

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 SMART 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 Sexing Transition |

Our curriculum overview 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.

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

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.

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 may include all or some of the following:

- Photos
- Pupil voice (blue)
- Typed pupil outcomes
- Teacher transcripts from lessons
- 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

There are many links with DT, ICT and Science which provide good opportunities for cross-curricular learning and the opportunity for recall.

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 end of unit assessment based on the knowledge organiser.

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.