

# Avonwood Primary School

## PSHE Curriculum Policy



**March 2023**

**Subject Leader: Mrs Short**



**Avonwood Primary School**

The best in everyone™

Part of United Learning

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## 1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

## 1.1 How our whole school vision links with PSHE

At Avonwood, we use a cohesive, whole school approach to teaching PSHE so that children's knowledge and skills are built in each year, progressively and sequentially. To assist with this, at Avonwood, we use the Jigsaw PSHE Scheme which is written by experts and teachers and brings together Personal, Social, Health and Economic education, emotional literacy, social skills and cultural development. The Jigsaw programme fosters a mindful approach to PSHE. It is a comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and all aspects of SMSC.

PSHE supports Avonwood's Earth Charter values; past, Earth, future, love, peace, family, inter-connectivity and life. This supports Avonwood in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

Jigsaw provides a comprehensive scheme of learning for Foundation Stage all the way through to Year 6. PSHE also provides us with an opportunity to focus on the delivery of spiritual, moral, social and cultural (SMSC) aspects of learning, such as;

- Managing feelings
- Building positive relationships
- Self-awareness and self-esteem
- Social skills
- Empathy
- Motivation
- Managing feelings
- Celebrating cultural difference
- Community cohesion
- Decision making through a democratic process
- Reflection of one-self and the world around them

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Therefore, through our PSHE teaching, we set children up successfully for their next stage of education in Key Stage 3 and 4 but also for adult life.

At Avonwood, we aim to create a safe space to allow children to explore new knowledge and throughout our curriculum we have selected examples that inspires children's' curiosity about the world.



## 2.0 Subject Intent, Implementation & Impact

### 2.1 Subject Intent

PSHE teaching at Avonwood aims to set children up with the knowledge and understanding that will allow them to play an active and positive role in today's diverse society. We want our children to leave primary school with lifelong skills that will help them during new experiences and when facing challenges.

At Avonwood, we recognise the importance of emotional literacy and the impact it can have across the wider curriculum and especially in an ever-changing world. We aim to provide children with opportunities that develop their resilience, empathy, self-awareness, and motivation. Through high-quality PSHE lessons, we want to equip children with the skills to navigate, participate and stay safe in this world.

All staff at Avonwood strive to help children believe in themselves and set high aspirations. We share a cohesive vision to help children understand and value how they fit into their community and how they can contribute towards the world around them. Additionally, each PSHE lesson begins with a mental health concept being taught and strategies to look after our mental health, explicitly taught.

### 2.2 Subject Implementation

PSHE at Avonwood is implemented using the JIGSAW programme as a whole school approach. The programme provides an inclusive and progressive scheme of work that helps children navigate the world and build positive relationships with both themselves and others.

The six topics covered are: Being Me in My World and Celebrating Difference in Autumn Term, Dreams and Goals and Healthy Me in Spring Term, Relationships and Changing Me in Summer Term which covers all of Relationships and Sex Education. At Avonwood, we recognise the importance of embedding these themes throughout the whole curriculum and the school day so children can use the skills they are developing and make links to other areas of learning.

In addition to our PSHE Jigsaw curriculum, Avonwood also focuses on the following areas: E-safety, Healthy Schools and first aid; as well as developing the emotional literacy of its pupils through providing Young carers, ELSA support for targeted individuals, nurture groups, Anti-bullying week and Children's Mental Health week. At Avonwood, we pride ourselves on prioritising weekly teaching of PSHE throughout the year, where the whole school focuses on the same topic each half-term.

Additionally, at Avonwood, we believe in developing the whole child. Alongside helping them grow academically, we focus on developing good mental health, which will set the children up to have an optimistic quality of life. By following Stormbreak, staff at Avonwood have resources to allow the children to learn vital skills to positively shape and support their mental health for life. Stormbreak has 5 principles that everything is based around. These are: resilience, relationships, hope and optimism, self-worth, and self-care. We incorporate a mental health Stormbreak at the beginning of every PSHE lesson from EYFS to Year 6.

### 2.3 Subject Impact

Through delivering an effective PSHE programme, we can tackle barriers to learning, raise aspirations and improve the life opportunities for all children, including our most vulnerable and disadvantaged pupils. All children will learn how to stay safe and healthy, build their self-esteem, and develop resilience and empathy.

The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost

social mobility. At Avonwood, we aim to show each child their potential and help remove barriers in their way to reach this whilst demonstrating the key of equality in our society.

Although we have a book to record some thoughts and feelings during our PSHE lessons, most learning will be discussion based. Children may occasionally display their learning through written worksheets or classroom displays, but recording will be limited. The impact of the PSHE curriculum will be measured through a range of learning walks and group discussions.



## 3.0 Sequencing of the Avonwood PSHE Curriculum

### 3.1 Whole School Overview: Long Term Planning

Our teaching of PSHE can be seen in detail and broken down for each year group on the Curriculum overview document.

#### **Jigsaw Planning Content**

PSHE education at Avonwood is guided by the Jigsaw structure which is split into 6 half termly 'puzzles' (units) with the whole school learning the same 'puzzle' at the same time. The 'puzzles' are sequential and developmental from September to July.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

| Term             | Puzzle name            | Content   |
|------------------|------------------------|---|
| <b>Autumn 1:</b> | Being Me in My World   | Includes understanding my place in the class, Academy and global community as well as devising Learning Charters) |
| <b>Autumn 2:</b> | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work                                |
| <b>Spring 1:</b> | Dreams and Goals       | Includes goal-setting, aspirations, working together to design and organise fund-raising events                   |
| <b>Spring 2:</b> | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices             |
| <b>Summer 1:</b> | Relationships          | Includes understanding friendship, family and other relationships, conflict resolution and communication skills   |
| <b>Summer 2:</b> | Changing Me            | Includes Sex and Relationship Education in the context of looking at change                                       |

| <b>Stormbreak Concept</b> | <b>Definition</b>   |
|---------------------------|---|
| Resilience                | Children show ability to 'bounce back' from adversity and adapt positively from challenges. |
| Relationships             | Children show an ability to know how to have meaningful relationships.                      |
| Hope and optimism         | Children show an ability to have a positive outlook on life.                                |

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| Self-worth | Children show an ability to recognise their value and worth and are confident.               |
| Self-care  | Children show an ability to use behaviours to take care of their mental and physical health. |

Each PSHE lesson begins with a Stormbreak session and each concept is mapped out to be taught alongside a related Jigsaw piece.

| <b>Jigsaw piece</b>    | <b>Concept</b>    |
|------------------------|-------------------|
| Celebrating Difference | Self-worth        |
| Dreams and Goals       | Hope and optimism |
| Healthy Me             | Self-care         |
| Relationships          | Relationships     |
| Changing Me            | Resilience        |



### 3.2 Knowledge & Skills Overview – EYFS

| <i>Term &amp; Focus</i>  | <i>Early Learning Goal</i>   | <i>Pupil outcomes / Year 1 readiness Skills, knowledge and understanding</i>  | <i>Other opportunities to develop understanding</i>   | <i>Diversity and Inclusion opportunities</i>   |
|--|--|---|---|--|
| <b>Autumn</b><br><br><u><b>1. Being Me In My World</b></u><br><br><br><br><br><br><br><br><br><br><u><b>2. Celebrating Differences</b></u> | <b>Development Matters – Reception</b><br>See themselves as a valuable individual.<br>Build constructive and respectful relationships.<br>Express their feelings and consider the feelings of others.<br>Show resilience and perseverance in the face of challenge.<br>Think about the perspectives of others.<br>Manage needs<br>Identify and moderate their own feelings socially and emotionally.<br>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian | I understand school expectations, rewards and consequences and our learning charter in my class this year.<br>I can understand making good choices.<br>I know if I make a bad choice there will be a consequence.<br>I can learn about myself.<br><br>I can make friends and make others feel welcome.<br>I understand what some of my feelings are and can share them with others.<br>I understand differences and similarities between myself and others. | School rules and expectations<br>Settling into class<br>Making connections<br>Social, moral development<br>People who help me – emergency services and how to contact them (linked to first aid)<br>Stories to support feelings and emotions e.g. The Colour Monster, Moppy and Big Bright Feelings texts<br>Stories - Hands are not for hitting’, by Martine Agassi, The Huey’s in the New Jumper by Oliver Jeffers, Elmer | Identify their own characteristics in regards to diversity and have open conversation about how this varies from person-to-person.<br>Begin to identify different viewpoints and how this influences perception through thinking about the perspectives of others. |
| <b>Spring</b><br><br><u><b>3. Dreams and Goals</b></u>   | <b>Early Learning Goal</b><br><u>Self-Regulation</u><br>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly<br>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate   | I can talk openly about my own needs, wants, interests and opinions.<br>I can talk about myself in a good way and talk about what I can do.<br>I can persevere when something is challenging.<br>I am independent.  | Link with PE learning and staying active<br>Consider how active they are when they are outside<br>People who help me – emergency services and how to contact them (linked to first aid)<br>Stories – The Tortoise and the Hare and other fable stories, Have you Filled a Bucket Today?   | Use of diverse visual aids when discussing the future or tasks e.g., Job roles, hand washing.  |

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| <p><b><u>4.Healthy Me</u></b></p>   | <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>  | <p>I can say what happens to my body after exercise.<br/> I can understand that by being active and exercising it will make me healthy.<br/> I know how to make a call to the emergency services.<br/> I know how to ask for help with first aid.<br/> I know about personal wellbeing, hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>  |  |  |
| <p><b>Summer</b></p> <p><b><u>5.Relationships</u></b></p> <p><b><u>6. Changing Me</u></b></p> | <p><u>Managing Self</u><br/> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge<br/> Explain the reasons for rules, know right from wrong and try to behave accordingly<br/> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u><br/> Work and play cooperatively and take turns with others<br/> Form positive attachments to adults and friendships with peers</p> | <p>I know which behaviour is OK and which is not and I am able to talk about it.<br/> I know that the things I do affect how other feel.<br/> I know that the things I do affect others around me.<br/> I can show empathy towards peers.<br/> I can show understanding of another child's perspective.<br/> I can solve small conflicts through speaking to others.<br/> I can take turns.</p> <p>I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br/> I know where to get advice e.g. family, school and/or other sources.<br/> I can start conversations, I can listen and respond to</p> | <p>Friendships<br/> Family (family history in history)<br/> Year 1 transitions<br/> Stories – Sharing a Shell, That's mine, Huge Bag of Worries, Once There were Giants, Silly Billy</p> | <p>Understand how another child's perspective may be influenced by their ethnic and/or cultural background.<br/> Diverse language when discussing families and not providing one viewpoint of a family unit.</p> |

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|  | Show sensitivity to their own and to others' needs. | what others say, I can say and talk about what I know, I can ask questions.<br>I understand that things grow and change over time. |  |  |
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| <i>Term &amp; Focus</i>                               | <i>Knowledge</i>  | <i>Skills</i>  | <i>Diversity and Inclusion opportunities</i>   |
|---|---|--|--|
| <b>Autumn</b><br><b><u>1 Being Me In My World</u></b> | I know class rules, rewards and consequences and our learning charter in my class this year.<br>I know the difference between right and wrong.  | I can tell you some ways I am different from my friends.<br>I can offer a variety of views.<br>I can reflect on and learn about myself.                            | Encourage open conversations on protected characteristics (e.g., gender) in a controlled manner.   |
| <b><u>2. Celebrating Differences</u></b>              | I know that differences make us all special and unique.<br>I know how people are similar and different.   | I can celebrate how I am different to my friends.<br>I can join in cultural opportunities.   | Understand that different cultures have different celebrations and traditions and what we may think these look like will differ according to religion/culture/ethnic background. |
| <b>Spring</b><br><b><u>3 Dreams and Goals</u></b>     | I know how to store the feeling of success in my internal treasure chest.   | I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.   | Look at diverse inspirational figures who have achieved dreams and goals e.g., Ellie Simmonds.   |
| <b><u>4 Healthy Me</u></b>                            | I know why it is important to keep my body healthy.<br>I know some ways to keep my body healthy.<br>I know how to make a clear and efficient call to emergency services if necessary.<br>I know some basic concepts of basic first-aid, | I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.<br>I can recognise how being healthy helps me to feel happy. | Recognise that there is no 'typical' body-type and all body abilities can succeed and should be celebrated.<br>Disabled bodies are shown to be amazing and capable.              |

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|  | <p>for example dealing with common injuries, including head injuries.</p> <p>I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>  |   |   |
| <p><b>Summer</b><br/><b><u>5 Relationships</u></b></p> | <p>I know why relationships are important.</p> <p>I know who my friends are.</p> <p>I know that families are important because they give love.</p> <p>I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>I know where to get advice e.g. family, school and/or other sources.</p> | <p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about them.</p> <p>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.</p> | <p>Include diverse family units to represent different types of family.</p> <p>Use diverse visual aids to support this.</p> |
| <p><b><u>6 Changing Me</u></b></p>                     | <p>I know and respect my body and understand which parts are private.</p>  |   |   |

| <i>Term &amp; Focus</i>   | <i>Knowledge</i>   | <i>Skills</i>   | <i>Diversity and Inclusion opportunities</i>  |
|---|--|---|---|
| <b>Autumn</b><br><u>1 Being Me In My World</u><br><br><u>2. Celebrating Differences</u> | <p>I know my rights and responsibilities, rewards and consequences and our learning charter in my class this year.</p> <p>I know that everyone is unique and celebrate everyone’s differences.<br/>I know and appreciate cultural differences.</p> | <p>I can tell you some ways I am different from my friends.<br/>I can understand these differences make us all special and unique.<br/>I can offer a variety of views.<br/>I know the difference between right and wrong.</p> <p>I can respect and tolerate those who are different to me.<br/>I can celebrate how I am similar and different to members of my family or friendship groups.</p> | <p>Encourage open conversations on protected characteristics (e.g., gender and religion) in a controlled manner.</p> <p>Understand that different cultures have different celebrations and traditions and what we may think these look like will differ according to religion/culture/ethnic background.<br/>Offer diverse visual aids for different relationships such as family groups and friendship groups.</p> |

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| <p><b>Spring</b><br/><b><u>3 Dreams and Goals</u></b></p> | <p>I know how it feels to have a dream.</p>  | <p>I can explain some of the ways in which I worked collaboratively to help my group create the end product.<br/>I can express how it felt to be working as part of this group.</p>                            | <p>Look at diverse inspirational figures who have achieved dreams and goals e.g., Martin Luther King Jr</p>  |
| <p><b><u>4 Healthy Me</u></b></p>                         | <p>I know some ways to keep my body healthy.<br/>I know the principles of planning and preparing a range of healthy meals.<br/>I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br/>I know how to make a call to the emergency services.<br/>I know how to get help if someone is injured.</p>   | <p>I can make some healthy snacks and explain why they are good for my body.<br/>I can express how it feels to share healthy food with my friends.</p>   | <p>Recognise that there is no ‘typical’ body-type and all body abilities can succeed and should be celebrated. Different bodies have different needs and requirements in accordance to certain characteristics e.g. age/ability.</p> |
| <p><b>Summer</b><br/><b><u>5 Relationships</u></b></p>    | <p>I know why relationships are important.<br/>I know some strategies to help me deal with conflicts.<br/>I know that families are important because they give love and security.<br/>I know that people sometimes behave differently online, including by pretending to be someone they are not.<br/>I know how to recognise and report feelings of being unsafe or feeling bad about any adult.<br/>I know how to ask for advice or help for themselves or others, and to keep trying.</p> | <p>I can identify some of the things that can cause conflict between me and my friends.<br/><br/>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> | <p>Include diverse family units.<br/><br/>Explore the concept of identity and concept of self, linking to online and offline identities.</p>   |



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| <p><b><u>6 Changing Me</u></b></p> | <p>I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br/>I know where to get advice e.g., family, school and/or other sources.</p> <p>I know the physical differences between girls and boys.<br/>I know about the natural process of growing from young to old and understand that this is not in my control.<br/>I know I am becoming more independent and feel proud.</p> | <p>I can recognise the physical differences between boys and girls and use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.<br/>I can recognise cycles of life in nature.<br/>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.<br/>I can tell you what I like/don't like about being a boy/girl.</p> | <p>Recognise that girls are physically different to boys.<br/>Use ethnically diverse visual aids.<br/>Understand that bodies change at different rates.</p> |
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| <i>Term &amp; Focus</i>   | <i>Knowledge</i>   | <i>Skills</i>  | <i>Diversity and Inclusion opportunities</i>   |
|---|--|--|--|
| <p><b>Autumn</b><br/><b><u>1 Being Me In My World</u></b></p> <p><b><u>2. Celebrating Differences</u></b></p> | <p>I know rights and responsibilities, rewards and consequences and our learning charter in my class this year.<br/>I know why rules are important.<br/>I know what democracy is and the impact on school.<br/>I know that it is important that all, including those in power, follow the rules and expectation both in school and in wider life.</p> <p>I know why mutual respect for and tolerance of those with different faiths and beliefs and for those without faith is important.<br/>I know how to give and receive compliments.<br/>I know how to offer suggestions on how people can improve.<br/>I know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know</p> | <p>I can tell someone else our class rules.<br/>I can tell others what our rules are.<br/>I can offer a variety of views.<br/>I know the difference between right and wrong.</p> <p>I tolerate, accept, respect and celebrate diversity.<br/>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> | <p>Encourage open conversations on protected characteristics (e.g., gender and religion) in a controlled manner and how everyone, regardless of difference should be included in the school community.<br/>Ensure views from a variety of backgrounds are honoured and respected within the school's democratic systems.</p> <p>Begin to understand that people from different backgrounds have different views and wishes and tolerate, accept and respect these.<br/>Offer diverse visual aids for different relationships such as family groups and friendship groups. Exemplify this through showing diverse family units that the children may recognise e.g., Mr Ratburn's wedding.<br/>Begin to introduce key diverse vocabulary e.g., same-sex couples, race, culture.</p> |

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|  | that other children’s families are also characterised by love and care.   |  |  |
| <b>Spring<br/>3 Dreams<br/>and Goals</b> | I am confident with sharing my success with others and know how to store my feelings of success in my internal treasure chest.  | I can evaluate my own learning process and identify how it could be better next time.  | Success looks different to different people and begin to explore that some people may have additional societal barriers to achieving the same level of success.  |
| <b>4 Healthy Me</b>                      | <p>I know how to make a clear and efficient call to emergency services if necessary. I know some basic first aid, for example dealing with common injuries, including head injuries.</p> <p>I know the mental and physical benefits of an active lifestyle.</p> <p>I know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>I know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health).</p> <p>I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> | <p>I can identify things, people and places that you need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p> | <p>Recognise that there is no ‘typical’ body-type and all body abilities can succeed and should be celebrated.</p> <p>Different bodies have different needs and requirements in accordance to certain characteristics e.g. age/ability.</p> <p>Understand that there are medical conditions which influence people’s external characteristics.</p> |

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|   | <p>I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>  |   |   |
| <p><b>Summer</b></p> <p><b><u>5 Relationships</u></b></p> | <p>I know why relationships are important.</p> <p>I know some strategies to help resolve conflicts.</p> <p>I know that families are important because they give love, stability and security.</p> <p>I know the characteristics of healthy family life, commitment to each other and the importance of spending time together and sharing each other's lives.</p> <p>I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>I know where to get advice e.g., family, school and/or other sources.</p> | <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p> <p>I can show an awareness that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> | <p>Include diverse family units.</p> <p>Explore how having diversity within a group can actually enhance the collaborative environment of school and work through providing alternate viewpoints.</p> <p>Explore the concept of identity and concept of self, linking to online and offline identities.</p> |
| <p><b><u>6 Changing Me</u></b></p>                        |   | <p>I can identify how boys' and girls' bodies change on the inside during the growing up</p>  | <p>Recognise that females are physically different to males.</p> <p>Use ethnically diverse visual aids.</p>   |

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|  | <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>I understand that babies grow and develop in the mother's uterus.</p> | <p>process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I can express how I might feel if I had a new baby in my family.</p> | <p>Understand that bodies change at different rates e.g., medical conditions.</p> |
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| <p><b>Spring</b><br/><b><u>3 Dreams and Goals</u></b></p> | <p>I know how to make a new plan and set new goals even if I have been disappointed.<br/>I know what it means to be resilient and to have a positive attitude.</p>  | <p>I can evaluate my own learning process and identify how it could be better next time.</p>   | <p>Success looks different to different people and begin to explore that some people may have additional societal barriers to achieving the same level of success e.g., socio-economic status.</p> <p>Acknowledge stereotypes and explore whether they are accurate.</p> |
| <p><b><u>4 Healthy Me</u></b></p>                         | <p>I know how to make a clear and efficient call to emergency services if necessary.<br/>I know some basic first aid, for example dealing with common injuries, including head injuries.<br/>I know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.<br/>I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> | <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.<br/>I can identify feelings of anxiety and fear associated with peer pressure.<br/>I can express how being anxious or scared feels.</p>                     |  |
| <p><b>Summer</b><br/><b><u>5 Relationships</u></b></p>    | <p>I know a number of strategies to help me solve conflicts.<br/>I know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.<br/>I know that the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty,</p>  | <p>I can explain different points of view on an animal rights issue.<br/>I can express my own opinion and feelings on this.<br/>I can consider my online friendships and sources of information including awareness of the risks associated with people I have never met</p> | <p>Include diverse family units.</p> <p>Explore how having diversity within a group can actually enhance the collaborative environment of school and work through providing alternate viewpoints. Begin to explore how lack of inclusion can affect others.</p>          |



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| <p><b><u>6 Changing Me</u></b></p> | <p>kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.<br/>I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.<br/>I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br/>I know where to get advice e.g., family, school and/or other sources.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> | <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.<br/>I can identify what I am looking forward to when I am in year 5.<br/>I can reflect on changes I would like to make when I am in year 5 and can describe how to go about this.</p> | <p>Explore the concept of identity and concept of self, linking to online and offline identities. Celebrate yourself and how it is different to others.</p> <p>Recognise that females are physically different to males.<br/>Use ethnically diverse visual aids.</p> <p>Understand that bodies change at different rates e.g., medical conditions.</p> <p>Begin to explore that the way I was born, or was, may not be the way that I choose to be now or in the future e.g., change in hair colour.</p> |
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|  | <p>I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>and know how to support children who are being bullied.</p>   |   | <p>of people with the characteristic in common.</p> <p>Begin to explore how assumptions can form the basis for indirect bullying.</p>   |
| <p><b>Spring</b></p> <p><b><u>3 Dreams and Goals</u></b></p> | <p>I know how I can achieve my dreams.</p>  | <p>I can suggest examples of dreams and goals a young person might have, in a culture that is different to mine.</p> <p>I can reflect on how these cultures, dreams and goals relate to my own.</p> | <p>Success looks different to different people and begin to explore that some people may have additional societal barriers to achieving the same level of success e.g., socio-economic status, gender and race.</p> <p>Acknowledge stereotypes and explore whether they are accurate. Challenge own assumptions about groups of people and where this bias may have come from.</p>          |
| <p><b><u>4 Healthy Me</u></b></p>                            | <p>I respect and value my body.</p> <p>I know how to make a clear and efficient call to emergency services if necessary.</p> <p>I know some basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>I understand the impact of alcohol, smoking and vaping on my body and the long-term risks associated with this.</p> <p>I know the risks associated with an inactive lifestyle (including obesity).</p> | <p>I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p>                      | <p>Understand that it is OK for people to have dreams relating to their culture and that it is OK to have different ones.</p> <p>Begin to explore how a person’s external appearance e.g., weight does not necessarily correlate with internal characteristics such as health and intelligence.</p> <p>Begin to explore the media’s portrayal of male vs female body types and how this</p> |

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|  | <p>I know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>  |   | <p>may relate to eating disorders and body image pressures.</p>   |
| <p><b>Summer</b><br/><b><u>5</u></b><br/><b><u>Relationships</u></b></p> | <p>I know how to solve conflicts.</p> <p>I know how to develop my own self esteem.</p> <p>I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>I know where to get advice e.g. family, school and/or other sources.</p> | <p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>  | <p>Identify what makes you unique and celebrate this. Discuss how diversity factors may affect self-esteem in our culture and how this can be tackled.</p> <p>Recognise that marriage can be between a man and a woman; a man and a man; and a woman and a woman. Show famous examples of each e.g., Tom Daley, Moran Samuel. All mean the same legally and all are normal.</p> |
| <p><b><u>6</u></b><br/><b><u>Changing Me</u></b></p>                     | <p>I know how my body will change.</p> <p>I know the changes that growing up will bring and am confident I can cope with them.</p> <p>I know and am aware of my own self-image and how my body image fits into that.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p>  | <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> | <p>Recognise that females are physically different to males.</p> <p>Use ethnically diverse visual aids.</p> <p>Understand that bodies change at different rates especially through puberty.</p>   |

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|  | <p>I understand that sexual intercourse is usually how a baby is made but that sometimes people need IVF to help them have a baby.</p> <p>I know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> | <p>I can identify what I am looking forward to about becoming a teenager and understand that this means increased independence and responsibilities.</p> <p>I can identify what I am looking forward to when I am in Year 6.</p> | <p>Explore that the way I was born, or was, may not be the way that I choose to be now or in the future e.g., change in hair colour, body type, gender.</p> |
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|  | <p>viruses, how they are spread and treated, and the importance of handwashing.</p> <p>I understand the impact of alcohol, smoking and vaping on my body and the long-term risks associated with this.</p>   |   |   |
| <p><b>Summer</b><br/><b><u>5</u></b><br/><b><u>Relationships</u></b></p> | <p>I know how to develop my own self-esteem.</p> <p>I know how to prepare myself emotionally for starting secondary school.</p> <p>I know how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p> <p>I know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>I know the importance of self-respect and how this links to their own happiness.</p> <p>I know that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect</p> | <p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> | <p>Identify what makes you unique and celebrate this. Discuss how diversity factors may affect self-esteem in our culture and how this can be tackled.</p> <p>Identify how self-respect correlates to their own happiness and extend this to respecting others and how this influences their happiness.</p> |

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| <p><b><u>6 Changing Me</u></b></p> | <p>to others, including those in positions of authority.<br/> I know the importance of permission-seeking and giving in relationships with friends, peers and adults.<br/> I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br/> I know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br/> I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br/> I know where to get advice e.g. family, school and/or other sources.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.<br/> I know how my body will change.</p> | <p>I can describe how boys' and girls' bodies change during puberty.<br/> I can express how I feel about the changes that will happen to me during puberty.<br/> I can identify what I am looking forward to about becoming a teenager and understand that this means increased independence and responsibilities.</p> | <p>Recognise that females are physically different to males.<br/> Use ethnically diverse visual aids.<br/> Understand that bodies change at different rates especially through puberty.</p> |
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|  | <p>I know how I feel when I reflect on the birth of a baby.</p> <p>I know the changes that growing up will bring and am confident I can cope with them.</p> <p>I know and am aware of my own self-image and how my body image fits into that.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>I understand that sexual intercourse is usually how a baby is made but that sometimes people need IVF to help them have a baby.</p> | <p>I can describe how boys' and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> | <p>Explore that the way I was born, or was, may not be the way that I choose to be now or in the future e.g., change in hair colour, body type, gender.</p> <p>Acknowledge that their development during puberty is out of their control and they may learn things about themselves which was not previously known e.g., sexual orientation.</p> |
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4.0 PHSE Curriculum Resources

4.1 Example Medium Term Plan

This is an example of a medium term plan taken from our scheme of work – Jigsaw – Year 4, Autumn 2 – Celebrating Difference.

## Celebrating Difference

### Puzzle Map - Year 4



**Puzzle Outcome**

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display

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| Weekly Celebration                           | Pieces   | PSHE Education<br>(Developed from National Framework DfEE 2000)   | Emotional Literacy/Social Skills<br>(Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004) | Resources   |
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| Accept that everyone is different            | <b>1. Judging by Appearances</b>   | I understand that, sometimes, we make assumptions based on what people look like                                | I try to accept people for who they are  | Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Character pictures, A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each child, A pair of spectacles with clear lenses for each child, Character answer cards.   |
| Include others when working and playing      | <b>2. Understanding influences</b>   | I understand what influences me to make assumptions based on how people look                                    | I can question why I think what I do about other people  | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Optical illusion picture e.g. young/old lady (www.eyetricks.com), Picture of a dog, Response strips, Jigsaw Journals.   |
| Know how to help if someone is being bullied | <b>3. Understanding Bullying</b>   | I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure | I know how it might feel to be a witness to and a target of bullying   | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Puzzle Song sheet: 'Playground Blues', BBC Learning Clip 6578: 'Why it is important to have good friends', Flipchart-sized cardboard cut-out person (per group) and flipchart pens, Flipchart-sized spectacles cut outs (per group), Jigsaw Journals. |
| Try to solve problems                        | <b>4. Problem-solving</b>  | I can tell you why witnesses sometimes join in with bullying and sometimes don't tell                           | I can problem-solve a bullying situation with others   | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, CBBC Newsround special film: 'Whose side are you on?', Flipchart, Picture of spectacles/glasses, BBC Learning Clip 7147: 'How to beat cyber bullying', Websites: Kidscape, Childline, Beatbullying, CBBC, Jigsaw Journals.                            |
| Try to use kind words                        | <b>5. Special Me</b>   | I can identify what is special about me and value the ways in which I am unique                                 | I like and respect the unique features of my physical appearance   | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Coloured strips of paper, Glue sticks, Book: 'Ruby' by Maggie Glen, Photos of class members, Template photo frames, Jigsaw Journals.  |
| Know how to give and receive compliments     | <b>6. Celebrating Difference: how we look</b><br><b>Assessment Opportunity ★</b> | I can tell you a time when my first impression of someone changed when I got to know them                       | I can explain why it is good to accept people for who they are   | Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Book: 'A Pig Is Moving In!' by Claudia Fries, Jigsaw Journals, Blue and red spectacle templates, one for each child, Puzzle 2 Attainment Descriptor Grid.   |

## 4.2 Lesson Structure

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

### The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

At Avonwood, we like to keep the PSHE lesson to follow the same structure from EYFS – Year 6 so that it is consistent across the school and this enables better progress and understanding.

1. **Share the learning** – this is where we explain to the children the learning that will be taking place and reinforce our rules of listening and learning for PSHE.
2. **Connect us** – during this part of the lesson, we are often playing a game to connect one another and notice similarities.
3. **Calm me** – this is a calming, reflective script that teachers read to make sure our minds are calm and open to listening to one another.
4. **Open my mind** – during this part of the lesson, children reflect on their own thoughts around the topic we are learning about.
5. **Tell me or show me** – during this part, children have the chance to show or share their own thoughts and feelings but they do not have to if they don't feel comfortable doing this.
6. **Let me learn** – using an agreed script, this is where we will teach children their new knowledge or skill.
7. **Help me reflect** – during this final part of the lesson, children will usually be given a question prompt to help them consider what they have learnt and their own opinions.

This structure allows for children to learn how to share their thoughts and feelings in a safe space as well as learning new skills and knowledge.

### 4.3 Assessment

Teacher assessment in PSHE should consider evidence of the children's knowledge, relationships with others and reflections on their actions. When planning PSHE, teachers should consider what misconceptions may arise within the lesson and actively plan in opportunities to address these. To assess PSHE successfully, teachers need to consider, when planning, the outcomes of each lesson to review if a child has achieved the objective. Furthermore, they should consider if any additional work needs to be undertaken in the following lessons to ensure they have met that objective.

As there is no formal assessment for PSHE, the use of formative assessment through discussions within class, is essential to assessing the children's knowledge. During lessons, teachers continuously watch, question and listen to interactions between peers and their responses during class discussions. Whole class and group discussions enable teachers to build up a picture of each individual's knowledge and skills within PSHE.

## 5.0 Roles and Responsibilities

### 5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work.

### 5.2 Subject Leader

The roles of the subject leader are to:

- Plan a progressive Long Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our pupils, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit. - Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through:
  - learning walks
  - book looks
  - pupil voice
  - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

### 5.3 Senior Leadership Team

Each subject will have an SLT link/ Their roles are to:

- Support the subject leader to:
  - Be an advocate for the subject
  - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice
  - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
  - Implement their action plan. - Work together so that school priorities can be identified, and prevent all subjects from being promoted and developed at the same time