Ivegill
C • E SCHOOL

Intent

PSHE

Intent

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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

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.

Intent

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

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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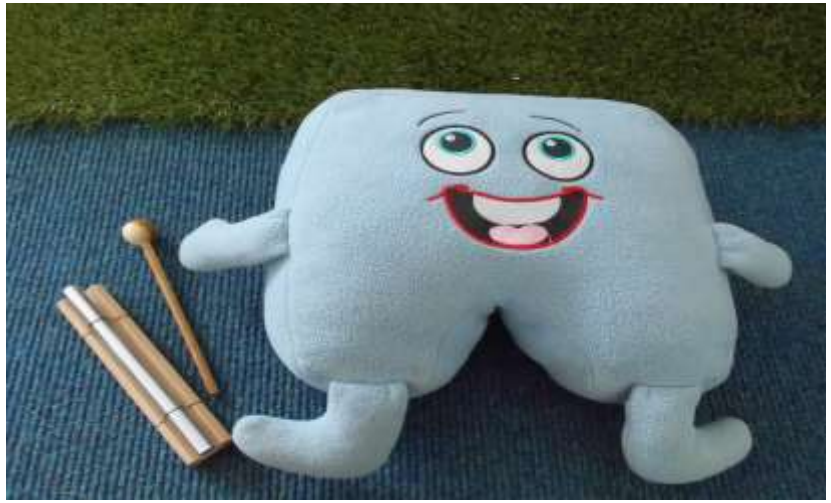
PSHE in EYFS



Jigsaw®
The mindful approach to PSHE

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Sequence of learning in EYFS

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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 Achieving and setting goals Overcoming obstacles Seeking help Jobs	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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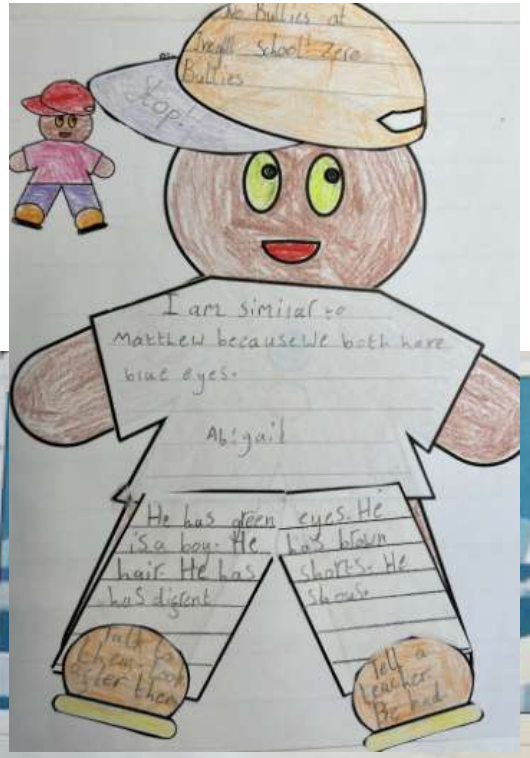
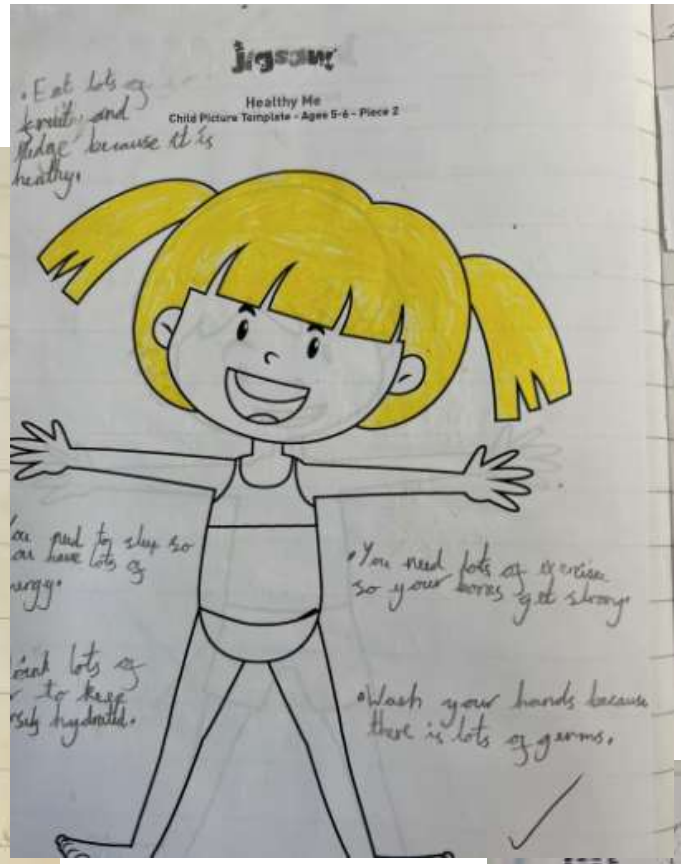
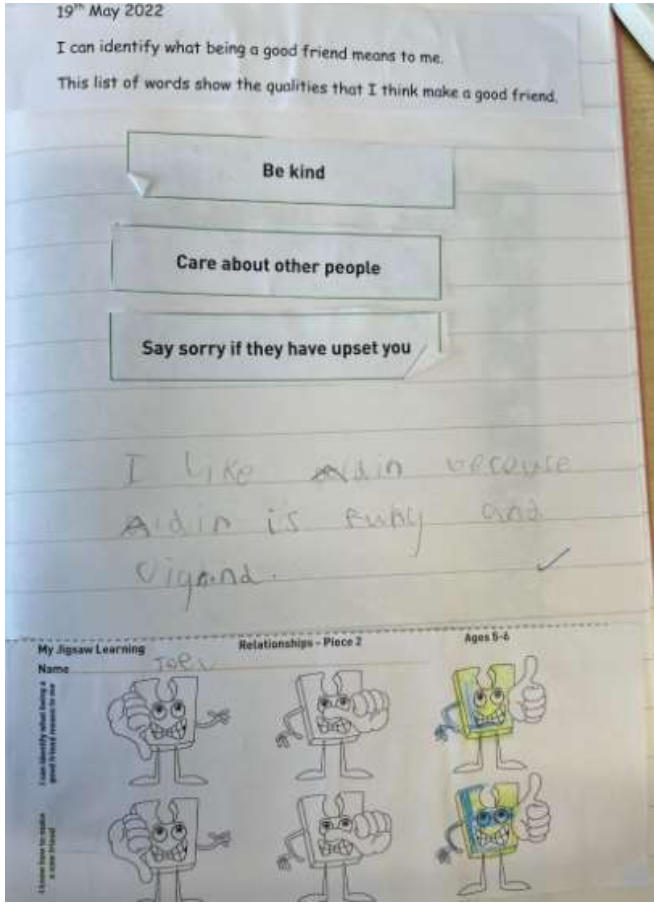
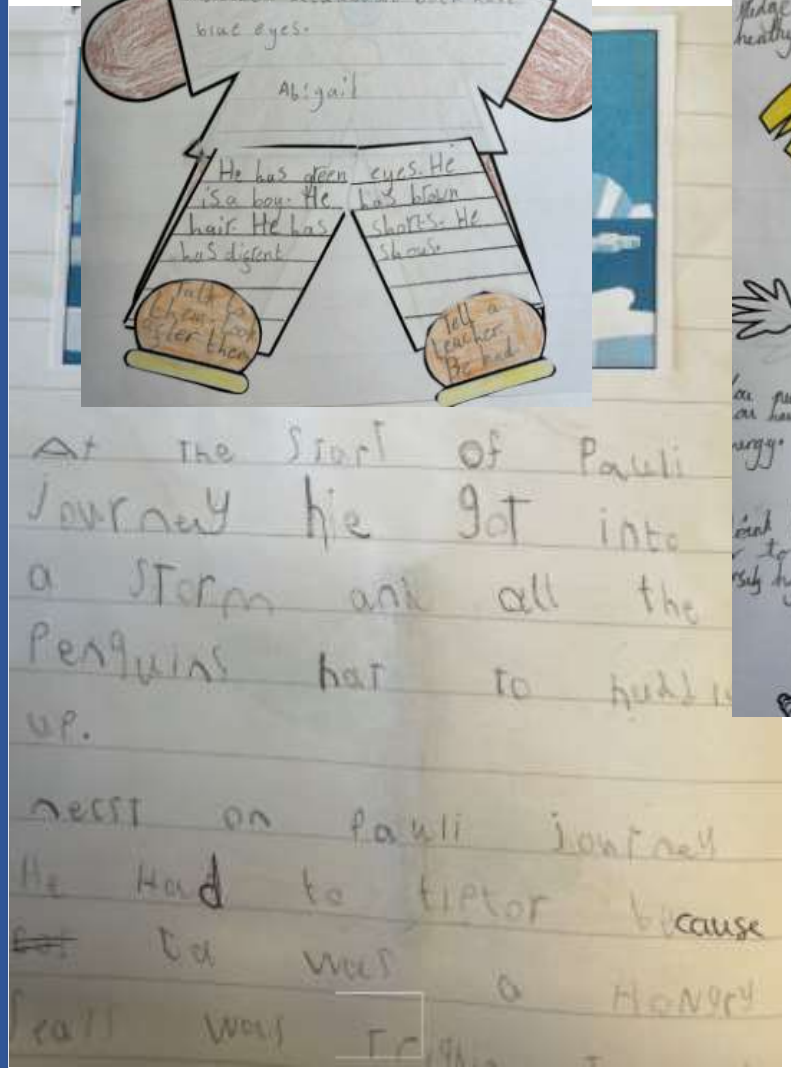
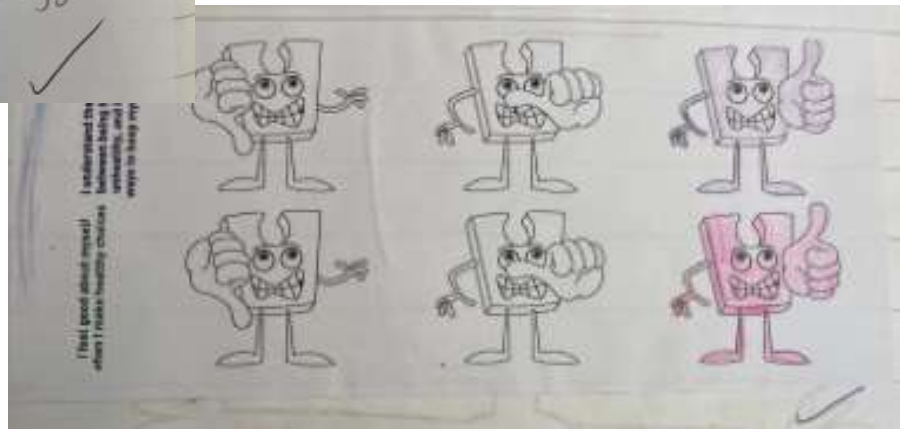
PSHE in 1/2











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The mindful approach to PSHE

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Jigsaw The mindful approach to PSHE

PSHE in 1/2

Intent

Sequence of learning in Year 1/2

	Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year B	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
Year A	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 Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	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

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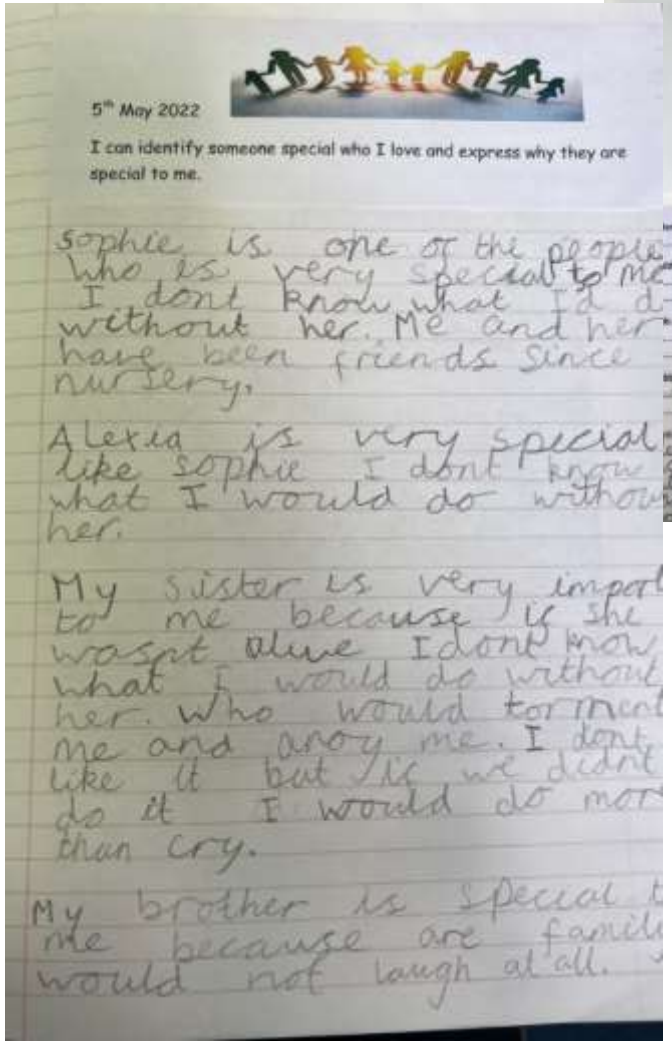
PSHE in 3/4


5th May 2022

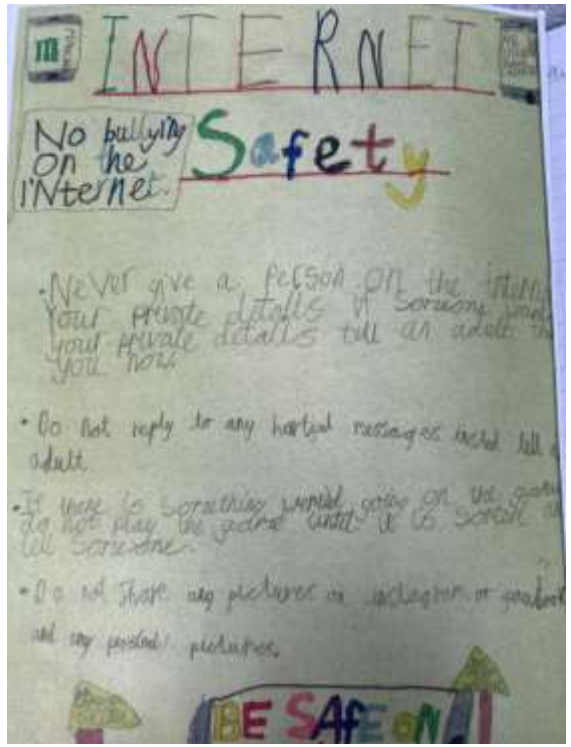
I can identify someone special who I love and express why they are special to me.

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

Alexia is very special like sophie I dont know what I would do witho her.

My sister is very impor to me because if she wasnt alive I dont know what I would do without her. Who would tor me and anoy me. I dont like it but if we dont do it I would do mo than cry.

My brother is special t me because are famil would not laugh at all.



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Sequence of learning in Year 3/4

	Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year B	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 Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition
Year A	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 Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change

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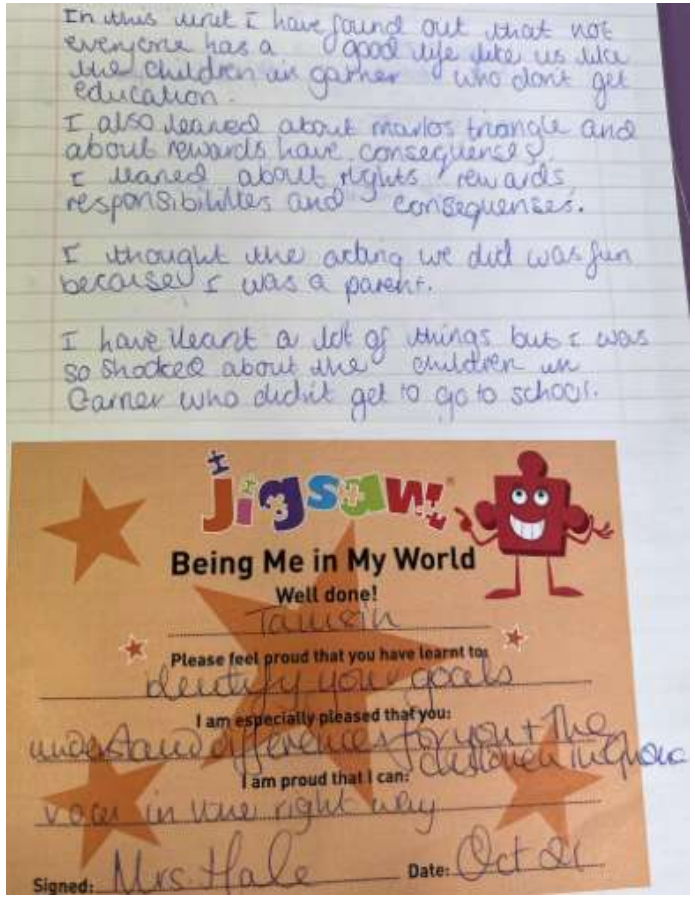
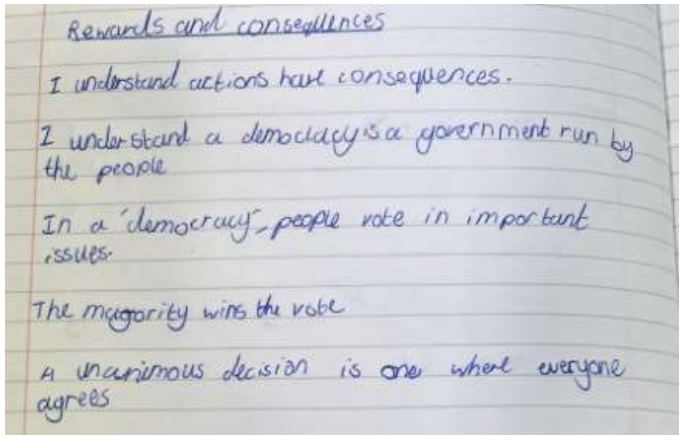
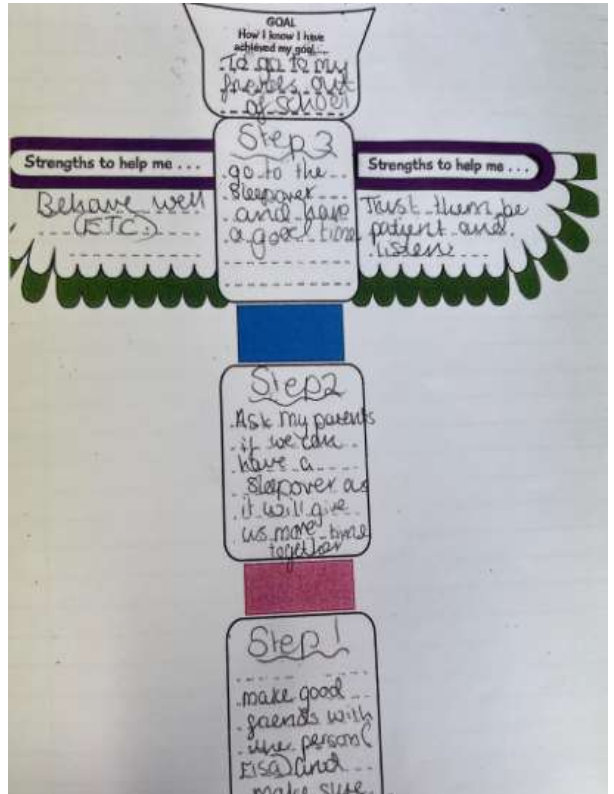
PSHE in 5/6

Intent

The mindful approach to PSHE







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PSHE in 5/6

Intent

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Intent

Sequence of learning in Year 5/6

	Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year A	Ages 9-10	Planning the year ahead 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 Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming 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
Year B	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

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Implementation

PSHE

Implementation

The mindful approach to PSHE

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.

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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).

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).

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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

PSHE

Impact

The mindful approach to PSHE

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 KS2 the opportunity to identify areas for self-improvement.

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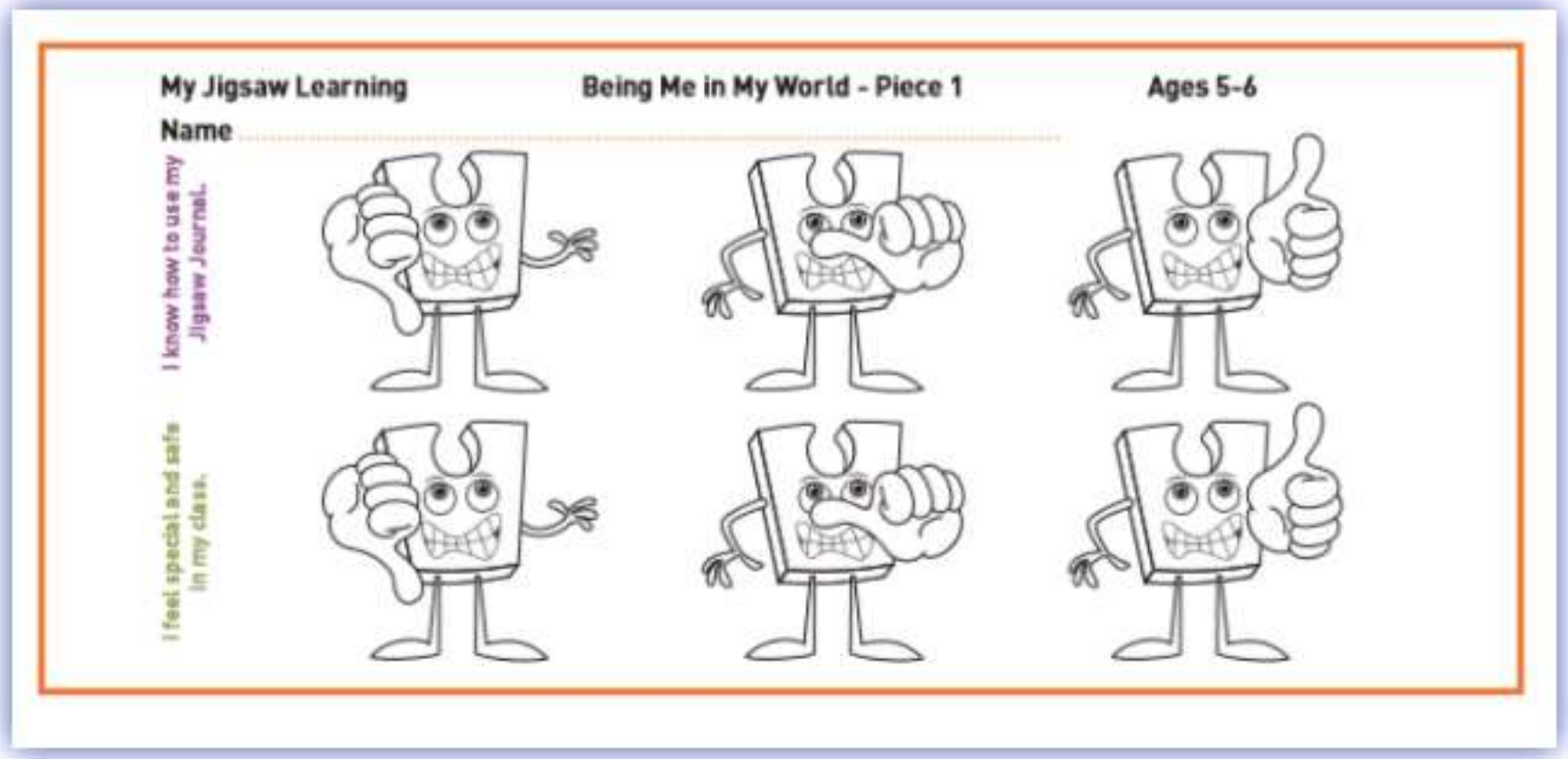
Impact

e.g. **Year 1/Ages 5-6**



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Impact

Key Stage 2 (Ages 7+)

My Jigsaw Journey

Jigsaw

Puzzle 1 - Being Me in My World (Pieces 1-3) **Ages 9-10**

Name .....

						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.					

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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.

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