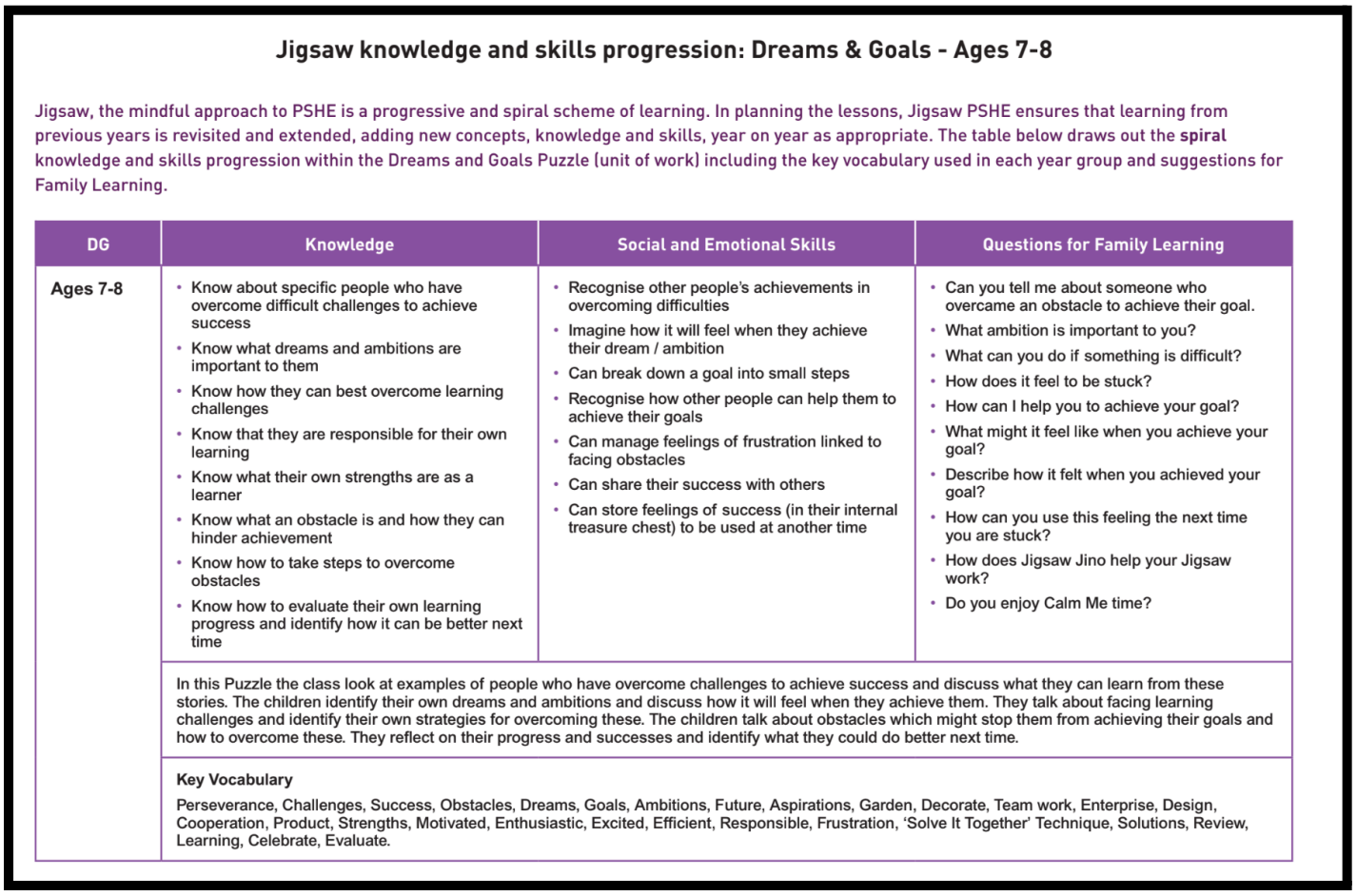
At St Mary's we use the Jigsaw programme to ensure coverage of the RSE (Relationships and sex education) national curriculum as well as developing the whole child and prioritising mental health.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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	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
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMARRT internet safety rules	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
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Our **curriculum overview** (long term planning) shows what is taught in each year group within each puzzle. All year groups focus on the same puzzle each term so that learning can be shared and progression is clear. Each puzzle begins with a whole school assembly to introduce the learning theme, song and to engage and enthuse children. Each puzzle contains 6 lessons.

Puzzles	**Jigsaw Friends**
Term 1 – Being Me in My World Term 2 – Celebrating Differences (including anti-bullying) Term 3 – Dreams and Goals Term 4 – Healthy Me Term 5 – Relationships Term 6 – Changing Me (including sex education)	Nursery + EYFS – Jigsaw Jenie Year 1 – Jigsaw Jack Year 2- Jigsaw Jo Year 3 – Jigsaw Jino Year 4 – Jigsaw Jaz Year 5 - Jigsaw Jez Year 6 – Jigsaw Jem

Our **schemes of work** (medium term planning) are produced as **knowledge organisers.** These contain the lesson overviews for a unit, as well as key skills, knowledge and vocabulary.



Jigsaw knowledge and skills progression: Dreams & Goals - Ages 7-8

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Dreams and Goals Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	• Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time	• Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time	• Can you tell me about someone who overcame an obstacle to achieve their goal. • What ambition is important to you? • What can you do if something is difficult? • How does it feel to be stuck? • How can I help you to achieve your goal? • What might it feel like when you achieve your goal? • Describe how it felt when you achieved your goal? • How can you use this feeling the next time you are stuck? • How does Jigsaw Jino help your Jigsaw work? • Do you enjoy Calm Me time?
	In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.		
	Key Vocabulary Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.		

Key vocabulary is identified from the knowledge organisers and it is explicitly taught and referred to during PSHE lessons. Key vocabulary is written out at the beginning of digital floorbooks, as part of the 'front page' of each unit.

Weekly Lessons

Jigsaw is taught weekly in all classes across the school. Lessons follow the same structure to allow for familiarity and consistency across the school.



Structure

Each lesson begins by sharing the Jigsaw Charter to ensure there is a safe, positive and open learning environment.

Connect Us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

Calm Me - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quieting their thoughts and emotions to a place of optimum learning capacity. This will also create a peaceful atmosphere within the classroom.

Open my mind – This is where the children are challenged to think deeply about the theme of the lesson and to ask questions. Most lessons have visual stimuli to engage all learners.

Tell me or show me - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning. One piece of new vocabulary needs to be explicitly taught per lesson.

Help me reflect -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings at any given moment in Pause Points thus developing their mindfulness.

Digital Jigsaw Floor Book and Seesaw

Each class has a Digital Jigsaw floor Book where they record their learning. Not every lesson will have a recorded outcome but over the course of a puzzle, at least 3 lessons should have written evidence within the Digital Floor Book. Teachers often record evidence of Jigsaw lessons on Seesaw as well as other events linked to health and well-being.

Digital Floor books need to all of the following:

- Photos
- Pupil voice (blue)
- Typed pupil outcomes
- Teacher transcripts from lessons
- Key vocabulary from the unit
- Additional challenge or 'deepen it' question
- End of unit summative assessment 'POP' task (Jigsaw provides these)
- QR codes linked to Seesaw

Digital Floor books have a title page and they have the subject specific vocabulary that is required to be taught for the unit on the title page. The vocabulary is taken from the knowledge organisers.

Wider Personal Development Opportunities

Throughout the year, we organise additional opportunities for the children to increase their understanding of health and well-being.

- World Mental Health Day – Hello Yellow
- Children's Mental Health Week
- Life skills trip – Y6
- Autism Awareness
- Down Syndrome Day

Assessment

At the end of every lesson, there is an opportunity for children to reflect on their learning and for teachers to assess children's progress.

At the end of each puzzle, teachers update our Foundation Subject tracking grids to identify who is working towards, at and above age-related expectations.

Each child undertakes a summative POP task at the end of each unit (planned by Jigsaw).

One challenge or 'deepen it' question is added per unit.

Thrive

Children who need additional support with personal, social and emotional needs have access to our Thrive practitioner – Janice Purnell. St Mary's has a dedicated Thrive room called The Lodge. This is a calm nurturing environment designed to reflect a home scenario. Relationships are the core of the Thrive approach. Children can be identified either via their class teacher or parents. Assessments take place before bespoke sessions are planned. We work alongside parents to provide support outside of school. Children are then assessed termly to track progress. This can be by teachers or parents.