

PSHE

Intent of the PSHE Curriculum

Our PSHE curriculum promotes our school values of Love, Respect, Compassion and Trust in everything we do. At our school we all work together to create a calm and nurturing environment in which we can all be successful. We work really hard to understand each child's strengths and barriers to ensure we can create a positive experience for each child. We want everybody at our school to feel valued and understand how they can help others. Our curriculum is designed to raise the aspirations of our children through a range of memorable first hand experiences and active learning opportunities. Our vision is that children understand the power they have to have a positive impact on everybody around them.

We use the Jigsaw programme offers a spiral approach to cover the following areas in each year;

- Autumn 1 – Being Me in my World
- Autumn 2 – Celebrating Difference
- Spring 1 – Dreams and Goals
- Spring 2 – Healthy Me
- Summer 1 – Relationships
- Summer 2 – Changing Me

Click subjects are also linked to the KS1 milestones for PSHE to ensure children can make links to real life scenerios throughout their learning in different subjects.

Implementation of the PSHE Curriculum

Nursery

Aut 1 – Nursery Rhymes



Being Me in My World Puzzle Map - F1 (Nursery/Pre-school) - Ages 3-4

Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter (see Piece 6)

Weekly Celebration	Pieces	Learning Intentions	Resources
Help other to feel welcome	1. Who... Me?!	I understand how it feels to belong and that we are similar and different	Jigsaw Song sheet: 'Together As One' Decorated box and an assortment of toys [from inside and outside learning environments] Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to make our Nursery/Pre-school community a better place	2. How am I feeling today?	I understand how feeling happy and sad can be expressed	Jigsaw Song sheet: 'Together As One' Mirrors Emotion cards Emotion photos Hoops Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Think about everyone's right to learn	3. Being at Nursery/Pre-school	I can work together and consider other people's feelings	Assortment of toys Paper General mess Aprons Clipboards Timers Bell Police hats Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Care about other people's feelings	4. Gentle hands	I can use gentle hands and understand that it is good to be kind to people	Book: 'Hands are not for hitting', by Martine Agassi, or similar themed book Jigsaw Jenie Jigsaw Song sheet: 'Choices' Jigsaw Jerrie Cat Jigsaw Chime
Work well with others	5. Our Rights (Nursery/Pre-school Charter)	I am starting to understand children's rights and this means we should all be allowed to learn and play	Rights picture pack Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Choose to follow the Learning Charter	6. Our responsibilities	I am learning what being responsible means	Rights picture pack Teddy bears Book: 'Dogger', by Shirley Hughes Cubes Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Aut 2 – Brilliant Birds



Spring 1 – Pets



Dreams and Goals



Spring 2 -Splash!



Healthy Me

Puzzle Map - F1 (Nursery/Pre-school) - Ages 3-4



Summer 1 - The 3 Bears



Relationships



Summer 2 - Mad About Minibeasts



Changing Me

Purple Man - 51 (Nursery/Pre-school) - Ages 2-4



Ongoing as part of the provision:

- Class Thrive profiles completed each half term
- The use of growth mindset approach

- Turn taking games
- Making friends

Key Vocab to be developed

Working together, Feelings, Team work, Kind and unkind, Gentle hands, Rights and responsibilities, What am I good at? Special, Difference, Friends, challenge, never giving up, goals, my body, health, exercise, hygiene, diet, family, bully, growing up, fears, celebrations.

Reception

Aut 1 – Friendship



Being Me in My World



Autumn 2 – Who Helps Us?



Celebrating Difference



Spring 1 What's it like far away?



Dreams and Goals



Spring 2 – Can we save the world?



Healthy Me
Puzzle Map - F2 (Reception) - Ages 4-5



Summer 1 - What happened once upon a time?



Relationships



Summer 2 –Down on th Farm



Changing Me



Ongoing as part of the provision

- Class Thrive profiles completed each half term
- The use of growth mindset approach

- Learning about our bodies/senses- basic naming Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health including tooth health
- talk about ways to keep healthy and safe including online safety
- They manage heir own basic hygiene
- Using age appropriate technology
- Den building- team working- Shows understanding of safety
- Making friends/ building realtionships
- Taking turns
- Collaborative outdoor play

Key Vocab to be developed

Working together, Feelings, Team work, Kind and unkind, Gentle hands, Rights and responsibilities, What am I good at? Special, Difference, Friends, challenge, never giving up, goals, my body, health, exercise, hygiene, diet, family, bully, growing up, fears, celebrations.

Year One Curriculum

Autumn 1 – Getting to know me and my world

Autumn 2 – A Toys Story

Celebrating Difference Puzzle Map - Ages 5-6

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display
(Puzzle Outcome: Gingerbread People from Pieces 1-6)





Spring 1 – Animal Adventures

Dreams & Goals

Puzzle Map - Ages 5-6

Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals
(Stretchy flowers and dream wellies from Pieces 3 and 4)



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. My Treasure Chest of Success	I can set simple goals	I can tell you about a thing I do well	Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. Steps to Goals	I can set a goal and work out how to achieve it	I can tell you how I learn best	Jigsaw Song: 'For Me', Jigsaw Chime, 'Calm Me' script, Jam sandwich ingredients: jam, bread, butter, Jigsaw Jack, My Jigsaw Learning, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. Achieving Together Puzzle outcome: Dream wellies	I understand how to work well with a partner	I can celebrate achievement with my partner	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Welly template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have a positive attitude	4. Stretchy Learning Puzzle outcome: Stretchy flowers	I can tackle a new challenge and understand this might stretch my learning	I can identify how I feel when I am faced with a new challenge	Jigsaw Chime, 'Calm Me' script, Pipe cleaners, garden sticks, paper, paint, Jigsaw Jack, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Overcoming Obstacles	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	I know how I feel when I see obstacles and how I feel when I overcome them	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Jigsaw story: Paul's Journey, PowerPoint slides: Paul's Journey, Pieces of paper for stepping stones, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. Celebrating My Success Assessment Opportunity ★	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	I know how to store the feelings of success in my internal treasure chest	Jigsaw Song: 'For Me', Jigsaw Chime, 'Calm Me' script, Jigsaw Jack's treasure chest, Success pictures - from Piece 1, Treasure chest template, Jigsaw Jack, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Spring 2 –Ready Set Grow

Healthy Me Puzzle Map - Ages 5-6



Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'
Piece 6: Keeping clean and healthy

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Healthy Choices	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Son: 'Make a Good Decision', PowerPoint slides, Child picture template, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have been physically active	3. Clean and Healthy	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bag of toiletry items, e.g. toothbrush, shampoo, soap, etc., Empty bathroom and kitchen cleaning products, Pictures of household products, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Empty medicine packaging, Picture cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Road Safety	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint slide: Learn to cross the road, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me Assessment Opportunity ★ Puzzle outcome: Keeping clean and healthy	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Keeping Clean and Healthy timeline template, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Summer 1 – To Infinity and Beyond

Puzzle 5 - Relationships

Puzzle Map - Ages 5-6

Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'

Piece 6: Balloons



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me	Family game cards, Jigsaw Chime, 'Calm Me' script, 'Welcome to Planet Zarg' PowerPoint, Jigsaw Journals, My Jigsaw Learning, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Making Friends	I can identify what being a good friend means to me	I know how to make a new friend	Music and blanket for hedgehogs game OR children's names put into a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'RELATIONSHIPS', PowerPoint slide of lonely child, Jigsaw Jack Sets of 'A Good Friend Should...' cards, one set, for each group, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me	Jigsaw Chime, 'Calm Me' script, Holding Hands Images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects Jigsaw Jack, Jigsaw Journal, My Jigsaw Learning, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. People Who Help Us	I know who can help me in my school community	I know when I need help and know how to ask for it	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend	I can recognise my qualities as person and a friend	I know ways to praise myself	Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint of incredible children, 'The Incredible Me' picture frame template, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity ★	I can tell you why I appreciate someone who is special to me	I can express how I feel about them	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Balloons, Balloon label template, Sticks, Jigsaw Jack's balloon with pre-prepared label, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Summer 2 – Bright Lights, Big City

Puzzle 6 - Changing Me Puzzle Map - Ages 5-6

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display
Piece 5 Flowers



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK	Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos, series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Life cycle cards, Paper for concertina booklets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Jigsaw Song: 'A New Day', Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Picture cards, Flower shape and petals for flipchart, Flower templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Jigsaw Chime, 'Calm Me' script, Story and PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Key vocabulary to be taught

Safe, special, calm, belonging, special, rights, responsibilities, learning charter, proud, rights and responsibilities, upset, disappointed, bullying, unfair, deliberate, on purpose, celebration, difference, unique, success, achievement, goal, process, dreams, goals, team work, challenges, obstacle, healthy, unhealthy, balanced, exercise, sleep, exercise, choices, balanced, body parts, clean, hygienic, medicine, trust, growing up, change, mature, adult, grow, worried, anxious, feelings.

Year Two Curriculum

Aut 1 – Wonders of the World

Being Me in My World Puzzle Map - Ages 6-7



Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Number cards, Jigsaw Jo, basket/bag, monster worries resource sheet, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school	I recognise when I feel worried and know who to ask for help	Jigsaw Charter, number cards, 'Calm Me' script, 'Calm' pictures, Jigsaw Chime, My Jigsaw Learning, Responsibility PowerPoint, Jigsaw Journal, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Rewards and Consequences	I understand the rights and responsibilities for being a member of my class	I can help to make my class a safe and fair place	Jigsaw Charter, colour cards, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, Jigsaw Jo's bag of rewards, Jigsaw Song: 'Together as One', picture cards, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, 'What Might Happen?' PowerPoint, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn	I can work cooperatively	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, art materials, Whole School Learning Charter or sample Jigsaw version, Jigsaw Jo's bag, Jigsaw pieces template, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owning our Learning Charter	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Learning Charter, Children's pictures from last week, A4 paper, My Jigsaw Learning, Jigsaw Journals, certificates, Jigsaw Jerrie Cat.

Celebrating Difference

Puzzle Map - Ages 6-7



Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display
(Trophy of Celebration Piece 6)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Jigsaw Jo's bag, Four photo cards of children, Four description cards, Shield templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Include others when working and playing	2. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is OK	Jigsaw Chime, 'Calm Me' script, Duvet covers (or pictures of), Jigsaw Jo, Difference shield templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Why does bullying happen?	I understand that bullying is sometimes about difference	I can tell you how someone who is bullied feels I can be kind to children who are bullied	Jigsaw Chime, 'Calm Me' script, Jigsaw Song 'There's a Place', Jigsaw Jo, Scenario picture/description cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to solve problems	4. Standing up for myself and others	I can recognise what is right and wrong and know how to look after myself	I know when and how to stand up for myself and others I know how to get help if I am being bullied	Number cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Jigsaw Jo, Scenario picture/description cards, Paper person chain template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to use kind words	5. Gender Diversity	I understand that it is OK to be different from other people and to be friends with them	I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend	Jigsaw Chime, 'Calm Me' script, PowerPoint story 'Billy, Bella and B', Jigsaw Friend, Birthday present template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating difference and still being friends Assessment Opportunity ★ Puzzle Outcome: Trophy of Celebration	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique	Jigsaw Chime, 'Calm Me' script, Pair cards, Jigsaw Jo, 3D Trophy template, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals, My Jigsaw Learning, Puzzzle Certificate, Jigsaw Jerrie Cat.

Dreams & Goals

Puzzle Map - Ages 6-7

Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals
(Pieces 4&5 Dream Birds)



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1.Goals to Success	I can choose a realistic goal and think about how to achieve it	I can tell you things I have achieved and say how that makes me feel	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Success pictures, Treasure chest template, Jigsaw Jo's Challenge PowerPoint, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2.My Learning Strengths	I carry on trying (persevering) even when I find things difficult	I can tell you some of my strengths as a learner	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Jigsaw Song; 'For Me', Jigsaw Jo, Ladder template, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3.Learning with Others	I can recognise who I work well with and who it is more difficult for me to work with	I can tell you how working with other people helps me learn	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Book: 'The Owl and the Pussy Cat' by Edward Lear, Materials for the challenge: French numbers 1-20, Mandarin/Chinese numbers 1-10, Macarena dance moves, Card and colouring materials, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have a positive attitude	4.A Group Challenge Puzzle Outcome: Dream Birds	I can work well in a group	I can work with others in a group to solve problems	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/modelling materials/ paints, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to achieve their goals	5.Continuing Our Group Challenge	I can tell you some ways I worked well with my group	I can tell you how I felt about working in my group	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/ modelling materials/ paints, Treasure chest boxes, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6.Celebrating Our Achievement Assessment Opportunity ★	I know how to share success with other people	I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest	Jigsaw Chime, 'Calm Me' script, Special objects, Dream birds, Treasure chest template, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat, Jigsaw Jo.

Healthy Me

Puzzle Map - Ages 6-7



Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create 'The Happy, Healthy Me Recipe Book'
(Piece 6: Healthy Recipes)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Healthy	I know what I need to keep my body healthy	I am motivated to make healthy lifestyle choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'Make a Good Decision', Help Jigsaw Jo sheet, Jigsaw Jo, Music, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you when a feeling is weak and when a feeling is strong	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, PowerPoint slides - printed copies, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have been physically active	3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely	I feel positive about caring for my body and keeping it healthy	Jigsaw Chime, 'Calm Me' script, Bag of empty medicine packets/bottles, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I have a healthy relationship with food and know which foods I enjoy the most	Jigsaw Chime, 'Calm Me' script, Eat Well Plate - complete, Eat Well Plate - blank, Food cards, Pictures of composite foods, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Healthy Eating	I can make some healthy snacks and explain why they are good for my body	I can express how it feels to share healthy food with my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, A range of healthy food choices/ snack ingredients, Basic cookery equipment, Recipe cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me! Puzzle outcome: Healthy recipes Assessment Opportunity ★	I can decide which foods to eat to give my body energy	I have a healthy relationship with food and I know which foods are most nutritious for my body	Jigsaw Chime, 'Calm Me' script, Happy Healthy Me Recipe templates, Optional: large pieces of paper for life-size child body outlines, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Puzzle 5 - Relationships

Puzzle Map - Ages 6-7

Puzzle Outcome

Help me fit together the six pieces of learning about Relationships to create 'Our Relationship Fiesta'
Piece 6: Relationship Flag/Bunting



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Jigsaw Jo, Mixing bowl, post-it notes, wooden spoon, Happy Home recipe sheets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this	Jigsaw Chime, 'Calm Me' script, PowerPoint of different types of contact, My Jigsaw Learning, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Friends and Conflict	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	Jigsaw Chime, 'Calm Me' script, PowerPoint picture of children, 'Mending Friendships' chart, printed on A3 or displayed on whiteboard, 'Mending Friendships' resource sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jo.
Show respect in how they treat others	4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this	Jigsaw Chime, 'Calm Me' script, Wrapped gift box, Jigsaw Jo, Picture of 'good secret' and 'worry secret', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone	Jigsaw Chime, 'Calm Me' script, Balloon, People cards, Flipchart paper, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity ★	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, String, Coloured paper cut into triangular flag shapes, Jigsaw Journals, Certificates, My Jigsaw Learning, Jigsaw Jerrie Cat.

Puzzle 6 - Changing Me

Puzzle Map - Ages 6-7

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display

(Pieces 2 and 6: Leaf Mobile)



Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this	Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, PowerPoint - young to old, Photos from home, Card leaf templates A4 size - one per child, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Card leaf templates on A4, PowerPoint slide of leaf mobile instructions, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Key vocabulary to be taught – Year 2

Safe, special, calm, belonging, special, rights, responsibilities, learning charter, proud, rights and responsibilities, upset, disappointed, bullying, unfair, deliberate, on purpose, celebration, difference, unique, success, achievement, goal, process, dreams, goals, team work, challenges, obstacle, healthy, unhealthy, balanced, exercise, sleep, exercise, choices, balanced, body parts, clean, hygienic, medicine, trust, growing up, change, mature, adult, grow, worried, anxious, feelings.

Milestones

KS1 - I can milestones

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

- 1. What is meant by a healthy lifestyle*
- 2. How to maintain physical, mental and emotional health and wellbeing*
- 3. How to manage risks to physical and emotional health and wellbeing*
- 4. Ways of keeping physically and emotionally safe*
- 5. About managing change, including puberty, transition and loss*
- 6. How to make informed choices about health and wellbeing and to recognise sources of help with this*
- 7. How to respond in an emergency*
- 8. To identify different influences on health and wellbeing*

Suggested learning opportunities - Core Theme 1. Health and wellbeing

KEY STAGE 1

Pupils should have the opportunity to learn:

- H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- H4. About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- H6. The importance of, and how to, maintain personal hygiene
- H7. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- H8. About the process of growing from young to old and how people's needs change
- H9. About growing and changing and new opportunities and responsibilities that increasing independence may bring
- H10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- H11. That household products, including medicines, can be harmful if not used properly
- H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention

- H14. About the ways that pupils can help the people who look after them to more easily protect them
- H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. *How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts*
2. *How to recognise and manage emotions within a range of relationships*
3. *How to recognise risky or negative relationships including all forms of bullying and abuse*
4. *How to respond to risky or negative relationships and ask for help*
5. *How to respect equality and diversity in relationships*

Suggested learning opportunities - Core Theme 2. Relationships

KEY STAGE 1

Pupils should have the opportunity to learn:

- R1. To communicate their feelings to others, to recognise how others show feelings and how to respond
- R2. To recognise that their behaviour can affect other people
- R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- R6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- R7. To offer constructive support and feedback to others
- R8. To identify and respect the differences and similarities between people
- R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- R13. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

CORE THEME 3: LIVING IN THE WIDER WORLD **(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)**

This core theme focuses on:

1. *About respect for self and others and the importance of responsible behaviours and actions*
2. *About rights and responsibilities as members of families, other groups and ultimately as citizens*
3. *About different groups and communities*
4. *To respect diversity and equality and how to be a productive member of a diverse community*

- 5. About the importance of respecting and protecting the environment
- 6. About where money comes from, keeping it safe and the importance of managing it effectively
- 7. The part that money plays in people's lives
- 8. A basic understanding of enterprise

Suggested learning opportunities - Core Theme 3. Living in the wider world

KEY STAGE 1

Pupils should have the opportunity to learn:

- L1. How they can contribute to the life of the classroom and school
- L2. To help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- L4. That they belong to different groups and communities such as family and school
- L5. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- L6. That money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- L7. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- L8. Ways in which they are all unique; understand that there has never been and will never be another 'them'
- L9. Ways in which we are the same as all other people; what we have in common with everyone else
- L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Local links/Inspiration /Enrichment activities

Nursery – Bird Visit, e-safety awareness.

Reception - Box Modelling, Monster Day, Divalli, Ice Day, Trip to the Farm, e-safety awareness.

Year 1 – Trip to Eureka Science Museum, Trip to Castle Hill, Local Walk, Visit about Toys, Visit from Meet a Creature, The WonderDome, Trip to Manor Heath Park, Trip to Skipton Castle and Fiary Tale Banquest, Money Week, Mindfulness club, Australia Day, Money Week, e-safety awareness, Visit to a church.

Year 2 – Bonfire Party, Around the Worlds in 80 Days, Visit from Pirate Ron, Visit to Garden, Kirklees Light Railway, Samba Club, Money Week, Remembrance Day, African Drummers, e-safety awareness, school council, trip to visit old people home.

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

Pupils should be taught about:

Updated statutory guidance will come into effect from September 2020.

The revised curriculum subjects will be:

- relationships education (primary)
- relationships and sex education (RSE) (secondary)
- health education (primary and secondary)

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary

- *Articulate and justify answers, arguments and opinions*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *Participate in discussions, presentations, performances, role play, improvisations and debates*
- *Consider and evaluate different viewpoints, attending to and building on the contributions of others*

Impact of the PSHE Curriculum

We use a high quality Jigsaw scheme that our children find fun and engaging. We work hard to ensure children build on their skills, vocabulary understanding and knowledge in PSHE to give them the tools they need to be successful. We have an active School Council Team that teaches children about their rights at school, their responsibilities, their rewards and their consequences. Children take an active role in learning about their ability to recognise emotions and self-regulate. Children are encouraged to exercise their right to a 'voice'. Pupil voice is highly valued and shared with the whole staff team. Children are given several opportunities to develop their self-confidence and potential to support peers through additional clubs. Our more confident children act as mentors to their peers through opportunities like School Council and Young Leaders.