



Ivegill  
C.E. SCHOOL

Intent



# PSHE

## Intent



# PSHE

## Why is PSHE important?

At Ivegill CE Primary School, all of our teaching and learning builds on our core values; endurance, trust and community. We recognise the importance of PSHE in every aspect of daily life; we encourage children to be inquisitive throughout their time at our school and beyond. Personal, social, health and economic is an important and necessary part of all pupils' education. We believe delivering a high quality curriculum gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Intent





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# PSHE curriculum

Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)



# Intent



Each class has a Jigsaw Friend

EYFS: Jigsaw Jenie (light blue)

Year 1: Jigsaw Jack (orange)

Year 2: Jigsaw Jo (pink)

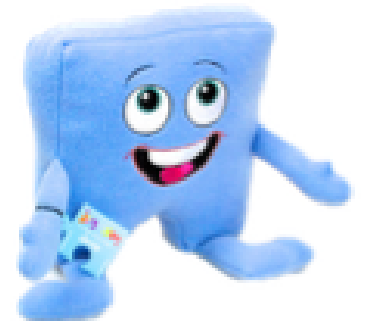
Year 3: Jigsaw Jino (purple)

Year 4: Jigsaw Jaz (royal blue)

Year 5: Jigsaw Jez (green)

Year 6: Jigsaw Jem (red)

The Friends are gender non-specific, and it is up to the class to decide on each Friend's persona and characteristics. In our mixed age classes one friend is used.





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## Jigsaw Chime and Calm Me Time

Using the Jigsaw Chime and the Calm Me exercises is an easy introduction to techniques which help children relax their bodies and calm their minds, reaching an optimum state for learning. The aim is to bring children's awareness/attention to the present moment and, in so doing, let go of other thoughts that might be scurrying around the mind which distract from focusing on the learning of each lesson.

Please note that the Chime is not a behaviour management tool and must not be used to bring the class to order, but rather to help them to develop the skills of awareness. Children need to develop the ability to be aware of their own thoughts and feelings at any given moment – e.g. I am aware I am feeling anxious about writing this story... how can I help myself manage this feeling so I can write the story?

Calm Me scripts are included for teachers to use throughout the year. The Chime can be used at any time during the school day to help children still their minds and bodies and become ready to learn.





Intent



# Sequence of learning EYFS



Ages 4-5 (Reception F2)



BM



CD



DG



HM



RL



CM

In the EYFS the sequence of learning follows the same sequence as the whole school. They have one unit to be covered each half term. In EYFS the learning is very practical and discussion based.



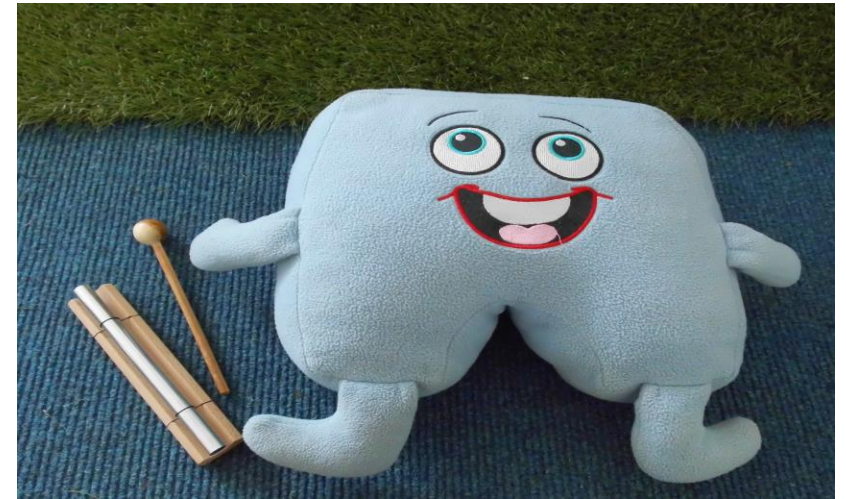
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# PSHE in EYFS





# Sequence of learning in EYFS

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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



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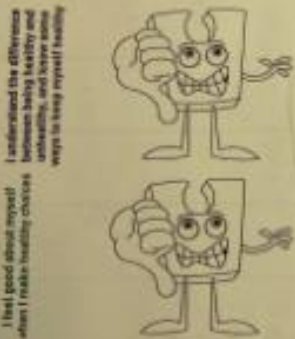
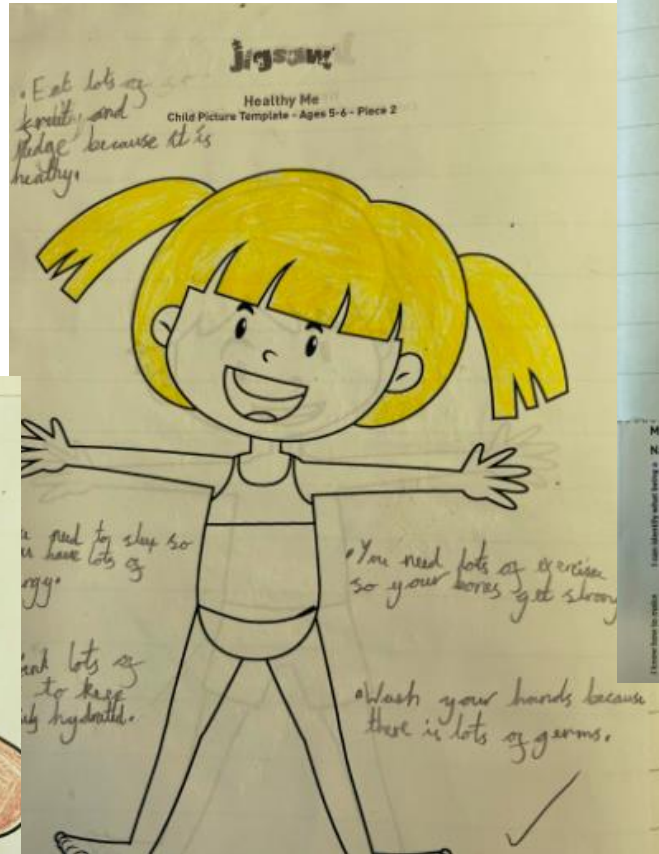
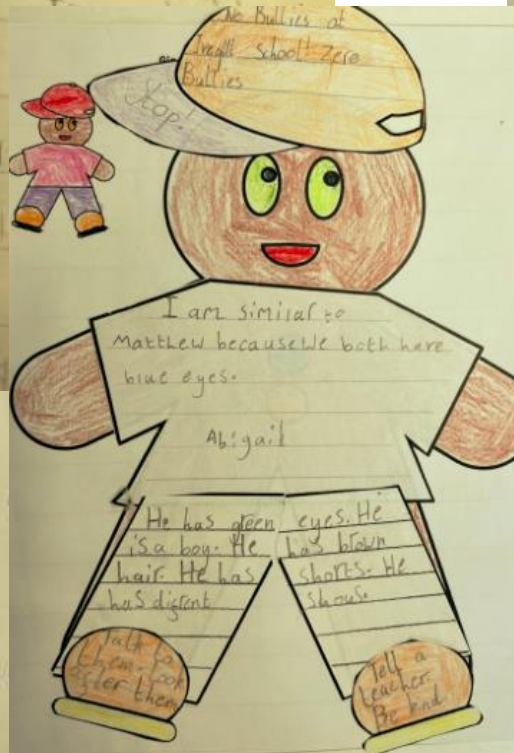


# Intent

# PSHE in 1/2



At the start of Pauli  
 Journey he got into  
 a storm and all the  
 Penguins hat  
 up.  
 nest on Pauli  
 He had to  
 call was





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# PSHE in 1/2





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# Sequence of learning in Year 1/2

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
A	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
B	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>



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# PSHE in 3/4

5<sup>th</sup> May 2022

I can identify someone special who I love and express why they are special to me.

sophie is one of the people who is very special to me I dont know what I'd do without her. Me and her have been friends since nursery.

Alexia is very special like sophie I dont know what I would do without her.

My sister is very important to me because if she wasnt alive I dont know what I would do without her. who would torment me and annoy me. I dont like it but if we didnt do it I would do more than cry.

My brother is special to me because are family would not laugh at all.



Name: Mr. Mash P.

Address: 123 potato me

Job: sky line instructor

Hobbies: garden, trim bushes  
his style is pig

Anything else you want to tell us about your Potato Person...  
He likes to tell Dad jokes and he is allergic to being eaten. We eat makeup every so often.

## INTERNET Safety

No bullying on the internet.

- Never give a person on the internet your private details if someone wants your private details tell an adult you not!
- Do not reply to any hurtful messages unless tell an adult.
- If there is something weird going on the game do not play the game until it is sorted call someone.
- Do not share any pictures on instagram or facebook and any personal pictures.

BE SAFE ONLINE

**Jigsaw**

Puzzle 5 - Relationships (Pieces 1-3) Ages 8-9

Name: \_\_\_\_\_

						TINT BOX - To improve next time I...
Piece 1	I can recognise situations which can cause jealousy in relationships.				✓	
	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.		✓			
Piece 2	I can identify someone I love and can express why they are special to me.			✓		
	I know how most people feel when they lose someone or something they love.			✓		
Piece 3	I can tell you about someone I know that I no longer see.		✓			
	I understand that we can remember people even if we no longer see them.			✓		

I don't get this at all  
 I'm getting there but need some help to understand  
 I got this and can give examples if you ask me  
 I missed this lesson



# Sequence of learning in Year 3/4

Intent

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
A/C	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>
B/D	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>



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# PSHE in 5/6

# Intent

In this unit I have found out that not everyone has a good life like us like the children in Garner who don't get education.

I also learned about marcos triangle and about rewards have consequence. I learned about rights, rewards, responsibilities and consequences.

I thought the acting we did was fun because I was a parent.

I have learnt a lot of things but I was so shocked about the children in Garner who didn't get to go to school.

**Jigsaw Journey**  
Tamsin Ruth Creaves  
Puzzle 2 - Celebrating Difference (Pieces 1-3)

1. I understand there are different perceptions about what normal means.					
2. I can empathise with people who are different.					
3. I understand how being different could affect someone's life.					
4. I can explain some of the ways in which one person or a group can have power over another.					
5. I know how it can feel to be excluded or treated badly by being different in some way.					

**TINT BOX - To improve next time I...**  
I understand everyone is different and that not everyone is happy as they are.  
I understand how bullying can affect someone's sometimes life.

**Reflections:**  
I don't get this at all.  
I'm getting there but need some help to understand.  
I got this and can give examples if you ask me.  
I missed this lesson.

Rewards and consequences  
I understand actions have consequences.  
I understand a democracy is a government run by the people.  
In a 'democracy', people vote in important issues.  
The majority wins the vote.  
A unanimous decision is one where everyone agrees.

**Jigsaw!**  
Being Me in My World  
Well done!  
Tamsin

Please feel proud that you have learnt to identify your goals

I am especially pleased that you: understand differences for you + the children in Garner

I am proud that I can: vote in the right way

Signed: Mrs. Hale Date: Oct 21

**My Jigsaw Journey**  
Name: Ralph Joff  
Puzzle 2 - Celebrating Difference (Pieces 1-3)  
Ages 10-11

Piece 1	1. I understand there are different perceptions about what normal means.				
Piece 2	2. I can empathise with people who are different.				
Piece 3	3. I understand how being different could affect someone's life.				
	4. I can explain some of the ways in which one person or a group can have power over another.				
	5. I know how it can feel to be excluded or treated badly by being different in some way.				

**TINT BOX - To improve next time I...**  
No one is normal everyone is different in some way. I don't know what is impossible.  
It could make people happier which is good so they can laugh.  
bullying is like getting signal on for a race.

**Reflections:**  
I don't get this at all.  
I'm getting there but need some help to understand.  
I got this and can give examples if you ask me.  
I missed this lesson.

**GOAL**  
How I know I have achieved my goal...  
To go to my friends out of school

**Step 3**  
go to the...  
sleepover and have a good time

**Step 2**  
Ask my parents if we can have a sleepover as it will give us more time together.

**Step 1**  
make good friends with my personal friend Lisa and make sure.

**Strengths to help me...**  
Behave well (R.T.C.)  
Trust them be patient and listen.





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# PSHE in 5/6

# Intent



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# Sequence of learning in Year 5/6

Intent

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
A/C	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
B/D	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>



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Implementation



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# PSHE

# Implementation



## Implementation

PSHE at Ivegill CE School is implemented using the JIGSAW programme which is a whole school approach.

The six topics covered are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Learning in each topic then takes place during weekly whole class Jigsaw lessons which explore the different themes.

These themes are also embedded through all other lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning.





# Implementation

The aims of PSHE and Jigsaw within Ivegill CE School are to provide children with:

- accurate and relevant knowledge
- opportunities to create personal understanding
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life

Our PSHE programme deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Ivegill CE School also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.





## Implementation

**Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green).**

Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but children and their teacher can write their own to ensure mutual respect and ownership).





# Implementation

The lessons then split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression.

**Connect us** - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. 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 quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw

**Open my mind** - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.





# Implementation

**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 in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).

**Closure** - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.



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# Implementation

In addition to this, teachers have the freedom to plan with detail and attention to their individual children. Learners can be scaffolded, and any individual needs can be supported where necessary. The summative assessment process offers criteria for children either working at, beyond or towards the age-related expectations. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further. The “Class Teacher” page at the start of every puzzle allows time for practitioners to consider the upcoming content. These support teachers to feel more confident in their own subject knowledge, which in turn allows them to extend the learning of the children.



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Impact



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# PSHE

# Impact



# Impact

The impact of following this programme will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. We continuously assess the implementation and impact of our PSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to achieve. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens.





# Impact

Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. It also allows children of 6 and over the opportunity to identify areas for self-improvement.



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Impact

e.g. Year 1/Ages 5-6

**My Jigsaw Learning**      **Being Me in My World - Piece 1**      **Ages 5-6**

Name \_\_\_\_\_

*I know how to use my Jigsaw Journal.*

*I feel special and safe in my class.*









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Impact

Year 2/Ages 6-7:

**Jigsaw!**

My Jigsaw Learning	Being Me in My World Piece 1	Ages 6-7
Name _____		
<p><i>I can identify some of my hopes and fears for this year</i></p>  	 	 
<p><b>TINT BOX - To improve next time I</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p>		

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The mindful approach to PSHE



# Impact



## Key Stage 2 (Ages 7+)



### Puzzle 1 - Being Me in My World (Pieces 1-3)

Ages 9-10

Name .....

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TINT BOX - To improve next time I...						
Piece 1	I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.					
	I know what I value most about my school and can identify my hopes for this school year.					
Piece 2	I understand my rights and responsibilities as a citizen of my country.					
	I can empathise with people in my country whose lives are different to my own.					
Piece 3	I understand my rights and responsibilities as a citizen of my country and as a member of my school.					
	I can empathise with people in my country whose lives are different to my own.					

I don't get this at all

I'm getting there but need some help to understand

I get this and can give examples if you ask me

I missed this lesson



The mindful approach to PSHE



# Impact

To support the teacher in tracking each child, there is a 'Summative Assessment: tracking pupil progress' sheet that can be used. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle. In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the working towards/ working at/working beyond attainment descriptors which is then recorded on the class spreadsheet.